

QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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HEALTH SERVICE SURVEY FINDS . . . School nurses overextended

Question: *Is the nurse able to perform quality work in the time allotment in your school?*

Response: *Who are you kidding! Superwoman is a fantasy!*

Two of the stated aims of the Home & School movement are to obtain the best for each child according to his or her physical, mental, social and spiritual needs, and to assist in forming public opinion favourable to reform and to the advancement of the education and well-being of the child.

HISTORY

At the 1985 QFHSA Annual General Meeting delegates passed a resolution on the *Allocation and Deployment of School Nurses* which was subsequently sent to the Ministry of Social Affairs, among others, for

action.

In the meantime, many Home & School Associations, school committees, school boards, teachers associations and, in some cases, nurses themselves were expressing concern about the diminished role of the school nurse.

In particular, budgetary cutbacks had reduced the ratio of nurses to students, though the health needs of students were on the increase.

At the 1986 QFHSA Annual General Meeting the Social Affairs/Support Services Committee was mandated to conduct a survey on the school nurse situation province-wide.

SURVEY

The questionnaire was sent out in August, 1986, to all Home & School Associations, all English-speaking Protestant and Catholic School Committees, all Protestant School Boards, as well as to those CLSCs (Local Community Service Centers) and nurses who requested a copy. Deadline for replies was November 3, 1986.

NURSE'S ROLE

In April, 1981, the Ministry of Education and the Ministry of Social Affairs redefined the role of the school nurse. She is now a community health nurse assigned by the CLSC to work in a school setting and to fulfill other CLSC roles and duties.

Her activities are primarily concerned with health education and prevention and not those related to first responder in emergency situations.

Policies regarding first aid services must be made separately by school boards.

Three factors have aroused the greatest concern among parents re: nursing services in schools:

1. The budgetary constraints which have reduced the number of nurses assigned to schools;
2. The deletion of first aid services from her list of activities.
3. The almost total lack of consultation between the CLSC and the school board as to the role which the community wishes the nurse to play in the school setting.

It is generally felt that the nurse is accountable to the priorities and policies set by the CLSC — determined by budgetary constraints — not the priorities of the students and the school.

The bottom line is that the role of the school nurse is not clearly defined, understood or agreed upon by the Ministry of Health & Social Services, the Ministry of Education, school boards, teachers association, the nurses themselves, and the parents.

With a ratio of one full-time nurse to 2500 students it is impossible to believe that any nurse can cope with the health needs of her clientele.

Results of the questionnaire indicate clearly a bureaucratic structure whereby a

Continued on page 15

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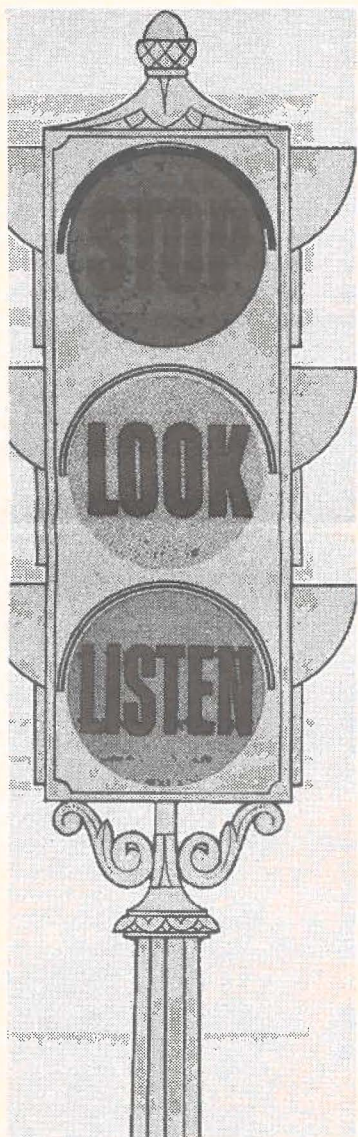
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School Committees, Teachers,
Administrators, Student Council...
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OCTOBER 1987						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



SCHOOL BOARD ELECTIONS NOVEMBER 15, 1987

DON'T FORGET to get out there and vote for YOUR school commissioner on November 15. Voting hours are from 9 a.m. to 7 p.m.

It is important our school boards have strong, capable people representing us as school commissioners. It is equally important we show that we care about our school system by VOTING.

REVISED ELECTORAL WARDS

The Lakeshore School Board, the Protestant school system which serves the West Island, Ile Perrot and Vaudreuil-Soulanges regions, has completed an extensive revision of its electoral ward boundaries.

On the revised map, the boundary lines for the previous wards of "Hudson" and "Harwood" have been redrawn. A new Hudson ward will contain only that municipality (including Hudson Heights and Como).

The new Harwood ward will contain all the rest of the Vaudreuil-Soulanges region, with the exception of Ile Perrot which is detached to form a separate ward bearing that name.

The result is that the new map has three off-island wards to

replace the previous two.

A new ward has been added in the fast growing Dollard des Ormeaux area. The two "new" wards created have been offset by reducing the number of wards in Beaconsfield/Pointe Claire areas by two. Each of the 15 wards now has approximately 2,600 voters.

ECOLE PRIMAIRE PIERRE-FONDS

Ecole Primaire Pierrefonds will have a new home for the 1987/88 school year. The students will be attending a separate section of Riverdale High School in Pierrefonds.

PARENT REPRESENTATIVES

Parent representatives to the school board, for the school year 1987/88, are Bruce Gill, representing elementary schools, and Ken Kalman, representing secondary schools.

Editorial . . .

QFHSA and locals need closer links

FOR MANY YEARS area representatives have been regarded as a vital part of the communication link between local Home and School Associations and QFHSA.

They were supposed to blanket the province with a tightly woven network providing rapid communications in both directions.

But in recent years, the network, like an old wool blanket that has seen too many winters and more than a few moths, became somewhat threadbare and tattered at the edges. Gaping holes were appearing all over the place.

No matter how much one tried to stretch it and move it around it just wasn't adequate to cover all the bodies that tried to huddle under it. Applying colorful patches (such as cajoling QFHSA vice-presidents into being pro tem area reps) may not be the answer.

Perhaps it's time we looked into the idea of investing in a new, cozier and even bigger blanket that won't leave our extremities out in the cold.

The basic problem as I see it is that the area reps of old were trying to act as messenger boys/girls between organizations that in reality often had little in common.

The Quebec Federation on the one hand operated as an entity unto itself, with its own board of directors, executive and areas of interest. The local associations on the other hand buried their heads in the local educational quicksand and expressed puzzlement and wonder about the occasional blizzard of paper that blew down upon them from the nether reaches of the organization.

True, they did get together once a year — to see how the other half lived. But all in all, there was very little sense of belonging to a single cohesive organization and only rarely a sense of common purpose.

The poor area reps were stuck with the

unenviable task of relaying messages between two solitudes. I don't think locals ever really got the feeling the area rep was their active and vocal delegate to QFHSA. Instead they regarded him/her as some rarely seen individual who phoned every few months to find out what they had done recently.

Perhaps the way to revitalize communication, and indeed all aspects of the organization, is to make QFHSA more directly responsive and more concretely linked to the locals. The locals need a more substantial vested interest in what goes on at the provincial level.

One way to accomplish this might be to invite each local to appoint one of their members (perhaps even the president or her designate) to the board of directors. This member would be responsible for representing the interests of the local, and at the same time would keep the local up to date on what is happening at QFHSA.

Although this would expand the board of directors considerably, I don't believe it would be unwieldy, given the present size of the organization and the inevitable flurry of regrets that would keep attendance to a manageable level.

Admittedly, off island locals probably wouldn't be able to attend all meetings, but at least there would be a clearly identifiable direct link between them and QFHSA.

There are a lot of difficulties in implementing such a reorganization, perhaps even a few fatal ones. It certainly needs a great deal more thought by a great many more knowledgeable people.

But I feel we owe it to the organization to at least look carefully at a few new different options rather than simply settle for wrapping ourselves once again in our old, comfortable, familiar ragged blanket just because it has been in the family for generations.

Jon Percy

Bad skills almost killed good idea

By Oisín Curtin

I have the pleasure of working in a large group of intelligent and creative people. Our work often involves writing. I recently had a demonstration of how important it is to teach writing skills in our schools.

A very intelligent man in our company had a good idea that would help the company. In order to have his idea accepted, he had to write a proposal, an essay explaining his idea and why it is a good idea. He asked me to read his essay and suggest improvements.

The most important comment I could make was not about his idea or his grammar. This man had typed three pages without every putting a space after a period or a comma!

This was not a case of stupidity. Those pages contained almost no spelling errors. This was a lapse in education. He simply did not know that a typed document required spaces after punctuation.

After all, when you write with a pen, your hand knows where to put the words.

This man's idea might not be accepted by the vice presidents of the company, but I think it is a good idea, and it would be a shame if it was lost only because the proposal was not laid out properly on the paper.

STUDENT ACCIDENT INSURANCE

IF YOU are interested in student accident insurance for your school, or for yourself, QFHSA recommends Reliable Life Insurance Company. Forms can be obtained from their Montreal broker, Jean-Louis Brais, 15880 Laflamme, St. Hyacinthe, Quebec, J2T 3X4, or telephone (514) 773-2008.

A copy of the coverage and premium cost can also be obtained by writing, or telephoning, the QFHSA office, 2535 Cavendish Blvd., Suite 212, Montreal, Quebec, H4B 2Y5, (514) 481-5619.



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Vocational training reform begins in fall

In the fall of 1987, the major improvements in secondary vocational training announced last December will be implemented.

Approximately \$93 million over the next three years will go towards a curriculum review, new testing methods adapted to the needs of the job market, upgrading equipment and teaching materials, further training for teachers and elaboration of regional and province-wide optional "maps."

Two new training programs will gradually replace the current short and long vocational streams.

One of the new programs will lead to the Secondary School Vocational Diploma (for students with a Secondary School Diploma or who are 16 and have secondary IV credits in certain courses).

This program will involve from 900 to 1800 hours of vocational

training and will be offered in September 1987.

Students taking the second new program will work towards the Secondary School Vocational Certificate (for students 16 and over who have certain credits in secondary III).

During the first year of this two-year program, students must obtain two credits in Catholic or Protestant moral and religious instruction or in moral education, and each year students will take a maximum of 600 hours vocational

training and a minimum of 300 hours general education in basic courses. This program will start in September 1988.

Graduates from either of these programs will be able to specialize by taking programs offering between 450-900 hours of instruction which will be implemented in September 1988. An Attestation of Vocational Specialization will be given to those successfully completing the specialization program.

Reprinted from the Newsletter, June '87, of the Canadian Education Association.

RECOMMENDED

Two books recommended by Louise Delisle-Laberge, a Guidance Counsellor in the St. Croix School Board, regarding students and career choices, are:

My Bread and Butterflies, by Debara Sharpe et al, published by Houghton Mifflin, Boston, 1976. This is a "careers" book suitable for elementary school students.

Passion for Excellence, by Thomas J. Peters and Nancy K. Austin, published by Random House, New York, 1985.

AIDS— We need your input

AIDS — THE ROLE OF PARENTS

AIDS is a fatal disease.
AIDS is a disease that can be prevented — through knowledge.
Presently there is no cure.
Presently misunderstanding and fear are associated with AIDS.
Our provincial government is shockingly slow in responding to its role in prevention, as is our educational system. We can not and we must not leave our children in limbo. We must inform ourselves so we can help our children become knowledgeable, so they can protect themselves.
The NEWS will carry articles on AIDS in the forthcoming issues. We want this column to respond to YOUR needs, because you are the primary educators of your children. Please write/call QFHSA with your requests and your observations. Let's make this column a productive dialogue.

Sylvia Adams
Past President, QFHSA
Community Health Nurse

HOTLINE FOR ABUSED KIDS

ANNE LEWIS, reporter for Channel 12 CFCF-TV, has received an award from the Radio and Television News Directors Association for work on Pulse Probe on the problem of child abuse, and for the setting up of a new "hot line" for young people in distress.

This new service, a first in Quebec, was a result of Lewis's approach to Social Service, the Youth Protection Committee, and to Tel-Aide, a listening service for adults.

CFCF organized a radiothon, and with the help of the Minister of Justice, raised about \$10,000 to support this project. Bell Canada is providing help for the first year through a special donation.

Tel-Aide's President, Lorraine D. Paquette, and Lewis went to England in May to observe the child-line which had already been set up there.

Some 250 volunteers have been trained for this work through Ville Marie Social Services. There will be a series of radio and TV spots to promote the new hot line.

The volunteers will be filling a need for the lonely and depressed child, for the run-away, for the latchkey child, for the one who is suicidal and for the physically, emotionally or sexually abused child.

The service is anonymous and confidential.

In about 1% of the cases there may be an emergency. For such problems, when the child is in immediate danger, Tel-A-Friend will report to Urgence Sociale which is cooperating in handling such cases.

Tel-A-Friend (514-935-4555) is a

free service for young people up to age 18. The people who answer the phones are friends who want to help children. The service is available seven days a week from 3 p.m. to 11 p.m. and is in both English and French.

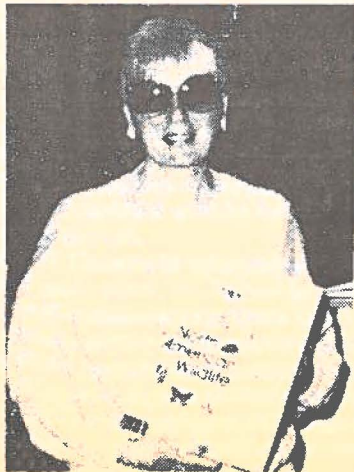
Tel-A-Friend became operational on June 30th, and by the middle of July had received over 200 calls, even without much publicity.

Your local Home & School Association could help by publicizing Tel-A-Friend in your school and at your school board. Perhaps Home & School locals can help youth in need of sharing their problems by providing information about Tel-A-Friend and its very important number — 935-4555.

A poster is available from Tel-Aide, C.P. 205, Succ. H., Montreal H3G 2K7.

ERRATUM

OOPS! We identified this lovely lady as Ada Colomb in the last issue of the News. Actually she is Carol Mitchell, one of our membership award winners for 1986-87. Sorry, Carol.



President's Message

Helen Koeppe

Let's share concerns for ecology with our children

WHEN WAS the last time you peered into a tiny carefully constructed nest, hidden in foliage, as I recently did, gazed at a clutch of wild birds eggs and wondered at their beauty, delicacy and vulnerability?

When was the last time your children had that opportunity to be close to nature, to be able to marvel at the miracle of life enclosed in a fragile shell? Have your children ever had that chance to observe nature first hand?

Increasingly we are being confined to large urban areas, living our lives in, on or under concrete and out of touch with nature — summer flash floods on the autoroute in the middle of Montreal notwithstanding.

There is a tendency to forget or to ignore the fact that our lives are governed more and more by scientific advances and technological changes that are beyond the comprehension of most of us. Many of us opted out of science courses in high school because they had the reputation of being tough.

School boards today have courses in ecology, a step in the right direction, but are hampered by lack of human and material resources and time.

We as parents, therefore, have an obligation to become informed and to share our thoughts, feelings and concerns about our environment with our children. Explaining the how of a spider web, the why of a colony of sowbugs under a brick or a log, or the when of wriggling worms on the sidewalk or the lawn after a rainfall, give us some

of the opportunities to kindle and to maintain the curiosity of our children about the "natural" world around them.

All too often, as cited by the noted David Suzuki in an address to school commissioners and school administrators in Ottawa last year, children are taught, especially those in urban areas, that the only good bug is a dead one; and the instinct to squash any and all bugs, good or bad, is reinforced by squeamish adults.

Parents can very easily teach respect for living things, through example and by being positive role models.

The theme of a workshop at our spring conference, held at Concordia University last May, was the necessity for people to learn to live in harmony with nature.

Education in a lifestyle that is quite different from the one that most of us now lead must start at home before children go to school. Beneficial attitudes, appreciation and affection for the natural world must begin on mother's (or dad's) knee and can then be enhanced at school and at facilities such as those planned at the Ecomuseum, located near Ste. Anne de Bellevue. (An excellent outline of the ecomuseum project was included in the June 1987 NEWS.)

For the sake of the future generations let us adopt an attitude of awareness of the natural world in which we live and of which we are an integral part.

Let's make sure that the present generation of children develops that awareness.

WANTED: FOUR HIGH SCHOOLS Pilot project helps teens postpone sexual involvement

Early sexual activity among teenagers often leads to heart-breaking consequences.

Teenage girls who become pregnant frequently drop out of school and join the increasing number of young single mothers who help to make up Canada's largest poverty group.

Add to this the rapidly-escalating problem of sterility caused by sexually transmitted disease, cancer of the cervix (more common among young women who became sexually active at an early age), and now the tragedy of AIDS which is beginning to spread in the heterosexual population.

Schools in the Montreal area are being given an opportunity to do something about preventing these problems.

The Montreal Council of Women are looking for four high schools which would be interested in taking part in an initial Canadian testing of a highly successful American program called *Postponing Sexual Involvement*.

The program is primarily an assertiveness training program in the area of sexuality, designed to give assistance to teens who may become sexually active as a result

of peer pressure rather than any personal wish to do so at an early age.

The *PSI* program is not a sex education program, although it is frequently taught as an addition to a sex ed program.

In the four schools selected for the testing program, one grade eight class will be chosen to follow program, which emphasizes awareness of peer pressure, media pressure, and the development of personal life goals.

The *Postponing Sexual Involvement* program requires four one-and-a-half hour periods for the teaching. In addition students will be asked to fill out questionnaires before and after taking part in the program.

A further requirement is that parents take part in a similar session (three hours on a Saturday or

two one-and-a-half hour evening sessions). The program will be taught by specially trained peer teachers chosen from the schools involved.

Ideally, the four schools selected will comprise an inner-city high school, two suburban schools, and one rural polyvalent high school.

The results of the testing program will be used to establish the need for such a program in Canadian high schools, and in the subsequent development of a Canadian adaptation of the present American program.

If you would like to see your high school involved in this pilot project, please contact the Montreal Council of Women, 1195 Sherbrooke St. West, Montreal, Quebec H3A 1H9, (514) 849-4089 for further information.

Did you know that . . .

A research group studying juvenile delinquency telephoned 50 homes between 9:30 and 10:30 at night to ask parents if they knew where their children were. Half the phone calls were answered by children who had no idea where their parents were.

(From *Bits and Pieces*, and the *ATA Nes*, Oct. 27, 1986)

Between parents and children

TEACHING LITERACY AT HOME

The purpose of this article is to offer some suggestions to parents — none of which are new — about the ways literacy may be nurtured by natural, parent-child interactions in the home.

There is an impression that the most competent and committed parents are those who support their children by turning home learning environments into modified school classrooms.

I am rather disconcerted by the appeals of publishing houses, the media, retail stores and sometimes even those involved in education to reinforce the popular misconception that parents must be either instructed by educators, or must adopt the approaches used in school, if they wish to support their children in natural ways, from infancy to early adulthood, by creating rich, experiential environments in the home which encourage talking, listening, reading and writing.

One social class is not necessarily more conscientious in this regard than another: material wealth is not a prerequisite for the development of literate people.

Neither does any one culture hold a particular advantage, as the appalling rate of adult illiteracy on this continent indicates.

Different cultures may predispose different notions about literacy, but it would hardly be reasonable to label the members of vibrant oral cultures, for example, as illiterate.

Schools, of course, sitting at the apex between the individual and the larger cultural community are quite naturally grappling with these issues.

Some of the problem may be alleviated by current research into oral literacy and by the gradual realization that there are many forms of literacy and of literate behaviors.

THE GOODS

Many of the "educational goods" promoted and sold to parents may, in fact, produce subtle changes in the wealth and kinds of learning opportunities which take place in homes.

Parents may fall victim to the shabbiest of promotional slogans, out of the earnest desire to do the very best they can to cultivate young readers, avid researchers, mathematical wizards.

I would urge parents to re-discover their own power as teachers, for parents stand centre stage with respect to what may be the most profound of all intellectual accomplishments.

Of course, I am referring to the intellectual, social, and psychological magnitude of the development of spoken language.

Perhaps parents might ask themselves some interesting, critical questions *before* they buy that set of flash cards, or that pre-kindergarten skills workbook, or the latest edition of "Raise a Smarter Child".

They might ask, for example: Why did Catherine want to speak? How did she learn? What role did I play when she was learning? What kinds of opportunities for talk did she find in our home? What did I do when she had problems? How did I react to her triumphs?

BOOK-RICH

With a few word changes, here and there, the formula for encouraging children to value reading will also work for writing and learning.

Children learn to read by reading. The learn to write in the same way. Children do not learn to talk by memorizing small pieces of language and then putting all the pieces together.

Children begin to speak when they are

ready: some in single words, others in sentence-type constructions. All efforts were greeted with joy. One does not fail, after all, in one's home.

Homes should be book-rich. Libraries, new and used bookstores, rummage sales and garage sales all provide the means for families who value books to bring books into their homes.

In addition to books, homes today are filled with print. Household items and commodities sport attractive labels; there are newspapers, catalogues, magazines, grocery lists, telephone books.

Children who read cereal boxes, juice tins, peanut butter labels are readers. Parents may extend these earliest understandings about print by immersing children in what is habitually called, "the language of stories".

Of course, parents should not wait until their children show signs of reading the environmental print in the home or in the community, in order to introduce stories. Even a three month-old may enjoy the story rhythms of language, in the same way that s/he responds to voice.

When reading to their children, parents might consider some of the following:

- **THE MOST** important reason for reading with your children is to share a special moment with a story. Don't underestimate what children learn from these natural and pleasant encounters with print.
 - **CHILDREN** often have well-loved stories that they will ask to hear over and over again.
 - **CHILDREN** have preferences. They should be encouraged to exercise them. Not all books will be appealing — reading involves personal taste.
 - **READ** stories naturally. Some children may like to pause for discussion while others may be rapt listeners. Don't check comprehension in artificial ways. Let your child's questions provide natural opportunities for talk about a particular story.
 - **READ WITH** your child often, but respect your child when s/he is not in the mood, or asks you to stop.
 - **NON-FICTION** demands a different kind of reading behaviour. For this reason, non-fiction should not be viewed as a replacement for stories.
 - **Picture books**, often found in the "easy" section of libraries, may present sophisticated stories and concepts. Do not move on to print-dense stories simply because picture-books seem immature.
- In addition, beautiful picture-books broaden children's literacy-base by allowing them to predict, draw inferences, expand upon the printed word.

INDEPENDENT READING

Early independent reading behaviours and strategies are prismatic: they take many forms and variations and are developmental but not hierarchical or even chronological. Children play with the language of print in many and varied ways.

These natural tendencies develop more readily in literate homes, but do not appear to be linked directly to intelligence: many gifted children, for example, are not readers when they enter school.

In addition, severely brain-damaged children have learned to read with little difficulty.

In the majority of cases, however, a direct link can be established between rich reading experiences in natural, supportive environments and the development of early reading behaviours.

Children play with the language of stories in some of the following ways:

- **THEY MAY** "read aloud", to themselves or to others, a favourite story. This reading involves memory, predicting from pictures and words on the pages, turning the pages at appropriate intervals, comments and questions "read" into the flow of story language.

This reading behaviour is spontaneous, motivated and meaning-oriented. The child may read actual words (some or several), or may impose their own story.

- **THEY MAY** read and reread pictures as well as print. This amounts to interpreting the meaning of the story for self and duplicates many of the processes of mature readers.
- **THEY MAY** become avid storytellers and attempt to incorporate the language of favourite stories, songs and television shows.
- **THEY MAY** dramatize, in story form through play, roles and events within their family and their community.
- **THEY MAY** cut up, paste and organize pictures into stories or draw a story-picture.
- **THEY MAY** engage in story monologues, chanted aloud before falling asleep, which represent the day's experiences.

If parents are curious about these pre-literate behaviours, they might take the time to observe the power with which they are carried out.

Parents of pre-slumber talkers may want to listen briefly and then consult a copy of James Joyce's "Ulysses". Child and author are manipulating markedly similar story-telling techniques, with the exception that this story form clearly was a radical — as opposed to natural — departure for Joyce from the traditional conventions of the fiction of his day. Joyce discovered the power of language play; your child lives the power of language daily.

EARLY WRITING

If story-telling develops for the sheer love of it, so, too, does the development of early writing. Parents may encourage an interest in writing by making available to children all sizes and varieties of paper, crayons, markers, pencils, pens.

Natural writing development occurs when children are intent on representing their own ideas, feelings and interests in written form. Research into early writing indicates that rote knowledge of the letters of the alphabet and sound systems (letter and accompanying sounds) are not prerequisite skills.

This is hardly shocking. This kind of information was not necessary in order for children to express their language in the first place.

When children want to express or create experiences in print, they will quickly discover appropriate strategies to use to accomplish their aims.

The development of writing, therefore, takes many forms: scribbling, single letters (to represent words, sentences, etc.), invented spellings.

Children should be encouraged to read their messages to other members of the family, to share in composing messages (notes, grocery lists, etc.), to write to friends, relatives, favourite authors and to magazines.

In this way, literacy is not viewed as classroom-bound and, therefore, separate from the greater society in which we all live.

All learning involves risk, as well as trial-and-error. Learning in the home, therefore, should support errors as positive steps towards the development of effective communication strategies.

BEGINNING

When formal schooling begins, parents should continue to encourage, to help and to support their children in natural ways.

Children should not suddenly be left alone with books, because they are learning to read independently.

Those special moments with good books may do more to help children synthesize their in-school learning than practice drills with early readers.

Parents might also make a point of reminding their children that the goal of school reading instruction, regardless of

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LITERACY AT HOME

continued from page 4

approach or grade level, is to encourage them to read for many purposes.

Subscribing to magazines, giving and receiving books as gifts, trips to the library, to bookstores, etc. support children's growing awareness and interest in the world of print.

Book talk in the home is also helpful in demonstrating to children that parents are readers, too. These informal and enthusiastic exchanges communicate powerful messages that literacy is a family, or social, value.

The adolescent presents, by virtue of attitude and developmental stage, a particular challenge to parents.

Adolescents can be very cynical about anything that society values, including liter-

acy. They are also insecure people, despite all that impressive posturing. Failure is the scourge of adolescence.

Adolescents, despite this, are powerful learners. The talk and interests of many teenagers are complex. I would hazard to guess that the popular themes of adolescence centre around roles, relationships and problem-solving strategies.

Interactions among parents and teenagers might focus on the exploration of ideas and knowledge through talk. We are a talking world and the ability to express one's ideas is a critical dimension of literacy.

Learning to persuade, convince, describe, criticize, and analyze may be more relevant to a teenager when s/he can communicate orally.

Without question, the thinking skills

which animate highly literate people integrate all the language: critical talkers are also critical readers, writers, viewers and thinkers.

Many adolescents find media events far more stimulating than an encounter with classic literature.

Media literacies may be exploited in the home. Popular movies, songs and television programs may provide natural opportunities for parents to pique their teenager's curiosity, to challenge stereotypes and biases, to recall favourite stories or articles on similar themes.

Teenagers may also benefit considerably from trips to the parents' place of work and from hearing about the role of reading, writing, speaking and listening in the world of work.

Open discussion of books being studied at school (in all subject areas) should be encouraged in the home, as should the

sharing of writing (essays, lab reports, etc.).

None of these suggestions will be novel to the majority of parents, but few draw a direct correlation between learning in the school and learning in the home.

Homes and schools offer different learning environments and opportunities to children of all ages. It would be a pity to envision a time when either one would negate the potential of the other.

There is, however, one analogy I will make and this is not new either: our future goals for all our children should be to create schools that feel like homes and not homes that feel like schools.

by: Gayle Goodman,
Coordinator of
curriculum, English
Language Arts, Elementary and
Secondary, Ministry of Education,
and member of the Cedar Park Home
and School Association

Quebec Association of Children with Learning Disabilities

CONFERENCE LOOKS AT TEENS AND PARENTS



By Ann Cumyn, Macdonald High
Nancy Peppy, Aylmer Elementary

The Spring Conference of the Quebec Association of Children with Learning Disabilities contained three workshops: The Impact of Adolescence, with Marysue McCarthy; Parents as Partners, with Albert Wener, and Effective Parenting, with Robert Spencler.

The first workshop, the Impact of Adolescence, dealt with the picture of the adolescent — the fears, hopes and problems of the teenager.

Adolescence revolves around pimples, hair, music, clothes, moods, independence, telephones, sex-love-romance, self-centredness, drugs, justice, friends, etc. Teenagers need both peer support, the ultimate horror is not to belong, and friends who are their life support systems while cutting the umbilical cord. Many children only go to school to see their friends!

Eric Erikson in "Youth & Identity" lists seven basic steps from infancy to maturity: basic trust, autonomy, initiative, competence, identity, intimacy and generativity. Conflicts between teenagers and parents often occur because teenagers are at the identity stage while adults have reached the generativity stage.

Teenagers tend to see everything from their point of view, constantly check their image in the mirror and see no point in picking up their socks.

They are subjected to advertising aimed at the adolescent which forever implies that these clothes, this make-up, this hair style, is needed to make them look good and, by implication, that they themselves must be inherently ugly.

Many of the problems experienced in school occur because the elementary school deals with the whole child while the secondary school is very subject/content oriented and the student is seen as different parts by different teachers; no one person knowing the whole student.

While teenagers require mobility, free time, freedom from orders and flexibility, secondary school requirements involve staying put, restrictions, obedience and rigidity. Furthermore, teenagers discourage parental involvement.

Whatever our concerns may be regarding our teenagers, one thing

is certain: our expectations of them are vital, they must be fair and must pertain to those things that really count.

In the second workshop, Albert Wener addressed the problem of the gap between the home and the school. He made a study, with Rosemary O'Shaughnessy of the Baldwin Cartier School Commission, comparing parent's perception of their actual and desired involvement regarding their child's education and the teacher's (school's) perception of the same involvement.

Some of the items considered were:

IF THERE is a problem with homework, who makes the initial contact? School indicated always the school; parents indicated (15%) it was sometimes the parent.

WHO INSURES that contact continues in the case of academic difficulty? School is convinced that it maintains the contact; parents are convinced they do.

WHO SHOULD ensure that

contact continues? In this instance there was agreement. Both parents and school thought this should be a joint responsibility.

DO YOU know what your child is expected to learn? Parents think they do know; teachers think parents do NOT know.

ON THE average, how much time can you spend with your child regarding homework? Parents think they can spend a lot of time; teachers think that parents have no time to spend.

With regard to parental involvement it is clear that those who are involved do not always feel they can be effective. However, the critical factor is the relationship between the parent and the teacher.

The following recommendations for action were suggested.

1) If there is a difficulty, make contact with the school BEFORE the first parent/teacher conference.

2) Formulate a plan.

3) Set times to evaluate the plan.

4) Become an informed parent.

5) It is difficult to change things globally. Confine efforts to changing things for *your* child.

It was very clear from the audience response that in many areas, especially in the area of formal testing, parents are not only not involved but, in some cases, not even informed.

The whole area of testing was obviously a very sensitive one and it was felt by many parents present that money allocated for testing would be far better spent on therapy.

The third workshop, Effective Parenting, like the first, dealt mainly with adolescence, but not with the learning disabled adolescent.

Questions were forwarded from

the audience but, in some cases, could not be answered by Mr. Spencler since his experience was not in Quebec and, therefore, he was not familiar with institutions, legalities, school system, etc., in dealing with learning disabled.

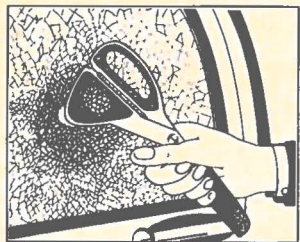
Most of the questions were handled by the local resource people. At one point it was admitted the waiting list for help from different agencies was long, which only compounded the parents' problem.

Handouts at the conference, e.g., "Parent's Feelings", "Help your Teenager Learn to Cope", "Dyslexia", were very informative and helped fill the gap of any questions not answered at the workshops.

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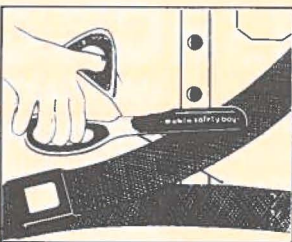
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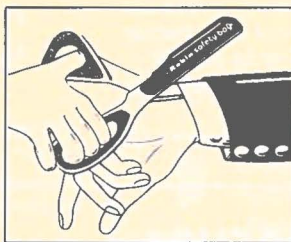
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FOCUS on MEMBERSHIP

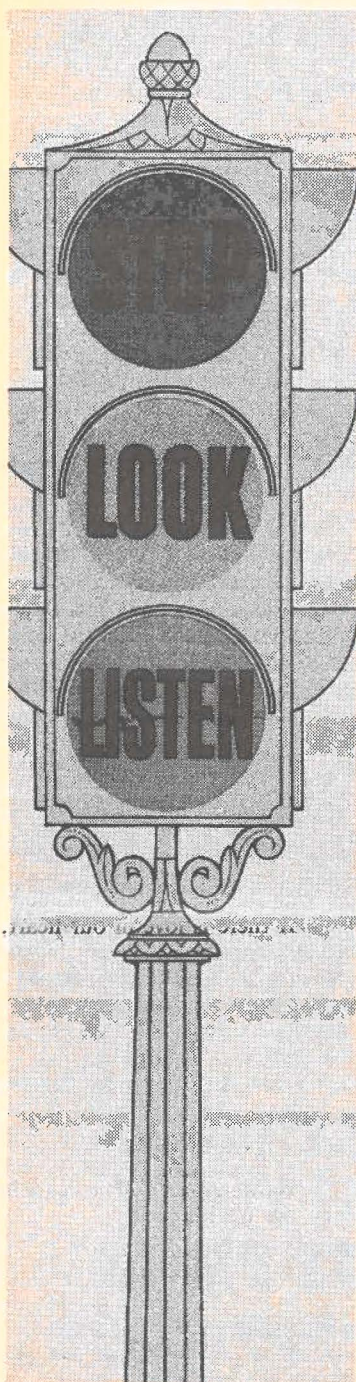


Does it seem to you that summers are getting shorter?

This one was no exception, but despite the tricks the weather played on us, we hope yours was packed full of fun and time to relax and refuel for the upcoming school year.

We are happy to welcome new membership chairpersons in many of our locals, and to have back with us those who handled the job so capably last year in the other local associations.

Some local elections have not yet been held, but from the information available at present, the following is the list of Membership Chairpersons for 1987-88.



Membership chairpersons and their publicity counterparts can make an enormous difference to our schools, students and parents, by spreading the aims of Quebec Federation of Home and School Associations.

Only with solid support can it continue to pursue those goals, and to provide a leadership role in improving the education and well-being of our children.

Our message to all parents — please renew your old membership or become a new member of Quebec Federation of Home & School Associations.

When you join QFHSA you automatically become a member of the Canadian Home & School and Parent-Teacher Federation, the largest volunteer organization in the country.

When you invest in the education of your children, you are investing in their future.

Become a member of Home and School! **REMEMBER, KIDS ARE WORTH IT!**

Norma Rennie
Membership Chairman

SCHOOL

SCHOOL	MEMBERSHIP CHAIRPERSON
ALLANCROFT	Carol Goldberg
ANDREW S. JOHNSON MEMORIAL	Gerald Bennett
AYER'S CLIFF	Nancy Loadenthal
AYLMER	Nancy Peppy
BAIE COMEAU	Barbara Rioux
BEACON HILL	Pat Stagg
CARLYLE	
CEDAR PARK	Donna Warner
CHELSEA	Jackie Dare
CHRISTMAS PARK	Pam Schneider
COURTLAND PARK	Judy Stanway
DORSET	
DUNRAE GARDENS	Connie De Georgio
EARDLEY	Druscilla Flemming
ECOLE PRIMAIRE BEACONSFIELD	Marilyn Tooley
ECOLE PRIMAIRE POINTE CLAIRE	Colette Ward
ECOLE PRIMAIRE PIERREFONDS	Lynn Choquette
EDGEWATER	Arlene Whiting
EDINBURGH	Ingrid Poupart
ELIZABETH BALLANTYNE	Carol Porteous
GARDENVIEW	
GREENDALE	Trudy Labelle
HAMPSTEAD	Edie Nyveen
HOPETOWN-SHIGAWAKE/PORT DANIEL	Bertha Hayes
HOWICK	Carol Creswell
HUDSON/MT. PLEASANT	Carol Laws
JOHN RENNIE HIGH	Ursula Morris
KEITH	Linda Keyes
LACHINE HIGH	Bonnie Hasan
LINDSAY PLACE HIGH	Roslyn Karpman
MACDONALD HIGH	Beverly Moore
MARY GARDNER	Josie Cool
MEADOWBROOK	Debbie Armstrong
NEW CARLISLE HIGH	Starr Sinclair
NEW RICHMOND HIGH	Irma Mann
NORTHVIEW	Susan Summers
	Karen Adams
PRINCESS ELIZABETH	Christiane Corcoran
ROYAL WEST ACADEMY	Brenda Major
SEIGNIORY	Ellen Arnold
SOUTH HULL	
SPRING GARDEN	Gail Beaulieu
SUNNYDALE	Wendy Caron
THORNDALE	Christy West
VALOIS PARK	Peggy Thomas
WAGAR HIGH	Shirley Shapiro
	Pearl Cooper
WESTPARK	Ricky Kochman
WILLINGDON	Francine Jones-Doyle
WINDERMERE	Barbara Johansen

APPLICATION — QFHSA

Supporting (Family Membership) . . . \$ 9.00

Affiliate (Group) Membership . . . \$35.00 eg. School Board, School Committee
Parents Committee, School Council

Name: _____

Address: _____

Postal Code: _____

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

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

Quebec Federation of Home & School Associations

2535 Cavendish Blvd., #212
Montreal, Quebec H4B 2Y5
(514) 481-5619

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

PEACE-RELATED ACTIVITIES CALENDAR

- Oct. 1-30:** **National Tour of the International Youth for Peace and Justice Tour.** For information on having the tour come to your school, or to view any of the A.V. resources, contact IYPJT, 1435 City Councillors, Suite 31, Montreal, Quebec, H3A 2E4 (514) 842-5374 or 842-8600.
- Now-Nov.:** **Tools for Peace Campaign for Nicaragua.** Many items accepted, in particular, school supplies. Contact Luc Gaudet, of the international Program of the Montreal Y.M.C.A. at (514) 849-5331.
- Oct. 16:** **World Food Day**
- Oct. 24:** **United Nations Day**
- Oct. 24-30:** **United Nations Disarmament Week**
- Nov. 11:** **Remembrance Day: To Remember is To End All War**
- Nov. 13:** **Images for a Peaceful Planet: Tools and Strategies for Teachers** A day-long Professional Development Institute as part of the Provincial Associations of Teachers annual convention. Organized by: National Film Board of Canada, Professional Educators' Development Service (McGill Univ.), and Peace Education Network (Quebec). This workshop event will offer teachers the opportunity to explore the issues and develop ways of integrating film, video and imagery for peace, in any subject area, K through Adult Ed. Info: Lanie Melamed (514) 486-3215 or JoAnn Harrison, Education Office, NFB D-5, P.O. Box 6100, Station A, Mtl. H3C 3H5.
- Nov. 21, 28:** **West Islanders for Nuclear Disarmament** will join others in leafletting for the **War Toys Boycott.**
- Dec. 10:** **International Human Rights Day**
- Dec. 21:** **Goodwill Day:** The traditional time of peace and goodwill.



Conflicts have more than one right answer

By Susan Hawker Lussler
ONE OF THE bases of peace education is non-violent conflict resolution, a skill which requires a certain amount of understanding, will and practice.

The Children's Creative Response to Conflict Programme (CCRC), in cooperation with the Fellowship of Reconciliation, deals with this specific aspect of peace education.

They believe there is no *one* "right" answer applicable to every-one and every conflict situation.

Each of us can develop in ourselves, and can help our children develop the inner resources, skills, and alternative approaches for solving problems and dealing with conflicts in constructive ways so that no one is hurt either physically, emotionally, or psychologically.

In non-violent relationships power is viewed as an inner resource used to strengthen and nurture relationships and to deal with situations in positive ways. Power is shared and all individuals are treated as social equals.

In CCRC workshops, participants are first introduced to the three themes of affirmation, cooperation and communication.

These then form the foundation for successful conflict resolution, involving the setting of positive limits, using alternatives to punishment, using problem solving techniques, and working out mutually acceptable decisions and solutions.

Affirmation, acting on the belief in the innate goodness and capabilities of each individual, is

recognizing and accepting the positive qualities and abilities in ourselves and others.

Affirmation leads to tolerance and understanding, facilitates learning, and builds self-confidence.

Cooperation focuses on the advantages of working together and leads to a sense of supportive community.

Effective communication, involving attentive listening and constructive criticism, is based on an attitude of respect, caring, honesty, openness, clarity, and positive expectation for oneself and others.

Since each individual has participated in the decision-making process and has agreed upon the solution, everybody feels that she or he has a stake in making sure the

solution works.

The CCRC Program offers introductory, one-day or weekend workshops, in-classroom workshops with children and teachers.

Materials are available, such as *The Friendly Classroom for a Small Planet*, *Children's Songs for a Friendly Planet*, and a CCRC slide show, and a newsletter "Sharing Space" (\$3 U.S.).

For more information, write CCRC, Box 271, Nyack, N.Y., U.S. 10960 or to arrange a workshop, contact: Mary Anne Buchowski-Monnin, P.O. Box 7068, Station 'J', Ottawa, Ont. K2A 3Z6, (613) 224-2364. Mary Anne has given an excellent introductory workshop to **Families for Peace and Justice**, on the CCRC program.

PEACE BALLOONS REACH ZURICH

AT NORTHVIEW Elementary, students participated in a Peace Assembly on May 29.

Ray Clarke, a representative from the Lakeshore School Board and Principal for 1987/88 at Northview, had been invited to the ceremony.

He spoke about why we should promote peace, and how events such as these can only help to create an international climate in which talks about disarmament and advances in disarmament will hopefully become less difficult.

He closed his speech with this lovely old Chinese proverb:

If there is love in our heart, there will be beauty in our character.

If there is beauty in our character, there will be harmony in our home.

If there is harmony in our home, there will be Order in our Nation.

When there is Order in each Nation, there will be Peace in the World.

All students participated in the balloon launching, and as a result, peace messages have been found in Dollard, St. Lambert, Vermont, Maine and believe it or not, Zurich, Switzerland! We are obviously spreading the good word.

Peace resources

The Canadian Peace Educators Directory 1987 96pp. \$10.00 plus \$2.00 handling. Alphabetical, geographical and categorized listing of over 160 Canadian teacher organizations, government and non-government, and school boards active in educating about peace and security issues and global concerns. Also includes methodology, contents, rationale, issues and considerations involved in peace education.

Peace Education News a quar-

terly publication involving exchange of curriculum, print and film resources, programs and their implementation, and a forum for discussing perspectives and issues in peace education, and notices of conferences. \$18.00 (individual), or \$15.00 (2-5)

Both are projects of the Canadian Educators Network and published by The Pembina Institute, Box 839, Drayton Valley, Alberta, T0E 0M0.

THIS IS A WAR TOYS FREE ZONE



1. **Assign children** to bring in different toys, and discuss what values are learned when playing with each toy.
2. **Read and discuss** the book "Wacky and His Fuddlegig" by Stanford Summers.

3. **Ask if they could design** a creative constructive toy which teaches positive values.
4. **Show and discuss** the NFB film "Toys".
5. **Talk about** the role of cartoons and advertising in creating a demand for the toys.
6. **Talk about** alternatives to war toys, or how they may be modified to teach different values.
7. **Discuss the values** inherent in war toys, and what would happen if our governments used the same values when reacting to real-life conflict situations.
8. **Ask for suggestions** on what they could do to halt the overwhelming flood of war toys on the market.
9. **Given that studies** show that war-toy play increases aggression and violence, find out if there can be a general consensus among students to create a war-toy-free-zone, in the classroom, or within the school. Students could then be given their own black and white 8 1/2" x 11" sign to colour (available through W.I.N.D., address below).
10. For further information, write: War Toys Boycott Campaign, 9 Melbourne Ave., Toronto, Ont., M6K 1K1 or Stop War Toys Campaign, New England War Resisters League, Box 1093, Norwich, CT, U.S. 06360, or War Toys Boycott, West Islanders for Nuclear Disarmament (W.I.N.D.), 401 St. Jean, Pte. Claire, Quebec, H9R 3J3



Some students of Grade 5/6, Room 21, Beacon Hill, declaring their room a Nuclear Weapons Free Zone, January, 1987.

Board highlights and other asides

By Helen Koepe, President

The Board of Directors meeting (May 22, 1987) following the QFHSA annual general meeting is primarily a housekeeping session designed to tie up loose ends for the year and to prepare for the upcoming (May 25-30) annual meeting of the Canadian Home & School and Parent-Teacher Federation (CHSPTF).

The housekeeping consists of making nominations to committees, choosing chairmen and filling or ratifying other positions such as executive secretary, signing officers and historian, etc. By the way, a vacancy exists on the executive.

One vice-president required, toute de suite, all inquiries treated with utmost respect and confidence. Experience can be acquired on the job. Must be able to speak and write at least one official language. Ability in two means rapid promotion. Willingness to learn and to serve considered assets. Please apply.

The motions, resolutions & candidates who have been nominated for election as officers of Canadian Home & School are also dealt with at this meeting. QFHSA delegates to this year's convention, which was held at the Université de

Moncton in New Brunswick, were Caspar Esselaar, Nancy Peppy, Sylvia Adams, and Helen Koepe. They all appreciated the direction given to them by the Board prior to the Moncton meeting.

A motion was passed asking for the abrogation of section 59 of the Constitution Act, 1982, to help ensure equality of educational rights for the official language minority in Quebec (and elsewhere).

The resolution (re: Educational Rights and the Constitution) was submitted later by our representatives to the delegates at the CHSPTF annual meeting in Moncton on an emergency basis, and was carried

with a 2/3 majority vote.

A follow-up letter was sent posthaste by the president of CHSPTF to the Prime Minister and to the provincial premiers before the Meech Lake Meeting took place the following week.

Discussion time was allotted

by the Board to upcoming meetings of QFHSA: the fall conference, next year's A.G.M., the annual Think Tank and the Membership/Publicity/Newsletter workshop.

The Board was pleased to hear area reports from several members present: Nancy Peppy from Aylmer-Hull, Anne MacWhirter of the Gaspé, Vi Minto from Lakeshore Regional Council, Pat Lewis and Marcus Tabachnick also of the Lakeshore, Rod Wiener of the Southshore and Charlene de Condé for Montreal West.

Liaison people present and reporting were Grace Hone on behalf of Quebec Association of Protestant School Boards, and Ann Cumyn of the Protestant Committee of the Superior Council of Education.

We were running late by then and the coffee ran out. Those of us who remained did not mind that several members had begged early dismissal, pleading early bedtimes.

We stifled our own yawns and carried on, managing to deal with the correspondence and conference list in record time.

Local associations are always welcome to send observers to

these Board meetings to bring news and concerns in person. Call a member of the Board to arrange for information or for transportation. A handy list of the names and telephone numbers of all Board members is provided to all local associa-

tions.

Wishing that your school year is off to a bright start and hoping to meet you at the fall conference Saturday, October 17th, or on one of the QFHSA fall road trips scheduled for September and October.



Lakeshore Regional Council

By Jon Percy

QFHSA, UNLIKE its Ontario counterpart, has only one operational regional council.

This is attributable largely to very scattered distribution of our locals in this province. Geography makes it difficult for presidents to get together on a regular basis to sort out common problems.

Within the Lakeshore School Board territory there are enough active locals to make a regional grouping viable. The Lakeshore Regional Council has been in existence for many years and is still going strong.

If attendance at its meetings is any indication, it seems to be performing a worthwhile and much appreciated service to the local home and school community.

The council is composed of home and school presidents (and/or their alternates) of schools in the Lakeshore School Board. It has its own executive and constitution. The president of the council is a member of the board of directors of Quebec Federation of Home and School Associations.

The group meets periodically (usually once every six weeks — we try not to overburden our already busy presidents with too many additional meetings) to exchange ideas and take action on educational issues of common concern and interest.

The council provides an opportunity for locals and presidents to keep up to date on important issues in education.

The Lakeshore School Board, the Lakeshore Teachers' Association and the Lakeshore Parents' Committee have all recognized the need to share mutual concerns with the Lakeshore Regional Council.

Representatives from each of these groups regularly attend meetings and have done much to contribute to the success of the organization.

In addition, invited guests from the educational community keep us informed on a variety of topics of current interest. During the past year guest speakers included Peter Krause, Director General of the LSB, Art Douglas from the LSB who spoke to us about the board's library policies and Sylvia Adams, then president of QFHSA.

The council also provides an opportunity for presidents to exchange information and ideas. It provides a forum for identifying and seeking solutions to common problems.

The "local exchange" portion of each meeting has proven to be particularly popular. It gives presidents a chance to discuss and compare notes on their local associations' successes and failures in the areas of programming and fundraising.

The executive for the present year includes: President, Jon Percy; Vice-presidents, Gordon Robertson and Norma Rennie; Secretary, Barbara Paschalidis; Treasurer, Sally Poirier. They are all looking forward to another active and challenging year working with a new group of Lakeshore Presidents.

Other locals who are within reasonable distance of each other should certainly consider the possibility of forming a regional council.

Even a small number of schools might find that it will serve as a valuable "mutual support network" for presidents and executives who feel a bit isolated. It is a particularly useful tool for presidents who are new to the game.

AN INSIDE LOOK AT THE BOARD OF DIRECTORS OF QUEBEC FEDERATION

Have you ever wondered what people on a Board of Directors DO? Here are some insiders' comments on what their particular "job" entails. Please remember that they do their "job" on behalf of YOU and YOUR children.

PEACE EDUCATION

By Susan Hawker Lussier

ALBERT EINSTEIN once commented: "The unleashed power of the atom has changed everything except our way of thinking."

This is the challenge to us, as parents and teachers, to change our way of thinking, to educate for peace, to a world beyond war, to teach non-violent conflict resolution and the importance of these skills in the family, society and on a global scale.

It is hoped we can raise our children to think creatively, yet wisely, to find the options and develop the skills necessary to ensure survival on this planet.

What is the role of the family and of the school?

In 1985, the Canadian Teachers' Federation issued a comprehensive statement on *Peace and Disarmament* and *Peace Education* recognizing the importance of peace education and our role as peace advocates.

"In planning peace education activities in schools, CTF believes that teachers and other persons responsible for peace education should consider, among other things, the study of nuclear weapons, the arms race and its connection to world hunger and poverty, and history of international disarmament negotiations, broad social and political studies including multiculturalism and racism, and protection of the environ-



Besides the committee on peace education, Susan Hawker Lussier also edits the Peace page for the H&S News

ment?"

Also of importance is the "development of mediation skills and other forms of non-violent conflict resolution."

Peace education must be done sensitively, in a manner appropriate to the maturity of the students and there exists curricula and skills for all ages.

Formal peace education is a fairly new field, yet peace resources abound. It is the purpose of this column on Peace Education to sift through and report on the literature and to present various ways in which families and schools can contribute to a saner way of thinking.

This we will attempt to do by providing information on events, resources and appropriate ways in which education for peace can be taught.

As a member of West Islanders

for Nuclear Disarmament, Families for Peace and Justice, and Peace Education Network (Quebec), I have access to considerable resources, but your contributions are especially appreciated.

Regular contributors are Pauline Busby, Pat Lewis, and Mary Anne Perreault, who have been active in education for peace for some time.

It is particularly encouraging to me to see the number of youth actively involved in the peace process.

These include Children for Peace; Students Against Global Extermination (SAGE) and the Youth Disarmament Tour: International Youth for Peace and Justice Tour and Ambassadors for Peace (the young hockey players and figure-skaters who travelled to Russia). There are also the Macdonald High School students who declared their school a Nuclear-Weapon-Free-Zone (more on this in next issue); the children who have given up their war toys, either to bury them, send them back to the manufacturer, or create a peace sculpture; the Kids for Peace Club at Beacon Hill; and all the children who participated in the Peace Mission Project of the Lakeshore School Board.

It's up to us to support our children and students, so that they may, through the peace process, become empowered and look to a future beyond war.

LANGUAGE ARTS Elementary Committee

By Esther Wearing
Attention Parents

I AM YOUR representative on the Elementary English Language Arts Consultative Committee. What is that you're wondering? "Who cares anyway?"

Well you should care and you should wonder. This committee can directly influence your child's learning in the early years of school.

It was started by Mr. John Gaw in January of 1970 and the committee's purpose is two-fold:

- 1) To provide advice to the person "responsible" for English Language Arts concerning the needs of the milieu (society).
- 2) To represent many varied aspects of the milieu in offering the above advice.

The representatives of this committee come from all pedagogical walks. The Protestant, Catholic and private schools are all represented. McGill University's Faculty of Education and the Quebec Reading Association each have a member who sits on the committee.

The regional and suburban school boards are represented. The

only "parent" body is your Quebec Federation of Home & School Associations — also enthusiastically represented.

In their roles as advisors, committee members have recommended, supported and overseen the work done by sub-committees that produced the following documents.

The documents are the materials that *your child* is using in school today. They include:

The program for English Language Arts I - V, their Guides level I - II, and sample Literature Units level I - VI. We have also overseen an information document, Report of the Writing as a Process Survey, and established a textbook sub-committee whose mandate it is to review and evaluate textbooks.

The above information is the background history and present function of the Committee I sit on with the approval of you, the parent body.

This responsibility is an awesome and vital one and I hope you will share with me in the upcoming newspapers your concerns and questions regarding what you see in your child's language learning at school.

Is spelling and grammar being neglected? Is your child spending too much time in USSR reading (uninterrupted sustained silent reading) and not "working"?

I will address these concerns and the philosophy behind the "new" Language Arts Program in the next issue of this newspaper.

Stay tuned.



Dates of Meetings of Board of Directors 1987/88

September 19	(Saturday)	9:15 am
November 20	(Friday)	6:00 pm
January 23	(Saturday)	9:15 am
March 19	(Saturday)	9:15 am
May 20	(Friday)	6:00 pm

Board meetings are held at our office in the board room. All Home & School presidents are welcome to attend any, or all, the board meetings if they wish. Bring along a fellow member of your own executive for company.

FAMILY VIOLENCE AND CHILD ABUSE

By Anne Kiss

THE COMMITTEE on Family Violence/Child Abuse is a sub-committee of the Social Affairs Committee.

The Committee on Child Abuse was formed in the 1980s as a result of the concern of QFHSA over the increase of reported child abuse.

Marilyn Ashby headed the committee. She and Maureen Haynes, working with the Lakeshore D.S.C., provided courses for parents in recognizing and preventing child abuse.

The courses were provided through Home & School at Westpark, Beechwood and Herbert Purcell schools. Their teaching tool was the *Child Abuse and Neglect* kit, researched and published by the Canadian Home & School and Parent-Teacher Federation.

At that time there was rising concern in all parts of Canada regarding spousal abuse, attacks on parents by older children and attacks and/or neglect of the elderly by their caretakers in the home.

As a result of this awareness, the Family Violence Committee was established, as the volunteers working of the Child Abuse project were too busy to take on other aspects of violence in the family.

QFHSA recommended that all police officers have training in dealing with domestic violence and that police lay charges in the case of spousal attack.

These recommendations were proposed in a resolution passed at a QFHSA Annual General Meeting and copies were sent to the



Anne Kiss

Justice Minister and appropriate agencies. (Note: Herbert Marx, Quebec Justice Minister, has authorized the police to lay charges in such cases.)

At this time, the committee on Child Abuse is a part of the Family Violence Committee. There are a number of agencies involved in prevention of child abuse, especially sexual abuse.

The Committee on Family Violence receives information on family violence and programs. It then passes this information on to interested local Home & School Associations and other organizations.

Many interested groups use our child abuse resources. For example, Bridgit Heger, Criminologist, of St. Justine's Hospital, visited our office during August.

Inquiries regarding the Child Abuse kit and more information about this committee, or any one of our other many committees, can be made through the QFHSA office (telephone (514)481-5619).

Secondary Committee

By Bonnie Hasan

AS A PARENT of two high-schoolers, I was particularly pleased to be asked to represent the QFHSA at the monthly meetings of a Language Arts Committee.

The "English Grammar" and "Literature" programmes of my school days seemed to have disappeared down the same path taken by "Math" as I knew it, and this was a golden opportunity for me to "get back in the game".

In this month's issue, I would like to provide some background.

The Secondary English Language Arts Advisory Council was formed in 1970. Its purpose was:

- to provide advice to the 'responsible' for English Language Arts concerning the needs of the milieu;
- to represent the many varied aspects of the milieu in offering the above advice.

This committee is made up of representatives from: The Provincial Association of Catholic Teachers (PACT), The Provincial Association of Protestant Teachers (PAPT), The Quebec Reading Association, The Quebec Association of Independent Day Schools and The Association of Teachers of English in Quebec. Others are: the Direction des Services Éducatif aux anglophones, The Council of Anglophone Curriculum Responsables, McGill University, Faculty of Education, The Association of Jewish Day Schools, Suburban Catholic School Commissions, Suburban Protestant School Boards, Regional School Boards and The Quebec Federation of Home and School Associations.

The objectives of this committee are to:

- provide information and leadership to the milieu concerning the teaching of English Language Arts.
- seek feedback from the milieu concerning the programmes, and to make recommendations on the basis of that feedback.

- develop strategies for evaluation of programmes.
- have new texts evaluated.
- make recommendations regarding implementation of programmes.
- provide a forum and a channel for the voices of the various associations and organizations concerned with Language Arts in Quebec.
- make recommendations regarding the needs and concerns of the milieu.
- make recommendations regarding the retraining and professional development of Language

Arts Teachers.

During the past two years, as I have attended the monthly meetings, I have watched first hand as various issues concerning our children — new and old programmes, texts, exams, etc. — have been researched, analysed and debated by a group of energetic and dedicated professionals.

I have taken heart as I have seen that the recommendations, opinions and advice offered by this committee have always been seriously received by the various departments of the Ministry of Education.

Board Resolutions committee

A year in the life of resolution

By Barbara Milne-Smith

A resolution starts in the ideas and concerns of our members — at local associations, in committees and/or our executive committee and board of directors.

Once an idea has been brought up and the group has discussed what they hope to accomplish, the most important process starts — that of researching the topic.

It is necessary to look into the status quo of the situation and to get some background material to substantiate your reasons for asking for a change.

Next the group sits down to write the resolution. This consists of laying out the conclusions of the research.

The WHEREASES state the status quo and the reasons you think a change/improvement is necessary.

The RESOLVED states what the group wants QFHSA to do to improve the situation.

The DESTINATION(S) is/are the people you want the resolution directed to.

It is true that the WHEREASES should clearly state the problem, but it is also important not to

overdo. Do not lose the main concern by including every little problem the group can think up.

Please remember that this resolution will be read by members who have not been privy to the



Barbara Milne-Smith

research of the submitting group. Remember also that the RESOLVED should be clear, all on its own, without the WHEREASES.

There are presently four regular members of the committee, but every group who submits a resolution is asked to send a member to be part of the committee for that year.

There is a deadline for resolu-

tions to be received in the Federation office. As soon as possible after the deadline, the committee meets to go over all the resolutions received.

Oftentimes changes are suggested to clarify statements or to tighten up the wording. This is why it is so important that someone from the submitting group be there to be sure they agree with any suggested changes.

The resolutions are now ready to be typed and circulated to the members of the board of directors and to all Home and School locals in the province. They are all asked to study them carefully and are encouraged to suggest amendments if they think the amendment will result in a better resolution. The committee again meets to go over amendments and, if they are in order, they are circulated. No further amendments may be made (i.e., it is not possible to suggest a change from the floor at the Business Meeting).

Those resolutions which are passed at the annual general meeting are then sent off to the various destinations. As answers are received, the executive committee, the board of directors or the com-

mittee responsible for that area of our activities, decides whether further activity is necessary.

Later this fall we will let you know what answers have been received to this year's resolutions.

VOX POP Resolutions and briefs



The strength of our Home and School Associations lies not so much in what we can accomplish by ourselves, but in what it is possible to persuade others to do.

MORE BOARD NOTES

Social affairs committee

By Patricia Lewis

IN THE PAST the Social Affairs Committee of the Board of Directors has been a kind of catch-all group which included all kinds of concerns — from family violence to child abuse, from smoking to peace education, from safety to healthy eating habits.

People such as Sarah Epp, Judy Bock, Maureen Havel, Anne Kiss, and Don Smith contributed much to the work of the committee.

At present a great number of the tasks has been turned over to sub-committees. Anne Kiss is in charge of Family Violence/Child Abuse, Don Smith handles Safety, Susan Lussier writes about Peace Education, while Sylvia Rankin has taken over Drug & Alcohol Abuse.

"GIVE KIDS A CHANCE"

One of the current campaigns with which our provincial organization is asking the cooperation of all locals is a national mobilization to pass the Tobacco Products Control Act, called C-51.

Minister of Health Jake Epp introduced Bill C-51 in the House in the spring, but then it has had only one reading.

The real battle for the passage of this bill may come in the fall of this year. The legislation has the support of such distinguished organi-

zations as the Canadian Medical Association, the Canadian Cancer Society, the Canadian Heart Foundation, and the Canadian Lung Association, among others.

Many newspapers, including the Montreal Gazette, are supporting Bill C-51 editorially. It may be the most important health bill ever directed at children.

The Tobacco Products Control Act gives us a chance to end the tobacco industry's access to children and its deceptive marketing practices. Bill C-51 would:

- Phase out tobacco advertising and promotion.
- Permit philanthropic industry sponsorship of special events.
- Force the industry to warn consumers of the magnitude of the risk related to its products (present warning is entirely inadequate).
- Force manufacturers to reveal the toxic substances present, something already required of other manufacturers.

In addition, many organizations think the bill should be even stronger, and are recommending amendments which would: protect minors from the sellers of products containing tobacco (which is already illegal); stop the practice of companies paying druggists and milk and candy store operators to put tobacco displays on their counters and compel comprehensive warnings to be required im-

mediately.

Other amendments would:

- Protect non-smokers in all public buildings, workplaces and travel accommodations throughout the country.
- Quebec's Clifford Lincoln has already succeeded in having a similar law passed in this province.

No sooner had Bill C-51 been introduced in Parliament than a massive advertising campaign costing at least \$800,000 was initiated and paid for mainly by the Canadian Tobacco Manufacturers' Council to defeat this legislation.

At least three full-page ads appeared in the Montreal Gazette, for example. Two of the ads stress freedom of expression and the right to advertise, and the third tells of the "benefits" of tobacco companies' sponsorship.

If "advertising doesn't make people smoke, not even children," as one ad says, then perhaps it could be questioned that the tobacco industry finds it necessary to spend close to a million dollars to defeat Bill C-51.

A small pamphlet put out by the Canadian cancer Society outlines the deceptions of the tobacco industry in trying to fight the act. This publication is called "Give Kids a Chance," and it demolishes at least five of the arguments put forward by the tobacco industry.

One example is the freedom of speech in Canada. In fact, the Vancouver Sun went to the Supreme Court of Canada to prove precisely this point. "Newspapers and magazines routinely censor or reject ads. The real concern here, unstated, is that Bill C-51 would restrict the right to profit from such advertising."

Four other ideas in the tobacco ads are refuted in "Give Kids a Chance?"

Wilmat Tennyson, president of Imperial Tobacco, is quoted in the Gazette of July 11, 1987, as saying that the legislation provides for companies to "continue to sponsor (sports and cultural) events with the corporate name but not in brand names." If... I were to ask you for permission to spend \$20 million a year on sponsorship and promotion of sports and cultural events in the name of Imperial Tobacco when our brand names are du Maurier, Player's and Matinee, you would tell me I'm out of my mind?"

Could there be some reason that Mr. Tennyson feels that putting the name of Imperial Tobacco on a golf tournament would have a deleterious effect on company profits?

In the next 18 months more Canadians will die as a result of using tobacco products than were killed in World War II.

About 70 percent of smokers now start smoking by the age of 14, and the Cancer Society estimates that the market for selling tobacco to minors is over \$250 million each year.

Any kind of advertising that affects adults indirectly affects children.

While Minister of Health and Welfare Epp wants to reduce the consumption of tobacco in Canada through Bill C-51, it is also true that the federal government collects more than \$2 billion each year in taxes from the tobacco industry, and tobacco farmers continue to receive large financial subsidies from that same government.

It would appear that while Bill C-51 has its weaknesses, the passage of the bill this fall could be a step forward that might "give kids a chance."

If you local would like a copy of "Give Kids a Chance," please write to: Campaign to Pass Bill C-51, c/o Canadian Cancer Society, 77 Metcalfe Street, Suite 509, Ottawa, Ontario K1P 5L6. Write your M.P., asking support for the bill.

Contact local organizations (school boards, churches, etc.) and ask for their help. Ask your doctor to write. Write a letter to the editors of the newspapers.

Superior council of education

By Ann Cumyn
Protestant Committee Liaison

I. A Little Bit of History

This is the first of a three part series dealing with the Superior Council of Education, its coming into being and its functions.)

Twenty-three years ago the Ministry of Education was established.

Some of us taught under the old system, most of us went to school under it, but how many of us know much about the history of Quebec education and particularly about the changes that came in 1964? (In fact, for many of us it is only through the QAPSB (Quebec Association of Protestant School Boards) court challenges that we have any knowledge of the history of our educational system; these challenges have tended to focus on the BNA (British North America) act and the preceding era rather than on the immediate past.

Prior to 1964, and as far back as the last part of the 19th century, the educational system was administered by the Department of Public Instruction and regulated by the Council of Public Instruction; the latter was divided into the Catholic Committee and the Protestant Committee and each was responsible for its own confession.

PROBLEMS

The Council of Public Instruction was originally established in 1859 to deal with educational problems and initially had a membership of ten Catholics and four Protestants. It concerned itself with school texts, financial aid to schools and regulations for local examiners.

In 1869 it was divided into Catholic and Protestant committees to answer to the differing needs of the two communities.

The Department of Public Instruction itself was formed in 1875 and was headed by a Superintendent of Public Instruction whose duties were mainly administrative and who was accountable to the Council of Public Instruction.

LATITUDE

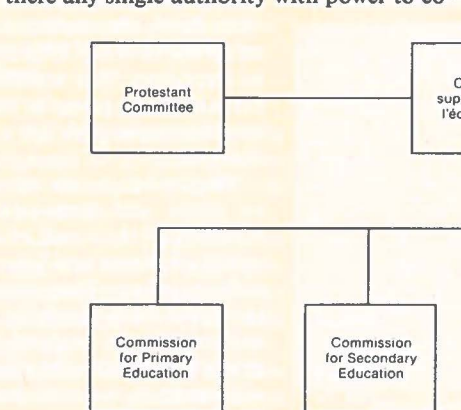
The jurisdiction of the Catholic and Protestant Committees of the Council of Public Instruction, from 1875 included the general supervision of the public educational system, curriculum, teacher training and school inspection.

The school boards, on the other hand, had considerable latitude within the curriculum and in pedagogy, the hiring of teachers and finance.

Nevertheless the central authority for the Protestant educational system was, in fact, the Protestant Committee of the Council of Public Instruction, and likewise the Catholic Committee for the Catholic system.

There was, during the whole of this period, no direct responsibility for education on the elected government of the day, nor was there any single authority with power to co-

ordinate or regulate the system as a whole.



While we tend to think of the present Ministry of Education as the first ministry involved with education, it is the second. The first ministry, the Ministry of Public Instruction, was established in 1867 and was headed by a minister who was a member of the government of the day.

This ministry was abolished in 1875 as a result of pressure from both the Catholic and Protestant communities; the former wanted more clerical influence in education

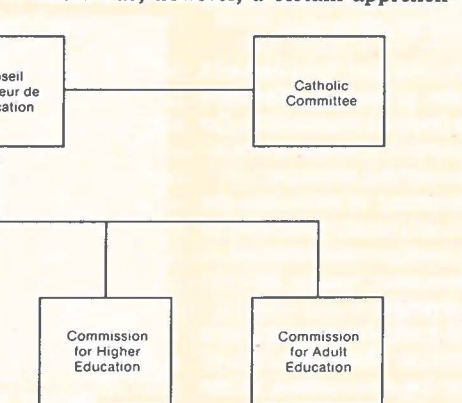
and the latter more autonomy! The change in 1964 was radical. The authority for education changed from confessional to political and it was the first major change to the system in eighty-nine years!

The present Ministry of Education was formed giving the responsibility for education to a minister who was a member of the cabinet and an MNA, and as such was accountable to the electorate.

The Minister is assisted by a deputy minister and two associate deputy ministers, one for the Catholic faith and one for the Protestant faith. The power and authority now became centralised with the Minister of Education able to make laws and regulations governing the entire educational system.

A PACT

There was, however, a certain apprehen-



sion regarding the powers of the state in education; the church leaders agreed to support the change in return for several actions.

In other words a pact was made between religion and the state, between the supporters of the old system and the new.

An important part of this pact was the establishment of the Superior Council of Education as an advisory body to the Minister of Education.

The Superior Council represents the inter-

ests of the community as regards to education and was set up along confessional lines.

The Superior Council has 24 members of which at least 16 must be Catholic, four Protestant and at least one member neither Catholic nor Protestant. (It was intended, at the time, that this person should be a member of the Jewish faith).

The regulations governing the appointment of the chairman and the vice-chairman of the Superior Council are such that one must be Catholic and the other Protestant.

The chairman of the new Catholic and Protestant Committees are ex-officio members of the Superior Council; the other 22 members are appointed by the Minister of Education.

The two associate deputy ministers, Catholic and Protestant, are ex-officio non-voting members of the Superior Council.

TRANSFORMATION

At the same time as the establishment of the Superior Council of Education, the Catholic and Protestant Committees underwent a transformation which included a major reduction in their powers.

The two committees still retain some power to make regulations for the educational system, but only in regard to matters concerning the confessional part of it.

These confessional committees are autonomous, but at the same time are also linked to the Superior Council.

They are constituted through the Law of the Superior Council of Education 1964, and their administration and finance is under the jurisdiction of the Superior Council.

To complete the picture, it should be noted that the Superior Council of Education is assisted by four commissions, constituted in law. These commissions are the Commission for Primary Education, the Commission for Secondary Education, the Commission for Higher Education and the Commission for Adult Education.

Subsequent articles will deal with the work of the Superior Council of Education, the work and jurisdiction of the confessional committees, and the process for selection of members.

FOCUS on the LOCALS

Child abuse has no boundaries

By Susan Curtin

On April 21st, Greendale H&S held an informal information session concerning Child Abuse. Our guest speaker was Marlene Kotler and we wish to thank her for taking time out of her busy schedule to speak to us on this most sensitive and difficult topic.

Child abuse is everybody's responsibility. It occurs everywhere, knows no boundaries and exists within our own community.

In order to begin to combat the problem we must educate people. We must be able to identify what child abuse is in order to help

children and parents who are abused and abusive.

Your child is a human being. Like any other human being, they have feelings, emotions, hopes and expectations. They need warmth and tenderness. When everything in your life is going well your child can tell. They can also tell when it is not.

A child who feels loved will return that love and will behave properly. But they need to be told that you love them. That's the nicest present you can give.

Child abuse is not only the physical assault we automatically think of, it can be as subtle and hard to see as the simple lack of the gift of

love.

Parents tend to become frustrated when they cannot measure up to standards they see around them. It is normal to feel angry and frustrated with our children at times, but we must not take it out on our children in any way, physically or verbally.

Types of abuse include:

- 1) **Physical** - refers to any abuse of a physical nature, such as bruises, broken bones;
- 2) **Sexual** - under-diagnosed, people reluctant to admit it exists or to report it;
- 3) **Physical Neglect** - failure to provide food, clothing, health care;

- 4) **Emotional Abuse & Neglect** - subtle form of abuse, lack of nurturing. These children tend to become abusive parents themselves.

There is a mandatory reporting law. It is your legal and moral responsibility to report to the Youth Protection if you know or suspect any abuse which is taking place. Your name will be kept in confidence. You will not be needed to testify.

Remember the law says you must report child abuse. The number you can call is (514) 935-6136.

Violence against children is the

worst kind of brutality. Let us all do our part in trying to put an end to this terrible problem.



AYER'S CLIFF

"How Can I Make My Child Care?" is what one of our members entitled the following checklist which she shared with us at our last monthly meeting. I think all of us can benefit from it.

HOW CAN I MAKE MY CHILD CARE?

1. Do I do something special for my child's birthday?
2. Do I send papers or notes of permission back to school promptly?
3. Do I spend fifteen minutes a day listening to my child without the TV on?
4. Do I spend more time talking to my child than talking on the telephone?
5. Do I take my child to hockey, ballet, karate, Brownies etc. rather than sending him/her?
6. Do I let my child learn the consequences of ignoring homework and assignments rather than doing it for them or writing a note for them?
7. Do I use the fact that I work and am tired as an excuse for not spending time with my children in the evening?
8. Do I hug my child at least twice a day?
9. Do I stand up for the teacher's side when my child reports a bad day at school?
10. Do I read with my child in the evening when it's the last thing I feel like doing?
11. Do I concern myself with what my child learns rather than the mark he/she receives?

Ayer's Cliff Elementary School has had a good year. Cooperation between Home and School has continued at a high level.

After 8 years we are losing Johanne Richard, our F.S.L. teacher. We all wish her well as she goes off to Sherbrooke Elementary School.

Best wishes and sincere thanks also to Diane Ménard, who ably replaced Tante Danielle for the 1986/87 year in our French kindergarten, and to Bob Murray who taught levels 3 and 4. My daughter, Jessica, tells me she and her classmates will miss his expert story telling and informal teaching methods.

We are all looking forward to seeing familiar faces, and welcoming new ones, and to working TOGETHER in 1987/88.

Nancy Loadenthal

GREENDALE

ON WEDNESDAY, April 22, seven young people visited Greendale's Grade 5 and 6 classes. They were participants in the International Youth For Peace and Justice Tour.

The general objectives of the Youth Tour are: To encourage networking among young people; to further an analysis and understanding of the roots of war, conflict, and poverty; to encourage alternate solutions to violence and poverty; to combat the powerlessness among youth, and to encourage more active participation in movements for peace and justice.

Our guests were Antonio and Samuel from El Salvador; Ayelet from a family of Holocaust survivors; Deno from Grenada, Jonathan from Canada, Rahman from Afghanistan, and Rodney, a North American Indian.

They spoke to us about their lives and struggles amidst warfare, political violence and oppression, and poverty. After their presentations our students divided into smaller groups to have a more personal and intimate exchange with the visitors.

Students and staff returned from the February break and launched into a week celebrating writing!

The front foyer featured the efforts of a different class each day, and great interest was shown as people stopped to admire and appreciate the work of our young writers.

Classes and teachers exchanged letters, stories, books and visits across the curriculum and between the grades.

The joy of receiving a letter from a pal or a new found friend was apparent, and motivation never ran higher than when writing for an appreciative audience.

A parent newsletter was sent home in the hopes of involving parents in promoting writing skills in their young.

Please keep this reference sheet handy as the ideas and suggestions are valid 52 weeks a year. If yours has been lost or mislaid, another copy can be requested from your child's homeroom teacher.

Let's capitalize on the momentum of Writing Week and keep writing a priority!

1987 NEWSLETTER AWARD...

Susan Curtin of Greendale receives a book for her school from Diane Radu, editor of Focus on the Locals.



COURTLAND PARK

THE COMBINED Home and School/School Committee wound up a productive year by giving book prizes to academic achievers in the Grade 6 class.

Every year the school sets examinations in spelling, reading, French and mathematics to determine the winners. Plaques are awarded to the all-around top girl and boy, and there is a special award for achieve-

ment in oral French.

Fund-raising efforts by our active volunteers netted some \$6,000 in the 1986-87 school year. In addition to the annual fall Country Fair, we held ski, skate and bicycle sales and sold two batches of frozen meat entrées.

The money was spent on a new fridge, a camera, books for the school library, various educational aids, and special treats, such as the hot dog lunch served at the school's mini-Olympics.

Barbara Peden

SAFETY LIBRARY OPEN TO PUBLIC

A NEW documentation centre dedicated entirely to safety has just opened at the headquarters of the Quebec Safety League.

This library of safety literature — the first in Canada — boasts a collection of more than 1,800 books and bound research studies, back issues of over 30 periodicals, and thousands of press clippings, pamphlets and posters.

It is now open to the general public.

Says documentation technician, Mr. Jacques Bisson, "The centre is not just for specialists, anybody with an interest in safety can come and make use of it."

The new centre is already in full operation, but the League has big plans for its future. The material is presently in the process of being catalogued.

Library users will soon be able to locate documents by use of the familiar Dewey decimal system of classification.

The next stage, says Mr. Bisson, is to install a computerized "database" that will give users an easy way to search and cross-reference the material.

Eventually, the computer will enable the centre to establish a telecommunications link with the databases of other North American organizations such as the National Safety Council (United States) and Commission de la Santé et de la sécurité du travail du Québec.

Such an integrated resource would make it easier for organizations concerned with safety to exchange the latest information and bring that information before the public.

The facility is open to the public from Monday to Friday. There is no charge for the use of the service, but documents must be consulted on the premises. The opening hours are 8:30 a.m. to 4:30 p.m.

For more information contact: Jacques Bisson, (514) 482-9110

Quebec Reading Association
 Association quebecoise pour la lecture
**Promoting Language Development
 in Classrooms and Homes
 in Quebec**

5139 Alma Street
 Pierrefonds, Quebec
 H8Z 2M5

Tel.: (514) 620-7680

SCHOOL PICTURES

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FOCUS on the LOCALS

BEACON HILL PEACE CLUB

WHEN THE INTERNATIONAL Youth for Peace and Justice Tour (see June '87 issue) visited Beacon Hill Elementary School in Beaconsfield last April, it not only provided a unique learning experience to Grades 4 to 6, but was also instrumental in the formation of a Kids for Peace Club.

Sixty-one inspired students chose to form Kids for Peace and about forty attended the regular weekly lunch-hour meetings, right up until school closing in June.

The club was very active, publishing a newsletter, writing submissions for the Lakeshore School Board's Peace Mission Book, and collecting money for worthwhile peace and justice causes.

After such a strong start, and with so much still to be accomplished, it is the club's intention to start up again in the fall.

Why not a network of Kids for Peace Clubs, sharing ideas and resources, but most importantly, giving our children a vision of a future?

CONGRATULATIONS! Book circulation in the library, from September to June totalled 8137 books — that's an average of over 30 books per child.



The Bike Roadeo was a learning experience for all of us. While the children practised their skills we watched and encouraged safe and careful behaviour and corrected dangerous moves.

Parents, too, benefitted from attending the 'roadeo'. Some parents with younger children realized their youngster was not in full

control of their bike. Parents of older children were able to see if their child's bike was safe.

In a one hour period at the Grade 5-7 Roadeo, four bikes were confiscated and 26 more arrived with brakes inoperable and needing repair. Every second bike required tightening of the steering head!

JOHN RENNIE

Spring's here before you know it

SPRING OFTEN brings regrets for opportunities missed and bad habits which have gone uncorrected.

Fall is a time for high school students and their parents to remember that the day of reckoning will be here before you know it — be it CEGEP acceptance, that important pre-requisite, or simply passing grades.

Principal D.R. Robertson sent this reminder to parents and students and offered the following suggestion: "Where students find themselves in difficulty, it is very often paralleled with irregular attendance.

"We can well understand when a student is faced with a major illness and very often alternate solutions are found. However, it is the two days in — one day out, half day in — half day out situations that often result in poor marks." Students with irregular attendance usually have a minimal commitment to their learning. Once a student gets beyond 10 percent absences in any one term (4-5 days) they are putting themselves in a difficult situation.

"On our third term reports we indicate where absences place a student in jeopardy of not being eligible for credits. It is hoped that where these comments appear, parents will follow up with the teacher involved. With approximately eight weeks remaining in the school year, this can be a crucial time.

"We would ask all parents and

students to make attendance their priority for the whole school year with the expectation that this will be reflected in positive term IV results.

"Your child's education cannot be a passive experience, but must be an active involvement of both the student and the parent. Be there, so you can get the most from it!"

On March 27th, John Rennie hosted the 1987 LSB Chess Tournament where each school was represented by two students per grade.

Andrew Katz and Harry Matinopoulos came in 1st and 3rd respectively for Grade 6. Nathan Spall won the bronze for Grade 1, putting EPB in second place.

Beechwood won first place. All participants enjoyed the event and hope it will be continued in the years to come.

A total of 244 students registered in 14 lunchtime activities during the second session in the spring. Altogether it was a successful year.

SUNNYSIDE

Sunnyside Elementary had their "I LOVE TO READ" Celebration April 13 to 15

Students were first treated to author John Mahoney reading excerpts from his children's books.

Afterwards a giant board game awaited the students in the gym where they learned that playing, having fun and reading can be one.

Haskell Library sponsored a Book Marker Contest. Children made drawings and the best was chosen as the Official Haskell Library Book Mark Design.

Easter inspired a Treasure Hunt Contest where the children had to decipher clues to bring them to a treasure chest of books and other delights.

Reading Theatre made stars and fans out of the students who later forgot themselves for awhile as they marched around the gym disguised as their favorite book character.

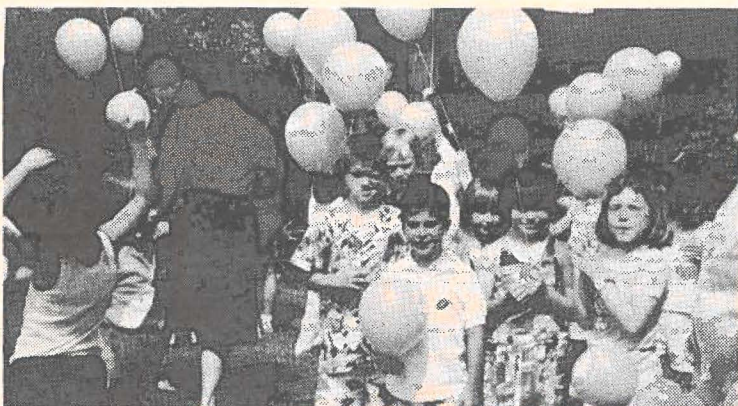
The kids had oceans of fun reading and the faculty sincerely hopes the students will continue to "catch the wave".

The Integrated Whole Language Arts Program is alive and well. Special Projects Teachers dared to lay down their Primary Phonic Readers and related material to dive head first into an intense 7-week reading and writing affair with E.B. White's "Charlotte's Web".

The children suddenly went from reading words like, "mad, sad, and bad" to reading, "terrific, radiant, and humble".

As the Whole Language Arts philosophy predicted, not only did the students' reading abilities improve but their writing skills flourished as well. The children are merrily writing pages of words as opposed to just a few sentences.

Balloons for peace



ON FRIDAY, May 29, the entire Thorndale school body participated along with other Lakeshore schools in a balloon program celebrating Peace Week.

Each child wrote out a message about peace along with their name, and attached it to a balloon. Shortly before 2 p.m. all the classes assembled in the playground with their white and blue balloons and formed one huge circle.

At 2 p.m. there was a countdown and everyone let go of their balloons while singing the song "It's A Small World". Only a few balloons got caught in the trees. Most quietly sailed up and out of sight.

The children then walked to the front of the school where Jennifer Norton and Navid Naimi, on behalf of the Spiritual Assembly of the Bahai's of Pierrefonds, presented to Mr. Wilson and Thorndale school two books about peace.

They also planted a Russian Olive Tree at the front of the school to be a reminder of the desire for peace and the fact that our children

are the first generation of students to actually be learning about peace.

Along with the week's activities grade 6 students Shane Riccio, Tim Adham, Angela De Crescentis and Ryan Warner prepared the following petition to be presented to Prime Minister Mulroney on the occasion of the grade 6 trip to Ottawa.

Dear Mr. Mulroney,

The kids of Thorndale Elementary School in Pierrefonds are speaking out for peace and against nuclear weapons.

We feel that Canada should not help the U.S.A. and that we should be neutral and not let our uranium be used to make nuclear weapons or Canadian land be used military wise.

All around this letter we have the signatures of our fellow supporters for peace.

We look forward to hearing from you.

The students visited all senior classrooms (4-6) speaking about the petition and obtaining several hundred signatures.

NEW CARLISLE

AN APPLICATION for a liquor and entertainment license for a bar scheduled to open a stone's throw from the school has raised the ire of many parents.

Mark Franklin, president of H&S, says the principal objection of parents is the increased traffic which would result around the school, and the actual presence of a bar with an outdoor terrace within 55 feet of the school playground.

Bars in Quebec are able to serve liquor from 11 o'clock in the morning.

Parent spokesperson Judith Gallan points out the school is the focal point of the community and most extra-curricular and community activities are held at the school after school hours and most evenings.

She believes the presence of a bar in such close proximity to the school would be a poor influence for children.

The parents took their case to the municipality seeking recourse through a municipal by-law, and to the Regional School Board in search of a legal avenue which would prohibit the establishment of the bar so close to a school.

The Home and School president specifies parents are not objecting to the presence of a bar in the town, they just don't want it under the noses of their children.

The parent group has registered a complaint with La Régie des Alcools, the licensing body which will rule on the granting of a permit.

Reprinted from Spec.

VALOIS PARK

MAY 20 WAS "Marble Day" for the Grade Ones. The day started with a rollicking marble chant and song.

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Some children enjoyed just trading and looking at each other's collection. It was amazing how well the children could barter with one another. They sure knew the values of their marbles.

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At the end of the day the children received a small prize for their efforts. You guessed it — a marble to add to their collection!

FOCUS on the LOCALS



PIRATES OF PENZANCE

Dunrae Gardens helped the Town of Mount Royal to celebrate its 75th birthday with performance of the Pirates of Penzance with over 100 children taking part.



ROYAL WEST ACADEMY — A BRIEF HISTORY

MONTREAL WEST High School was founded by William T. Percival in 1932 to replace Aberdeen School in Montreal West. It was, at the time, a thriving Anglophone school.

During the 1950s an extension was added to house Montreal West Elementary School and for over two decades both schools flourished and rode the tide of the increasing baby boom generation.

Unfortunately, it was not to last, as Quebec's English schools began experiencing a severe decline in their student populations in the late 1970s.

The elementary school was first to close in June, 1980. In an attempt to keep the building open, the Protestant School Board of Greater Montreal relocated Royal Vale, a thriving Cycle I French Immersion school, in the wing left vacant by the elementary school. Unfortunately, the population of Montreal West High continued its decline and in 1981, the School Board threatened to close the building if numbers continued to drop any further.

It was then that parents, students and staff came up with a plan that would not only attract more students, but would also raise the quality of the students' education.

The plan included some of the elements of a private school — uniforms, strict discipline and compulsory extra-curricular activities — yet retained the accessibility of a public school.

The best features of both Royal Vale and Montreal West High School were used to form the basis for their new "alternative" school.

The planning committee spent countless hours developing the philosophy and programmes, choosing the new uniform and logo, soliciting support from the community, and fundraising for computers.

Their efforts were rewarded in September, 1983 when Royal West Academy opened its doors with an enrollment of 600 pupils.

Since that time, Royal West has grown to a comfortable population of 700 pupils who come from as far away as St. Leonard, Nun's Island, and Ste. Anne de Bellevue.

It received more than 450 applications from students eager to fill the

180 seats open to incoming students for September, 1987.

Although bilingualism and computer literacy are the two main thrusts of the school, the arts, sciences and personal development are not forgotten.

Enriched courses in Mathematics and Science, combined with enrichment activities in the English and French programmes, provide students with an excellent preparation for college.

One of the attractions of the school is its extensive extra-curricular program. Each student is expected to take part in three types of activities each year — one community service, one cultural, and one sport.

These activities range from 'adopt a grandparent' at the Montreal Association for the Blind to tennis and Greek cuisine.

The parents, students, and staff of Royal West are proud of their school and plan to keep Percival's building open for a long time to come.

B. Major

LINDSAY PLACE Thanksgiving date for 25th reunion

A THANKSGIVING Weekend Reunion is planned to celebrate the 25th anniversary of the school.

Over 1500 former students and staff are expected to attend. Plans for the event are well underway with a tentative schedule already designed. A brochure outlining the reunion's events will be mailed to those indicating an interest.

This past spring a number of senior students took part in the Fourth Annual European Experience. This trip of a lifetime lasted seven days and took the students from London through Europe to

Paris.

In the past winter Mike Havard's Enriched Grade 7 class spent a morning at the Shriner's Hospital in Montreal. The experience proved to be of great value to both the class and the youngsters they visited.

The students went in with the idea of teaching the children a couple of board games, some card tricks and some juggling. It turned out that the students did most of the learning!

The students came away impressed with the courage and determination of the "student-patients."

FLASHES FROM THE LOCALS

Meadowbrook's third annual dance took place March 21. A paper and bottle drive was held Saturday, May 10, in conjunction with the Western Lachine Boy Scouts. A used bike sale took place at the same time in the schoolyard...

Allancroft's programme on student responsibility was expanded from homework to include courtesy and curbing aggressive behaviour during play...

A musical exchange evening was held May 8 at Beaconsfield H.S. It featured students from St. John, N.B., Christmas Park and B.H.S. in choirs, bands, violin and recorder groups...

Dorset held a very successful Book Fair on May 20 with the proceeds going to the library... Edgewater has a foster child in Bangladesh through "Families for Children"... Mount Pleasant Grades 5&6 were involved in an annual production, "Mirror, Mirror". Grades 3&4 were very successful in "The Magic Beanstalk"...

Soulanges students enjoyed a visit from their 'buddies' at Edgewater. They all visited a petting zoo and had lunch at the Round Church...

The Lakeshore School Board Parents' Committee Second Annual Award of Excellence presentation was held on May 28 at the board office. The recipients were Eleanor Shaver of Northview and Lindsay Place and Margo Purvis of Christmas Park, both long-time parent volunteers who have shown great dedication in many capacities and positions on H&S, School Committee, Parents' Committee, and within the school. The time, energy and expertise they have given exemplify the quality of volunteer efforts found in all our schools...

Eleven Ayer's Cliff students were selected as candidates for a schoolboard-wide choir. The school committee presented two books to the library — one in honour of Lois Garneau's visit to the School Committee in March and the other in honour of Bev Steele's visit in February. Lois Garneau spoke about her work with the schoolboard, to assist in expanding an enriching their existing programs...

Lakeshore School Board balloons were released on May 29. Some were found and have brought enthusiastic replies — from a minister in Maine to a teenager in Vermont. Schools will be submitting compositions, poems and art work to the "LSB Peace Mission Booklet"...

Montreal newspaper The Gazette, published its second edition of the West Island Student Voice on May 21. The advertising and editorial content represented the best work of the 1,429 students who took part in The Gazette's Newspapers in Education Program.

The program gave students a chance to see how news reports are put together, how advertisements are prepared, and encouraged them to express their ideas and opinions. As a result more students now take the time to read newspapers.

CHRISTMAS PARK

The music department was very busy last year.

At the end of March, with the help of the grade seven students and their teachers, Mr. Caldwell and Miss Lacombe produced various educational skits as part of an assembly entitled "Peace and Living in Harmony with the Environment".

It was a pleasure to hear and see the students from grade two, under the direction of Miss Rinaldi, sing and mime to the song "Une Colombe".

The Junior and Senior Choirs also sang such songs as "I'd like to Teach the World to Sing" and "Last Night I Had the Strangest Dream".

Mr. Gutmanis and Mrs. Edwards presented a concert for parents of K to 3, including "Une Colombe". The whole concert was most charming and entertaining.

On April 8, our grade four choir, the Senior choir and the recorder group participated in the festival at Beaconsfield High School. On May 8, Beaconsfield High was host

to another great music event in which students from Saint John, New Brunswick, participated in a concert, along with BHS bands and our own Christmas Park singers and recorder/percussion group.

The judo programme was a tremendous success again. The students were most fortunate to have Mr. Bunrey Miyake, Dan Black Belt, who returned for his 9th year as instructor.

Each student, by mastering various techniques, earned stripes on his existing belt, or received a new color of belt which signifies a higher level. To date, the program has white belts (the starting belt), yellow belts, orange belts and one green belt.

The annual closing tournament took place on May 27. This is always an exciting event. Everyone was invited to attend to watch their fellow students compete for medals, demonstrate various techniques and movements and combat against black belts who were on hand to judge the event.

WILLINGDON

"JUMP ROPE FOR HEART" as held on March 26 and the 85 children who participated in this event, raised \$2600 for the Quebec Heart Foundation.

"I love Social Studies Week" was held in May. It was a huge success and the students' displays were visited by hundreds of parents on the evening of May 7th.

Sheila Christie, PSBGM consultant, video taped the exhibition and is producing a kit for teachers in other schools who would like to initiate a similar program.

On May 15 a school band from Red Deer, Alberta, visited the school. The band which features 14 and 15 year old students, was performing at Place des Jardins. A special trip was made to Willingdon — the only Montreal school they visited. After a question and answer period, the band leader said he was impressed with the students' musical knowledge.

Mrs. Weiss' grades 4 & 5 classes collected close to \$200 to help Montreal poet, Ken Hertz, receive medical treatment available only in Mexico.

At a public speaking contest, sponsored by the PSBGM, Willingdon was represented by Kate Fitzpatrick. Twenty contestants were entered and Kate's 4 minute talk on "Plastics" won first prize.

FOCUS on the LOCALS

VALOIS PARK

Four receive Lowry Award

by Avis Brodie

Fran Lowry, past president of the Valois Park Home & School Association and an active member of the provincial Home & School, was remembered with a memorial award suggested by Gordon Robertson and past president Dawn Cumming.

Although Fran died of cancer two years ago, she is remembered through the Fran Lowry Memorial Friendship Award.

Presented for the first time this year, the award is for an act of outstanding friendship by a Valois Park student in any grade level, chosen by the staff.

Presented by Home & School President Margo Heron at the graduation ceremonies, the plaque is inscribed with the winners' names and will be displayed in the school. Each winner also gets a

small plaque to keep.

This year's award winners were Katie Trieber, Cathy Plainos, Andrew Fraser and Holly Trieber.

During a cross country ski outing these students heard someone calling out for help. When they investigated, they found an elderly woman who had fallen off her back porch while feeding the birds.

Dressed in house clothes and in deep snow from which she was unable to free herself, hypothermia had set in.

One student went to get a teacher, while the other three tried to get the woman out of the snow. With the teacher's help they got her into the house and warmed up.

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Margo Heron presents Fran Lowry Award at Valois Park School.

EARDLEY

20 years celebrated

EARDLEY SCHOOL opened its door 20 years ago on May 20, 1966. It was then a K to 6 school with the emphasis put on the kindergarten, a huge room equipped with sinks, wash-rooms and its own lockers.

Now, 20 years later, the school is totally a K-1 school and runs an early immersion program where the language of instruction is 100 percent French for those two years. The kindergarten program is a full-day one. All the children have lunch at school and are also bussed to and from the school.

The children also have access to an enriching noon-hour elective program organized by our Home & School Association which includes drama, dance and music.

There are presently 240 students attending the seven kindergarten classes and four grade ones.

Thanks to our Home & School Association, Eardley School has enjoyed the many "extras" that make it so unique. The children benefit every year from productions, musical instruments, playground and gymnasium equipment they would otherwise have to do without.

Thanks to all these extras the children's first experience at school is a pleasant one which they will hopefully cherish forever in their memories.

On May 20, the parents and teachers organized a 20th anniversary dance to raise funds for playground equipment. It was a fantastic success and very well attended by parents.

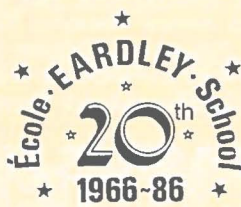
Prizes were donated by many local merchants as well as parents. These were raffled off at the dance and contributed to the fund raising.

Students of 20 years ago were some of the parents attending the 20th anniversary dance.

Let's hope that today's children

will attend Eardley's 40th anniversary as parents!!

Géraldine Lavoie,
Principal, H&S member



Drama, Music & Dance

An eager audience gathered in the Eardley School gym on the morning of May 1 to view the end of year concert of drama, music and dance which was put on by the students of our noon-hour programmes.

We were greeted at the door by Christopher Rio and Melissa Ketcheson who were giving out the programmes. The concert started with the drama group. The kindergarten group showed us emotion, concentration, voice exercises and mime.

The Grade 1 drama class showed us a medley of nursery rhymes. Several groups performed with actions and words — "The Three Pigs", "The Three Bears", "The Three Kittens" and "Twinkle, Twinkle Little Star".

The music was the next segment of our programme. Two kindergarten groups entertained us by singing and playing instruments. The pitch, rhythm, and timing of these children was excellent.

Each group finished its programme with a song using actions. The Grade 1 group started their programme using instruments, continued with movement and song and finished with a piece where both instruments and voice were used.

The concert concluded with the dance programme. The kindergarten group appropriately dressed, danced and marched to a Cabbage

Patch parade.

An excellent ballet number followed, with 8 Grade 1 students interpreting their Cabbage Patch Dreams. Their movements were graceful and the ballerinas looked charming in their costumes.

As a contrast, a second Grade 1 group showed us a modern music dance. The programme finished with the kindergarten dancers dressed in Care Bear costumes expressing body movement in relation to dance. Forty-six children took part in the dance programme.

The noon-hour programmes were introduced six years ago with Mrs. Croll's music programme. This was followed by a drama course and subsequently the dancing programme.

Many of our children have benefited from this early experience in drama, music and dance which has now become an established part of Eardley Home and School Associations' commitment to our children's education. **Judith O'Rourke**

NORTHVIEW

THE JUNE issue of Hibou gave a hoot for Principal Fred Argue who certainly left his mark at Northview.

He was an initiator of many activities and projects, and evidence of his woodworking expertise can be seen around the school. Staff, students and parents wished Fred every success and happiness at his new school, Christmas Park.

On June 12, the Grade 2 class visited their penpals at Cedar Park. After listening to their stories and visiting their classroom, everyone walked to Pte. Claire Village and had an ice cream. It was a super day.

"School is a building that has four walls... with tomorrow inside."

("Stolen" from the Sunnyside School newsletter, June '87)

THORNDALE

ON MAY 3RD the school received 12 children and 2 teachers from France. They were the penpals of the Grade 6 students with whose families they spent 5 days.

Monday through Wednesday were packed with Montreal sight-seeing activities. It was a great experience for both groups and Thornsdale students would love to repeat the experience as guests of the French students.

If Walt Disney had walked into the gym on June 4 he would have felt right at home. The primary grade students put on an overwhelming production of "The Wonderful World of Disney", starring so many popular characters.

Mickey Mouse and Donald Duck (Laurie Nicocci and Karyn Kennedy) were at the entrance of the gym to hand out programs.

Tinkerbelle (Melissa Fournier) was kept very busy skipping across the stage at the beginning of each number, sprinkling her magic dust to bring the characters to life. (Wish we could get a cup of it!)

All the children were wonderful. It was amazing how professionally they acted.

Many accolades to the teachers for their weeks of work, to the grade 6 students for their art work, and to the parents for their costumes. One student's costume was accidentally thrown out after dress rehearsal. This was only discovered the next morning — the day of the performance.

Mark's parents had to make a second "Tin-Man" costume that day and a terrific job they did. (This family will be eating a lot of spaghetti sauce this winter from all the tinned tomatoes!)

The gym needed elastic sides to accommodate the huge crowd.

Carol Turkington

EDINBURGH

MEMBERSHIP in H&S increased last year to 207 families with the teachers joining as well through a Group Affiliate Membership.

Various programmes such as Library, Absentee Check, Book Clubs for grades 3 to 6, and Class Mothers got underway with the help of volunteer parents.

Two 10 week sessions of after-school activities were offered, one in the fall, and the other after Christmas. A new program offering after-school supervision was organized and was very successful.

In the fall money was collected for UNICEF. Christmas-Chanukkah boxes were filled in December and distributed to the Jewish Family Services, Welcome Hall and Salvation Army.

A CPR course for adults was offered in April as well as the grade 6 Human Awareness Course. A Lunch Box preparation booklet was initiated and a resolution sent to the QFHSA asking that they promote and distribute the booklet to other parents.

We were able to purchase, during the 1986/87 school year, a stereo for the music program, additional lighting for school plays, humidifiers for each classroom, a computer printer, a licence for home use of the LOGO-writer program, 24 badminton rackets, a broomball set and 18 snowshoes.

We also sponsored the grade 6 Human Awareness Program, paid for the Chris Adams Science Program, upgraded the computers, supplied refreshments for the Winter Outdoor Day, paid for some choir bussing, and made a donation to the Lisa Magyar fund. We gave \$2100 to the library to buy books and provided the extra phone that is used for Absentee Check and by the teachers for consultation with parents.

MY CLASSROOM

Alone in my classroom, no one there but me.

No teacher's directions to follow, nor noisy children to see.

Alone in my classroom; no one there at all;
Now I'll go outside and play a little ball.

Heather Martin
Grade three
Cookshire Elementary School

Nurse's work includes many schools

continued from page 1

nurse's schedule may include several schools, clinics, garderies, CLSC duties, pre- and post-natal care, among her activities.

Her timetable may involve her actual presence in a school comprising a few hours, half-days, per week or per month, split schedules, etc.

For example, Andrew S. Johnson High School in Thetford Mines, with a student population of 101, sees a nurse four times a year only. Sunnyside Elementary School,

1985 resolution that the allocation and deployment of the nursing services in schools must improve before tangible results can be expected.

The ratio of one nurse to 2500 students is absurd. Budgetary constraints by the Ministry of Health and Social Services have placed the Health needs of the students in jeopardy.

The "workplace" of all our children has ceased to be the place where their health needs are met.

There is a serious lack of consultation of the role of the school nurse among all the parties concerned: students, parents, teachers, principals, school boards, Ministry of

Follow-up

In June 1987, we wrote to both the Minister of Education and the Minister of Health & Social Services, with a copy of the brief, and requested a meeting to discuss the concerns expressed. To date, a meeting has not taken place.

Rock Island, has nursing services one day a month for 175 pupils in a school considered as "high risk" in health needs by the parents and school personnel. This particular nurse is responsible for nine schools!

Question: Does the school nurse interact with community groups and/or agencies?

Response: Where can a school nurse, who in the province of Quebec is as rare as hen's teeth, find the time to interact with any group?*

The 1986 Questionnaire on Health Services in Schools proved to be very informative. It reinforced the message in QFHSA's

Education, and the nurses themselves.

Unless there is a common goal identified — the health and well-being of our youth — and serious measures undertaken to accomplish the goal, then the nurses' professional expertise will never reach the students. It is up to those of us who participate in the care and education of children to petition for quality nursing in our schools.

* **Richelieu Valley Regional High School in McMasterville, in the South Shore Protestant Regional School Board.**

* **Matapedia Intermediate School and Matapedia Polyvalente in Matapedia (Gaspé) in the Regional School Board of Gaspesia and Miguasha School Board.**



Thank you

We particularly wish to thank all those who responded to the questionnaire. Their comments and explanations were thought-provoking and very, very helpful. A copy of the complete brief was sent to all who received the survey.

The following school boards and schools replied to the health service survey.

School Boards

- Lakeshore School Board
- Laurentian School Board
- Laurenval School Board
- Protestant School Board of Greater Montreal
- Richelieu Valley School Board

Schools (by school board)

(number of students in school shown when indicated by respondent)

Chomedey de Laval School Board
Sacred Heart Middle School (313)

Commission scolaire des Outaouais
St. Aloysius School (242)

Commission scolaire du Sault-Saint Louis
Laurendeau Dunton School

Commission scolaire Goéland
St. François Xavier School (441)

Commission scolaire Pontiac
St. Alphonsus High School (105)

Commission scolaire régionale Lapointe
St. Patrick High School (121)

Commission scolaire Rouyn-Noranda
Hébert School (210)

Eastern Quebec Regional School Board

- A.S. Johnson High School (101)
- La Tuque High School (101)
- Shawinigan High School (204)
- Three Rivers High School (270)
- École du Berger (100) (in same building as Three Rivers H.S.)

Eastern Townships School Board

- Pope Memorial School (84)
- Princess Elizabeth School
- Sunnyside School

Great Quebec School Board

- Holland School (257)
- St. Patrick School (104)

Jacques Cartier School Board

- Jean de Brébeuf School (233)

Lakeshore School Board

- Allanrocft School (510)
- Beacon Hill School (275) (two responses)
- Beaconsfield High School (1135)
- Cedar Park School (249)
- Christmas Park School (374)
- Dorset School (322)
- École Primaire Beaconsfield (426)
- École Primaire Pierrefonds (180)
- Edgewater School (541)
- Greendale School (538)

- John Rennie High School (1223)
- Lindsay Place High School (1400)
- Macdonald High School (632) (two responses)
- Mount Pleasant School (436)
- Northview School (310) (two responses)
- Seignior School (350)
- Spring Garden School (355)
- Sunnydale Park School (470)
- Thorndale School (425)

Laurentienne School Trustees

- Ste. Agathe Academy (200)

Laurenval School Board

- Gordon School (386)
- McCaig School (285)

Montreal Catholic School Commission

- Paul VI High School (123)

Protestant Regional School Board of Chateauguay Valley

- Franklin School (79)
- Gault Institute (168)
- Hemmingford School (120)
- Ormsdown School (168)
- Robert A. Jobber School (183)

Protestant Regional School Board of District of Bedford

- Clarenceville School (73)
- Heroes' Memorial School (314)
- Knowlton Academy (360)
- Mansonville School (90)
- Massey Vanier Regional High School (900)
- Parkview School (289)

Protestant Regional School Board of Western Quebec

- Aylmer School (314)
- Eardley School (243)
- Gatineau School (120)
- Hull, Elementary and Secondary
- Namur Intermediate School (100)
- Poltimore School (50)
- Queen Elizabeth School (274)
- South Hull School (322)
- Wakefield School (150)

Protestant School Board of Greater Montreal

- Argyle Academy (339)
- Bedford School (200)
- Cecil Newman School (523)
- Cedarcrest (198)
- Coronation School (365)
- Courtland Park School (263)
- Dunrae Gardens School (296)
- École Montrose (306)
- Edinburgh School (434)
- Elizabeth Ballantyne School (357)
- Keith School (326) (3 responses)
- Lachine High School (approx. 600)
- LaSalle High School (900)
- Malcolm Campbell High School (540)

- Meadowbrook School (520)
- Riverdale High School (1000)
- Roslyn School (804)
- Royal West Academy (697)
- Sinclair Laird School (224)
- Sir Winston Churchill High School (792)
- Tetraulville School (380)
- Wagar High School (997)
- Westmount Park School (approx. 280)
- Westpark School (640)
- Woodland School (279)

Regional School Board of Gaspesia

- C.E. Pouliot School (279)
- Entry Island Intermediate School (36)
- Gaspé School
- Grosse Isle High School (93)
- Hopetown School (44)
- Matapedia Intermediate School (19)
- Matapedia Polyvalente (428) (also under Miguasha School Board)
- New Carlisle High School (260)
- New Richmond High School (185)

Richelieu Valley School Board

- Courtland Park School (200)
- Mountainview School (181)
- Mount Bruno School (440)
- William Latter School (155)

St. Exupéry School Board

- Boucherville School (135)

South Central Protestant School Board

- Royal Charles School (292)

South Shore Protestant Regional School Board

- Centennial Regional High School (1700)
- Chambly County High School (503)
- École Champlain (281)
- Harold Napper School (542)
- John Adam School (148)
- Jubilee School (407)
- Kensington School (175)
- Lemoyne D'Iberville High School (436)
- Mackayville School (316)
- Margaret Pendlebury School (151) (two responses)
- Préville School (486) (two responses)
- Richelieu Valley Regional High School (782) (two responses)
- Royal George School (French - 510; English - 41) (two responses)
- St. Lambert School (506)
- St. Lawrence School (560)
- Vincent Massey School (French - 181; English - 120) (two responses)

Other Schools

- Jewish People's Schools & Peretz Schools (486)
- Kateri-Kahnawake (260)
- Karonhianonka

SAFETY SCENE

STICK 'EM UP!



Take safety back to school with you

QFHSA IS PLEASED to announce that they have renewed their supply of STOP/ARRET bumper stickers — just in time for the start of a new year. The STOP/ARRET bumper stickers are meant to impress on other motorists the necessity of stopping for school buses when they have on their flashing lights. THIS IS THE LAW and we must obey it if we want to protect our children.

If you would like to replace your old bumper sticker or give one to a friend, just let us know. The actual bumper sticker is 10 1/4 x 4" so please send us a large stamped (36¢) envelope with your address on it.

IT WILL soon be back-to-school, with thousands of young pedestrians and cyclists on Québec roads and streets, particularly in school zones, a splendid occasion to teach youngsters and remind older children about traffic safety rules.

What better way to start than by informing them of their obligations under the Highway Safety Code!

On foot

Pedestrians are part of the traffic. They have rights as highway users and obligations as well. A pedestrian must:

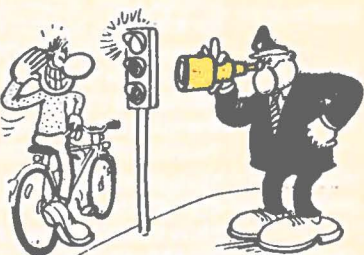
- WALK on the sidewalk or, where there is none, beside the roadway, facing traffic, all the while making sure it can be done safely
- OBEY pedestrian signal lights or, where there aren't any, traffic lights
- CROSS a roadway at the intersection or pedestrian crosswalk if there is one nearby
- YIELD the right of way to motorists and cyclists if there is no intersection or pedestrian crosswalk in the vicinity.

A pedestrian in breach of a

traffic rule is now required to identify him- or herself at a peace officer's request and is liable to fines.

On Bicycle

Like other road users, cyclists



You can't ride a bike and wear a Walkman or headphones that might cut you off from traffic noises

must obey traffic rules; they must identify themselves at the request of a police officer who considers that an offence has been committed.

The Highway Safety Code sets forth obligations for cyclists. Cyclists must:

- OBEY road signs and traffic lights
 - SIGNAL an intention to turn
 - RIDE on the far right-hand side of the roadway, with the flow of traffic
 - USE bicycle paths or lanes, where provided on the roadway
 - ENSURE the bicycle is equipped with mandatory lighting accessories.
- Cyclists are forbidden:
- TO RIDE on the public roadway while wearing earphones or headphones (walkman)
 - TO TRAVEL between two lanes of vehicles
 - TO HOLD onto a moving vehicle
 - TO CARRY a passenger unless the bicycle is equipped with a fixed seat for that purpose.

A cyclist may be fined for failing to obey traffic rules.

The Régie de l'assurance automobile du Québec has developed a traffic safety education program intended for elementary school pupils.

As part of the departmental curriculum, the program aims to help teachers train a new generation of road users in safe habits from the very start.

A message brought to you in co-operation with the Régie de l'assurance automobile du Québec.

Brigade has vital role

OVER A million young Quebecers will soon be going back to school. To help those pedestrians get to their destination safely, Traffic Safety School Brigade members and school crossing guards will be assuming their post in your neighbourhood.

Nearly 13 000 Brigade members will be stationed at school crosswalks and selected intersections. Some of them have the job of assisting school bus drivers in ensuring that passengers disembark safely and cross the roadway without danger.

In areas where traffic is heavy, your children can rely on school crossing guards. They play a vital role.

The presence of crossing guards and Brigade members cannot guarantee your child's safety. Parents have a contribution to make.

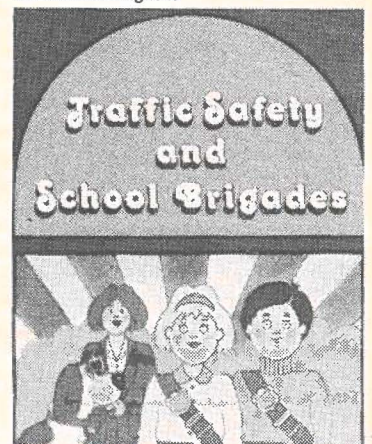
Why not take advantage of back-to-school to accompany your child on the route and make sure he or she knows basic traffic rules? What better occasion to introduce the child to crossing guards and

Brigade members, explaining the importance of following their directives!

By heeding your advice and the example of guards and Brigade members, your youngster will develop prudent habits and become a wise road user.

A message brought to you in co-operation with the Régie de l'assurance automobile du Québec.

Ed. note: Information on Traffic Safety School Brigades/Brigade Scolaire de sécurité routière is available from our office in French or English.



Pamphlet for crossing guards from Régie de l'assurance automobile du Québec

Guide for crossing guards

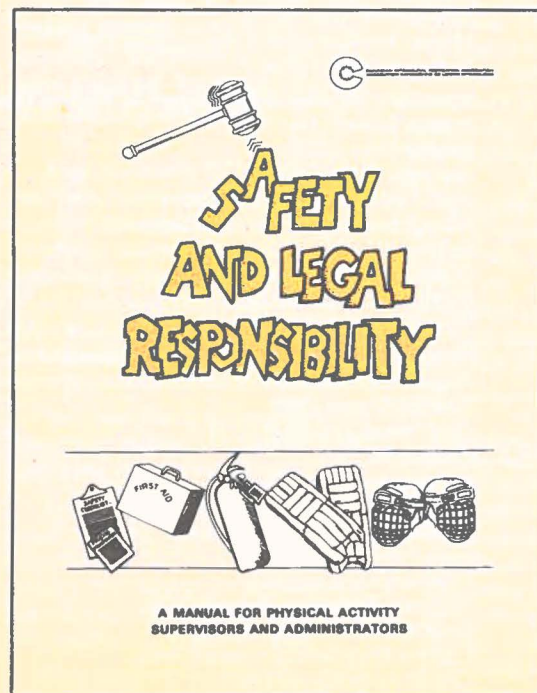
La Régie de l'assurance automobiles du Québec, in co-operation with La Comité provincial de concertation sur les programmes de sécurité routière en milieu scolaire (yes, that long-titled committee again), planned and prepared a training program which touches every aspect of the different tasks expected of an adult school crossing guard.

La Direction des politiques programmes of La Régie has printed a manual which is, in fact a guide for the person(s) responsible for the school crossing guards in their respective communities.

The contents of this guide include a job description of a school crossing guard, a training manual for the school crossing guard, a testing document, as well as criteria for selecting school crossing guards, criteria for the choice of places requiring a school crossing guard, and also objectives of an accompanying video.

New manual helps phys ed teachers avoid lawsuits

CANADIAN INTRAMURAL RECREATION ASSOCIATION
ASSOCIATION CANADIENNE DE LOISIRS INTRAMUROS
333 River Road Vanier City Ontario Canada K1L 8H9



A MANUAL FOR PHYSICAL ACTIVITY SUPERVISORS AND ADMINISTRATORS

THE RECENT dramatic rise in the number of litigation suits which are tying up our judicial system is enough to cause any person in a position of responsibility more than just a little concern. Life is full of risks, and although many more accidents may occur on the highways than on a playing field or in gymnasiums, those teachers and physical education directors who oversee recreational programs need to be informed about how the law regards their duties towards others.

Safety and Legal Responsibility is a comprehensive manual which translates the often confusing legal procedure into an easy to read guide for those who wish to minimize the risk of becoming a defendant in a lawsuit.

Covering a wide range of subjects from risk management to negligence, liability insurance, the role of officials, natural hazards, training, supervision and administrative policies, this book informs, educates and warns its readers against placing themselves in a position of liability.

Included with it are examples of waivers and consent forms (How useful are they really?), medical and accident report forms, program safety checklists and a handy legal information section complete with a glossary of terms.

Few of us relish the thought of becoming involved with a long, expensive action suit. Since ignorance of the law holds no ground in the eyes of the court, this book may be your best investment yet.

Safety and Legal Responsibility is available for \$11.50 (postage included) from CIRA (Canadian Intramural Recreation Association), 333 River Rd, Vanier, Ontario, K1L 8H9. Ce document est également disponible en français sous le titre «La sécurité et la responsabilité juridique.»

