



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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Stay-in-school initiative is gov't. call to action

THE STAY-IN-SCHOOL project is a new focus for the federal government in an attempt to stem the high school dropout rate of Canadian students.

- In Canada, 30 percent of students do not finish high school;
- More than 60 percent of new

jobs being created in Canada need at least high school education;

- The financial and social costs associated with dropping out

are staggering; both for individuals and for society;

- There is a growing demand for skilled workers to ensure that Canada remains competitive in

the world marketplace.

The need for action is undeniable. The problem cannot be solved by government alone — municipal, provincial or federal. What is required is a co-operative, collaborative approach, especially at the community level. This calls for the direct personal involvement of those with a stake in the outcome — business, union leaders, parents, educators, youth and others. In short, it calls for YOU.

To be effective in this area, you will require information. In particular you will require extensive information about:

- causes of dropping out
- effective intervention strategies
- recent studies and
- examples of what's happening elsewhere.

Businesses and social service agencies across Canada have formed partnerships with school boards and others to tackle the dropout problem. Student retention projects are underway in all provinces of Canada. Much remains to be done.

Many dropouts repeatedly left and returned until they realized or acknowledged to others that they were "out". The process typically begins with difficulty making friends or becoming involved in school activities, often during the transition to high school, which most leavers said was "very difficult".

A survey undertaken identifies five types of school leavers.

Disadvantaged. Described in the report as "extremely disadvantaged, socially and economically," many of these young people grew up in group or foster homes, or were raised in "essentially dysfunctional" families. School problems began early for these students, most had a long history of contact with social service agencies, and of all school leavers they were distinct in having had either no aspirations, or unrealistic ones.

Creative Independents. Mostly from middle- or upper-income families with well-educated parents, these leavers viewed themselves as creative, true individuals in schools dominated by cliques, where they felt confined by rules and structures and questioned the relevancy of many of their courses and assignments. They tended to come from broken homes, and to have specific aspirations, typically

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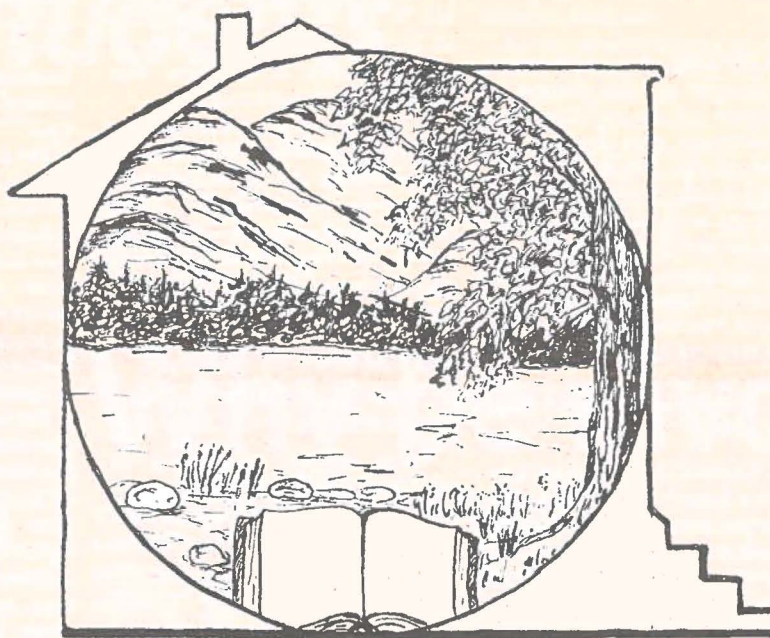
DEVELOPING HUMAN RESOURCES

PLENARY: Communication and the Community: Creating a Learning Environment

Is education preparing our young people for the workplace in the 1990s and beyond? Can we as Home and Schoolers communicate the needs of our children to the community? What action can we take to ensure our children's future? These questions and more will be discussed during the plenary session which will be led by: **Sue McKenzie**, Dept. of Psychology, Dawson College — communication within the family.

Ian Andes, Student, John Rennie High School — what it is like to be a student and how students can communicate with parents, teachers and school administrators.

Norman Henchey, Faculty of Education, McGill University, retired — How the community can work with schools to create a learning environment.



WORKSHOPS

Morning session:

Talking to teens—Sue McKenzie will give tips on what to say and when and how to say it.

Stay in school—Norm Henchey will offer advice on how to keep students in high school and beyond.

Alternative learning—Ian Andes and students from alternative learning center, Inner Circle, will talk about how to help children who don't fit comfortably in regular schools.

Afternoon session:

Home and School Execs—bring your questions about how to make your H&S work effectively.

Homework and Study Skills—A thorn in every parent—and student's—side. Find out how to take the drudgery out of afterschool learning.

Career Choices—A member of the Gazette Human Resources Team will talk turkey about job hunting. Everything from education to interview techniques.

Cooperative Learning—Pat Baker of the Lakeshore School Board will tell what it is and how it works. Colin Legault of the LSB will give a teacher's point of view.

MAKE A DATE QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS FALL CONFERENCE

Develop Human Resources

SUN	MON	TUE	WED	THU	FRI	SAT
OCT.		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		

For a preview book and more information:

QFSA
3285 Cavendish Blvd., Suite 562
Montreal H4B 2L9
(514) 481-5619

When: October 19, 1991

Where: John Rennie High School

Time: 8:30 a.m. to 3:30 p.m.

**FALL CONFERENCE
INFO ON PAGE 14**

"A ROUND TUIT"

At long last we have a sufficient quantity of these so that each person may have one of his own. Guard it with your life. These "Tuits" have been hard to come by. Especially the round ones. This is an indispensable item. It will help you become a much more efficient worker. For years you have been saying, "I'll do that as soon as I get "round tuit". Now that you have a "Round tuit" of your very own all those things that have been needing to be accomplished will surely get done.

Island of Montreal School Council

THE CONSEIL scolaire de l'île de Montréal (Montreal Island School Council) adopted its brief intended for the Minister of Education on the situation of poor children and immigrant children in the schools of the island of Montreal.

In addition to analyzing the problems of the poor and of recent immigrants, the brief paints a rather bleak picture of the difficulties encountered by young people in these communities and of the problems faced by schools in their attempt to assure their students' success.

The brief proposes measures to allow the school boards to fulfill their mission and calls for additional grants from the government and an autonomous method of financing.

The members of the Conseil decided to maintain the same method for classifying schools in underprivileged areas for the year 1991.

This method was adopted in 1989 and attributes to each school a "poverty index" equal to the average of the indices of the school's students.

The individual index of a student is based mainly on the average family income of the sector in which he lives.

For the distribution of the budget, the Conseil maintains a reserve for exceptional cases, and allocates 85 percent of the balance of the 20 percent of students who are most underprivileged and the remainder to the following 10 percent who are most deprived.

The school boards share the total budget in proportion to the number of students that they have in each of these groups.

THE CONSEIL has authorized the publication and distribution of a catalogue of its publications. This document provides a complete list of the 166 publications produced by the Conseil since its creation as well as information that will be useful to the reader.

This catalogue will be distributed free of charge to the schools, the school boards, and to organizations involved in education.

FOUR NEW MONOGRAPHS LAUNCHED

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

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

These monographs deal with the following schools:

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

Saint-Thomas, Des Sources and Pierrefonds high schools of the Baldwin-Cartier board (programmes for gifted children);

L'école le Tournesol of the Jérôme-Le Royer board (specialized services for students with an intellectual handicap);

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

A SCANDALOUS DINNER at C.E.C.M. puts education in the headlines. Shortly thereafter the Q.A.P.S.B. fund misappropriation scandal gets equal media attention. The most important topic of our society has to have tabloid appeal to find itself on page one or referred to in the editorial section.

If we are to compete as a first world country, education must be a daily concern, and not only when the scent of impropriety is in the air. To fail to recognize educators as the most important practitioners of society is to doom that society to backwardness.

Education used to be the key to a "good" job. Now it is the key to a job. Without the ability to think and express those thoughts, one is frozen out of an increasingly interactive and receptive workplace in which the quality of one's ideas and the depth of one's knowledge are more important than the position held within the company.

"Knowledge is power" has never been as absolute a truth as it is now.

There are no alternatives to education. Western society, as it recognizes that individuals make a choice either to prepare themselves or not, is turning away from the belief in universal social benefits and is rewriting the Social Contract.

The present mood, reflected in obligatory work/study for top welfare payments, and possible user fees in hospitals is that recipients of benefits, must be governed by the same rules as the contributors.

The worker of today is not easily transferable or easily trained. Without certain basics; a working knowledge of computers, sound general knowledge, a shared understanding of accepted modes of comportment, and the ability to access, share and act upon information without direction, the worker of today is comparable to the illiterate and innumerate of the smokestack society.

That is why education is so important. When we succeed we do not bandage an infection, we heal the malady. The difference with this cure is it lasts for generations and both the recipient and society benefit from it.

Schools are well placed to take up this challenge. Because we work with knowledge workers we took the lead, far before it was fashionable in industry, to involve workers in management decisions.

The establishment, in Quebec, of compulsory consultation with staffs concerning important and defined pedagogical decisions, while opposed at the time by those steeped in the traditional Second Wave or rustbelt management style, was a first tentative step to enrich the educational system with

the vast fund of knowledge of its workers.

Having taken this initiative we must build upon it. Teachers, reflecting the trend in society, are more and more specialized. We must recognize the mind worker is not easily replaced and we must adjust contractual assumptions that they are.

The teacher who has developed a particular program for enriched students, who has created a computer program which fits the needs of a particular school, or whose personality or skill creates rapport with a group of students and allows them to learn as perhaps they never have before, cannot be there at the whim of a bumping procedure which was created to fit the pre-information age.

No era has kept the rules of the previous age, even forms of government have changed. Schools are still operating in the way they were formed to serve the more regimented needs of the factory. Innovation must be encouraged and the need for fundamental change must be recognized.

Perhaps the school day, virtually untouched since the beginning of the Industrial Revolution, needs to be lengthened. Perhaps the school year, also untouched since the Industrial Revolution, needs to be lengthened. Japan has 240 school days, we have 180. By the end of grade 11 a Japanese student has been in school 666 extra days or the equivalent of 3.7 additional years compared to a Quebec student.

Add to this the traditional Japanese practice of "juko" or tutorial classes for university entrance examinations, and the same Japanese student has easily had five additional years of instruction by the time he has finished the equivalent of Grade 11.

If education is serious business, we must treat it as such and be prepared for dramatic change.

Another fundamental change which must be considered if we are to go beyond the second wave is the recognition of merit. The egalitarian contracts of the industrial revolution are reflected in our collective agreements.

Everyone who has ever been in a school as a student, teacher, administrator, parent, or commissioner knows with absolute certainty that some members of staff are more valuable to the future of our students than others.

The most progressive companies

OTHER PEOPLE'S OPINIONS

Highlight the issues instead of scandals

are moving more and more to the recognition of excellence while we in education continue to hide behind the contract as a means of avoiding the difficult decisions.

Would any of the leading companies be in their present competitive position if all staffing decisions were made on the basis of our collective agreements?

The answer is self evident, yet we continue to be tied to the rules of an era which has passed.

While we all use our banking cards to access money, our fax machines to send messages, our computers to draft letters and our cellular phones to keep in contact, we run our schools within the same structures and contractual restraints as applied in the 1960's.

Are we giving our students a fair shot at the next millenium? I think not.

Equally deficient is the complete lack of compulsory upgrading required. If we have the most important task in society, the position I took at the beginning of this article, can we dare to approach it without demanding regular professional improvement?

In an increasingly interdependent world can we suffer those who are ignorant of current events and disdain anything but sitcoms on T.V. or the sports pages of newspapers?

An educator who does not subscribe to a newspaper or magazine, who does not read both fictional and non-fictional best sellers, or has not bothered to become computer literate, has abdicated his/her claim to the title.

Our mission is to prepare the children in our care for the world they will face. We cannot do this if we ourselves are ignorant of the developments taking place in that world.

We are in an enviable position. No body of individuals has, in the past, been able to democratize society as we can. Toffler, in *Powershift* the last book of his trilogy, contends that power is based on three elements: violence, which has had a limited but discredited history within the schools, wealth and knowledge.

The distribution of wealth was not our function. The distribution of knowledge is our game, our very raison d'être and as knowledge is distributed so too is the power of the future.

**RON G. MACFARLANE, Principal,
West Hill High School**

Question Period

Q.: What is Canada's full-time post-secondary enrolment?

A.: Since 1951, the number of full-time post-secondary students has increased ninefold — from 91,000 in 1951 to 836,000 in 1989. College enrolment has levelled off at 321,190 in 1989, but university enrolment continues to grow. In 1989 it was 515,130.

Source: Education Research and Promotion, Education Support Branch, Secretary of State of Canada, Profile of Higher Education in Canada 1991 Edition



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

**Quebec
Home & School NEWS**

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Parkers celebrate 50 years together



Quebec Federation of Home & School Associations wishes to extend their warmest congratulations to John and Vinnie Parker who celebrated their 50th wedding anniversary July 19th.

The Parkers are long time members of Home & School and John served as President of QFHSA from 1961-62 and has

served as our Honorary President since 1981. He is a faithful attendee at both Board and Executive Committee meetings and we are grateful for his background knowledge and expertise in many matters.

We wish both John and his wife many more happy years together.

LAWS PROTECT STUDENT FILES

By Yves Carrières, avocat-chef

THE CONFIDENTIALITY OF A STUDENT'S file is provided for by the act on Access to Information and the Protection of Personal Information. This act prohibits access to a student's dossier without the student's authorization if he is of age or without the authorization of the person who has parental authority over him (art. 53), which means his parents or those who replace them **under the law** or through a court judgment.

However, certain people can have access to the student's dossier without this authorization. First, the case of a divorced parent who does not have legal custody. The civil code recognizes that in this case, the parent retains his right to see to the education of his child. As a result, unless the court eliminates his parental rights, he can require the school to provide him with information on his child's life.

Article 59 also provides for communicating information on a student's file in cases related to legal problems. People such as prosecutors, those responsible for crime prevention, doctors when a person's life is in danger, etc. can have access to the file.

In addition, information is

accessible to people within the school board without authorization if information on the student is part of their concern: for example, a teacher who needs the information for the work they are doing with the student.

It is also possible to provide information on the student's file if the information is necessary to apply a Quebec law or to carry out an administrative mandate conferred upon a person or organization which would include this advisory committee.

Anyone to whom a student's file is entrusted, either in part or in whole, is bound to secrecy. Failure to respect this obligation renders the person subject to important legal proceedings. In addition, the organization that allows illicit access to a confidential file is subject to legal proceedings for damages by the victim and exemplary damages to a victim if the breach in confidentiality was intentional or the result of negligence.

As a result, any person or committee who has access to a student's file must be sure to avoid any risk of that information leaking out under penalty of important sanctions.

Unisson, Jan/Feb '91



Co-President's Message

Barbara Milne-Smith

Fundraising not our raison d'être

We are all looking forward with enthusiasm to the new school year, and at the provincial office we are looking forward with anticipation to hearing of the many different projects our locals are carrying out to help the children in our schools. It is very encouraging that so many varieties of good projects are undertaken. Please remember that your provincial office would be pleased to give you some help if you need it.

Some projects require some fund raising and it is nice to see how hard you all work to acquire the funds needed. Without your help our children would miss a lot.

But what I do ask is that you don't make "fund raising" your "raison d'être".

Always keep in mind the needs of the children in YOUR school and work your best to fill those needs. And remember that all needs are not financial.

When there is a concern in your school, work with your School and your Orientation Committees to see what you can accomplish together. Don't just say, "we'll raise some money". Sometimes it is a study group that is needed, or some research, or some lobbying of the school board, or the municipal or provincial government. In cases like this, consider writing up a resolution to present to our 1992 Annual General Meeting. Our Resolution Committee will give you a hand. This may also be a help to your School

and Orientation Committees. Maybe your School Committee will also present the resolution to your Parents Committee and ask them to submit it to the FCPPQ [Federation of Parents Committees of the Province of Quebec]. In this way, the solution you think of may well end up helping the children throughout the province.

I do have to say that concerns that can be satisfied with money alone are often the easier projects. It generally takes more time and effort to influence school authorities and/or governments into making the improvements you want. But I know from your past records that you are all willing to work long and hard for your children.

So let's remember to consider carefully what is needed and to work towards it. Sometimes it will require fund raising, but let us be certain that we don't become "just the fund raisers".

Our raison d'être must be the welfare of our children.

To help give you some good ideas for this new school year, come along to our Fall Conference on Saturday, October 19th. We all agree that good communications are necessary to help our children develop — good communications within the family and within the school and the community. That is what we'll be stressing on October 19th so be sure to join us. See you then.

WHOLE LANGUAGE

Parents use same approach

DID YOU REALIZE you are a whole language teacher? Even if you are not sure about the whole idea of whole language, you have automatically been a whole language teacher in your home.

Let's look at how your child(ren) learned to speak. Learning to speak is one of the most complex human learning tasks. Yet all children learn it without ever going to school and they learn it from whole language teachers — you, their parents.

Children hear language spoken around them and soon realize that

these words have meaning. In trying to communicate, children's babblings take on meaning and soon become recognizable words.

Children learn to speak because they want to communicate and their environment provides them with the stimulus necessary for successful learning.

When children use the approximated forms of words (da, da), their attempts at speaking are greeted with encouragement and delight, and their messages are responded to by parents.

Children learn to speak by listening to "whole and meaningful" ideas and by attempting to express their own ideas. Parents never

doubt that their children will learn to speak, and they encourage every attempt by their child.

This is exactly what whole language teachers attempt to do in their classrooms; to teach reading, writing, listening and speaking. They create an environment where language has meaning and where children want to communicate.

Children are encouraged to "try" and their efforts are greeted with encouragement and delight rather than with a stroke of the red pen. Thanks to all you whole language parents who taught us this by what you have done with your children at home!

From: Mount Pleasant newsletter, **Chalk Talk**



School insurance

Reliable Life Insurance Company's plan, supported by Home & School voting delegates for the 1992-93 school year.

Your school should consider making this type of insurance available to your parents should they wish it. It is also likely a good idea to consider insisting that all children taking part in extra-curricular activities, with an element of risk, be covered in case of an accident.

Two options are offered. **OPTION A** (a limited dental plan), e.g.: \$5.50/student, \$3,000 life insurance, \$500/tooth, or

OPTION B, e.g.: \$10.50/student, \$3,000 life insurance, 5 years unlimited dental expenses, and after 5 years, \$500/tooth to age 20. The cheapest plan available costs only \$3.50/student.

If you wish to receive policy forms for distribution in your school (or school board) this Fall, simply write to: Reliable Life Student Accident Insurance, C.P. 67, St. Hyacinthe, Quebec J2T 9Z9, Tel. (514) 773-2008.

The Quebec agent for Reliable Life is M. Jean-Louis Brais. Or you can call Reliable Life in Hamilton at 1-800-263-6534, Patricia Spence or Pat L'Arrivée.



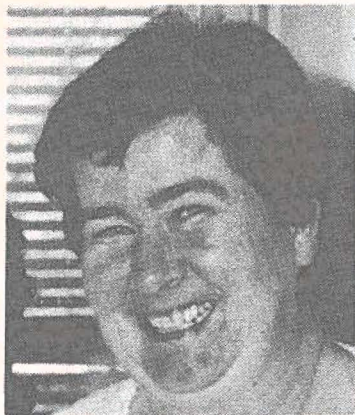
FOCUS on MEMBERSHIP



Membership winners



ANNE MacWHIRTER,
Shigawake-Port Daniel



LYNN CULLEN,
Howick Elementary



Above from left, Antoinette Jermann receives Windermere's membership award from QFHSA V.P. Vi Minto and Executive V.P. Wendy Buchanan.



PAT DEARING, Macdonald High



PAM DOHERTY, Christmas Park



TONY CARSON, Beacon Hill



LINDA JAMES-LEFEBVRE,
Elizabeth Ballantyne



BARBARA HARRISON,
New Richmond High



SANDI NOLAN, Edinburgh

Locals Celebrate H & S Anniversaries



We would like to congratulate those Home & School Associations who are celebrating significant anniversaries this year. In some cases they have gone through quite a metamorphosis!

We thank you, and all your family members over the years, for your hard work on behalf of all the children in your school.

- | | |
|--|-------------------------------------|
| 45 YEARS (1946)
Royal West Academy
<i>previously Montreal West High School.
Home & School begun in 1946 (ceased in '79 and reactivated in '82/83)</i> | <i>located in:</i>
Montreal West |
| New Richmond High
<i>Home & School begun in 1946 (ceased in '76 and reactivated in '82)</i> | New Richmond (Gaspé) |
| Valois Park
<i>the present Valois Park School was only built in 1950!</i> | Pointe Claire |
| 35 YEARS (1956)
Ayers Cliff
<i>their first school was built in 1840! — they now occupy one built in 1949.</i> | Ayers Cliff (Eastern Townships) |
| Carlyle | Town of Mount Royal |
| Cedar Park | Pointe Claire |
| Elizabeth Ballantyne | Montreal West |
| John Rennie High | Pointe Claire |
| Meadowbrook
Summerlea, whose Home & School started in 1951, is now a part of Meadowbrook | Lachine |
| South Hull | Aylmer |
| 30 YEARS (1961)
Allancroft | Beaconsfield |
| Thorndale | Pierrefonds |

Congratulations also to:

Since our own records only go back to approximately 1944, when the Federation was begun, we do not know for certain when the following Home & School Associations began. **Willingdon** (in Montreal) was built in 1930 and their Home & School began prior to 1945. Founding Associations, in 1940, and still active are: **Westmount High**, **Hampstead**, and **Roslyn** (Westmount). The President at Roslyn, Mr. Leslie N. Buzzell, organized 16 associations into a provincial council in '40 — the forerunner of QFHSA.

Other Home & Schools, active longer than 40 years, are **Hudson Elementary and High** ('49), **Keith** (Lasalle) ('45), **Lachine High** ('45), and **Macdonald High** (Ste Anne de Bellevue) ('47).

SUPPORT YOUR LOCAL

THE BEGINNING OF a new school year is an exciting time when parents, teachers and students are filled with anticipation of a year of academic achievement and overall success.

It can and will happen, if we all, parents, teachers and students, work TOGETHER to MAKE it happen. The schools cannot do it alone; parents must support their efforts and complement them at home. Parents must be involved in

the education process.

We CAN have a voice. We all know the louder the voice the better it is heard and an effective way of increasing the volume of that voice is by joining your local Home and School Association. When you join at the local level, you automatically become a member of both the Quebec Federation of Home and School Associations and the Canadian Home and School and Parent Teacher Federa-

tion.

In fact, the locals cannot exist without the Federation just as the Federation cannot exist without the locals.

If you want to be involved in your child's education and have a say in what form it takes, join Home and School. We've been speaking on behalf of parents for over 95 years. We are an independent organization, and in order to remain independent and be able to represent parents' opinions without interference from "vested interest" groups, we need to increase our membership.

Across the country in recent years, the number of volunteers has been declining. We must turn this around. Last year, QFHSA saw an increase in membership. Let's keep up this trend, and our clout. Everyone will benefit — you, your children and your school.

Let us face the challenges of the 90's together.

We are only as strong as our membership. We need your support. PLEASE JOIN HOME AND SCHOOL.

APPLICATION — QFHSA

Supporting (Family Membership) . \$ 9.00

Affiliate (Group) Membership . . . \$40.00 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
3285 Cavendish Blvd., #562, Montreal, Quebec H4B 2L9 (514) 481-5619

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

Grade 5s experiment in chemistry

By Robert Wolfe
CEGEP de la Gaspésie

THERE IS A GROWING interest in bringing chemistry to "gifted" elementary students, but I would like to relate my program for "ordinary" students.

The program's primary aim is to encourage an interest in science, and chemistry in particular.

The natural curiosity and spontaneity of young children make this type of program worthwhile and demonstrates "gifted" education is just good education from which every student could benefit.

Needless to say, it improves the image of chemistry, works to counter its bad public image, and helps build my CEGEP students' confidence.

Lastly, it demonstrates that where the will and interest exist, your local CEGEP can be a center for education for all members of the community.

For the past two years, the grade 5 class from Gaspé Elementary School has come to the CEGEP de la Gaspésie, Gaspé campus, for an afternoon of hands-on chemistry experiments. These visits have been very successful and I would very much recommend them if you can find a cooperative CEGEP.

A week or so before the date for the visit the teacher receives the instruction sheets for the experiments to go over with the students.

This ensures the student understands the instructions and gives me feed-back on the language I should use for the instructions.

Due to the age of the students and the nature of chemistry, safety is my first concern. Experiments

have been chosen to reduce hazards to a minimum. Everyone wears safety glasses and each group of two or three elementary students is supervised by a CEGEP student from my second year chemistry class.

For those worried about letting elementary students into a CEGEP chemistry lab, I can only state that if the students from Gaspé Elementary are representative, one does not have to worry about discipline.

I have found them exemplary visitors. During their two-hour visit they are extremely busy, and seem very interested and excited by the afternoon.

Rather than have everyone do the same experiment at the same time I set up eight different experiments. The groups spend approximately 15 minutes with an experiment and then rotate to the next.

In addition to ensuring safety, the CEGEP student demonstrates the use of the equipment, discusses the scientific importance of the experiment, answers questions, and generally aids our visitors. These people are vital to the success of this project.

For each experiment the instructions include space to enter data and observations and answer questions I have posed. Each student gets to actually do the experiment. While most elementary students have been exposed to the many techniques in the experiments, they appear very adept at learning them.

Not being able to answer the questions is no detriment as it gives them something to ask the CEGEP student.

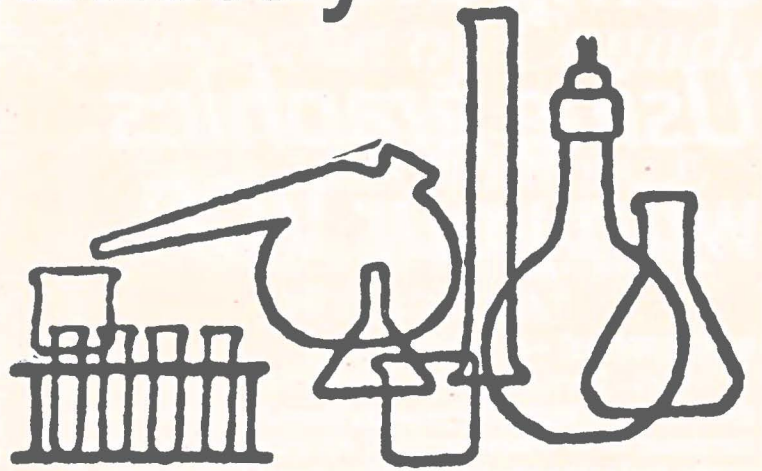
The questions I ask lead them to

observe and to see the questions one should ask.

The experiments I have used include:

Weighing your signature on an analytic balance; pH measurement of various foods using a pH meter; electrolysis of water; melting point of a solid; Beer's Law; endothermic and exothermic reactions; equilibrium; and flame colours of various salts.

In view of the success of these experiments I am working on another series of experiments where the emphasis will be on reactions rather than equipment.



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SCIENTISTS FIND 'HEAVY METAL'

The heaviest element known to science was recently discovered by physicists at the National Research Council.

The element, tentatively named administratium, has no protons or electrons and thus has an atomic number of 0. However, it does have one neutron, 75 vice-neutrons and 11 assistant vice-neutrons. This gives it an atomic mass of 312.

These 312 particles are held together in a nucleus by a force that involves the continuous exchange of meson-like particles called morons.

Since it has no electrons, administratium is inert. However, it can be detected chemically as it impedes every reaction it comes in contact with.

According to the discoverers, a minute amount of administratium caused a reaction to take over four days to complete, when it would normally occur in less than one second.

Administratium has a normal half life of approximately three years, at which time it does not actually decay but, instead, undergoes a reorganization in which

assistant neutrons, vice-neutrons and assistant vice-neutrons exchange places.

Studies have shown that the atomic weight usually increases after each reorganization.

Research at other laboratories indicates that administratium occurs naturally in the atmosphere, although it tends to concentrate at certain points such as government agencies, large corporations, universities and the NRC, and can usually be found in the newest, best-maintained buildings.

Scientists point out that administratium is known to be toxic at any level of concentration and can easily destroy any productive reactions where it is allowed to accumulate.

Attempts are being made to determine how administratium can be controlled to prevent irreversible damage, but results to date are not promising.

This anonymous letter is circulating at the National Research Council and represents scientists' grim, but humorous, response to their plight.

Reprinted from McGill Reporter, June 28/90.

Computer-ease Using graphics with your VCR

By BOB STEELE

ONE OF THE THINGS I've always wanted to do with a computer is to create posters, banners, cards, letterheads, and calendars using pictures that I could take.

I was tired of the same blocky graphics supplied by the usual print programs. I also wanted to use my computer with my VCR and add titles to my videos. I recently discovered I could do both with the Amiga 500 computer, or the 2000 HD, with some impressive results.

These computers, made by Commodore, are low cost alternatives to the high cost ones and yet they do an amazing job with graphics art programs, and video work.

If you are a teacher or an interested parent group, the secret to trying one of these computers in a class in your school may be as close as your phone!

The first step is to contact Commodore's regional educational officer, Mr. Gilles Larose. His office is at 3100 Cote Vertu, Suite #455, phone 745-3804. I spoke to him about my hopes and asked if Commodore had a loaner policy for teachers to try the computers. One month later I had a 2000 HD computer delivered to my class, complete with software to try.

Mr. Larose also offered the help of a technician who could come to the school to help with any technical problems I might run into. It wasn't long before art programs and talking software were being used in class.

Mr. Larose's help did not stop there. He called after I had used the computer about a month and invited me to his office to show more software and video applications. Using real time digitizers and Deluxe Paint III, real pictures were taken in 1/30 of a second. They were then stored on disk and used in paint programs.

My dreams of real pictures in print programs materialized before my eyes. Mr. Larose also demonstrated other educational programs which he loaned me to use with my class. A titling Genlock program was also shown and given to me for class use.

I am aware that many other computer systems can do the things I have mentioned but not in this computer's price range. If your school wants to add titling to the videos they are making, or wants to work in graphics or animation, or . . . , give Mr. Larose a call. Perhaps he can lend you a system.



The program combination I used to create Student of the Month calendars and posters, complete with pictures of the children were:

DIGI VIEW GOLD V4.0

This hardware/software package is a picture digitizer. Use it with a video camera and the computer can digitize anything you point at. You can then save your picture to disk. Great for digitizing still objects or pictures.

DELUXE PRINT

This is a program that lets you create calendars, posters, cards, etc., with digitized pictures from Digi View, and also lets you size, crop, and a whole series of artwork manipulations.

DELUXE PHOTO LAB

This program allows you to use digitized pictures and create giant posters up to real billboard sizes. It has an excellent smoothing feature that takes the "blockyness" out of graphics! Three foot, or should I say one metre, posters of portrait pictures really look great. Watch out for ribbons with this program!

Good luck with your graphics. They can be a lot of fun, especially for the children. Try to let them get involved with the equipment and be creative. It truly is an excellent learning experience.

ENVIROWATCH Pesticides: Good or bad? It's up to you

ONCE CONSIDERED staunch allies in the fight against pesky parasites, pesticides are now recognized for their perilous potential. If misused or improperly stored, pesticides can be very dangerous.

The Quebec Safety League offers the following tips for the transportation, storage and use of pesticides.

Transportation of pesticides:

For transportation, whenever possible, pesticides should be placed at the back of a truck, out of the way.

Avoid placing the pesticides inside a vehicle, near passengers.

If the pesticide containers are made of glass, ensure that they are insulated against breakage.

Secure all containers to prevent spillage.

Storage of pesticides:

Before storing these products, check the containers for warning symbols alerting the user to such risks as flammability, toxicity and explosiveness.

Choose a well-ventilated area that is out of reach of children and pets, ie: locked cabinets.

Never store pesticides near pet food or supplies.

Save the unused portions in the original containers. The products should always be kept hermetically sealed. Transferring pesticides to another container is not recom-

mended.

Glass or plastic containers should not be left in the sunlight.

Use of pesticides:

Any protective equipment such as gloves, long-sleeved shirts, safety glasses, boots, etc. . . that is recommended for use during pesticide's application should be worn. Prior to handling the product, read all labels carefully.

When mixing the pesticide, stay upwind of the product in a well-lit and well-ventilated area. Do not use kitchen utensils to mix these products.

If pesticides are spilled, remove contaminated clothing and immerse them completely in soapy water to clean.

During the application of the pesticide and for 24 hours thereafter, keep children and pets away from the treated area.

Pesticide containers should not be discarded with other household waste. Consult your local authorities for information on special disposal sites or programs.

Spend a little to save a lot

CANADIANS USE MORE energy per capita than any other people in the world, and they use a lot of it at home. "Home sweet home" is the third biggest energy hog (after industry and transportation).

In just 10 years we could use 25 percent less energy in Canada with the use of energy efficient products in home and industry.

Here are a few: LIGHT BULBS

The big innovation in lighting is compact fluorescents. They screw into an ordinary socket and include a built-in ballast to run the

fluorescent.

They provide a pleasant light, comparable to incandescents instead of poor quality, flickering blue light of tube fluorescents.

They last 10 to 13 times as long as ordinary bulbs but are more expensive (\$15-\$18 as compared to less than a dollar for ordinary bulbs). The extra purchase cost is more than cancelled by huge savings in energy costs.

Cost of 10,000 hours of use each giving the same amount of light: 60 watt incandescent \$34.00; 16 watt fluorescent \$9.99.

These bulbs are presently hard to find, but keep asking your retailer for them. They are worth it!

INSULATION

Most insulation material is made from non-renewable sources and undergoes an energy intensive manufacturing process. The one exception is "cellulose".

The raw material for cellulose is recycled paper, sawdust and wood chips. It is the friendliest choice for wall cavities, ceilings and attics.

HEAT LOSS

An investment of about \$150 and a do-it-yourself weekend can cut as much as 25 percent from your heating bill.

- Silicone caulking is the most durable and long lasting. Check for your biggest leaks on the basement sill plate, exterior electrical outlets, windows, and pipe and wire entrances.

- One of the most durable weather strippings for doors and opening windows is the V-strip, a flexible folding plastic strip tape, which easily sticks to door frames and maintains a tight seal. It is also the cheapest fix at approximately \$4 per door.

- Lowering the thermostat just 5°C during certain periods can add up to a 14 percent reduction in energy consumption.

Ed. note: Information above taken from the "Wild Rose Environmental Project" which was put together by an elementary school in Saskatchewan.

Young women AIDS alert

A NEW STUDY SUGGESTS young women who are at a growing risk for contracting AIDS are not changing their high-risk behaviours.

"No matter how much young people know about AIDS, they are not doing what they need to do to prevent it," warns Arlene Rubin Stiffman, Ph.D., a researcher at Washington University in St. Louis.

She and a Harvard colleague are following the health and behaviour patterns of 602 young people in 10 cities. Their five-year study is the first to project the AIDS risk of inner-city youths.

They are finding teens seek information about safe sex only when they become pregnant or contract a sexually transmitted disease.

So far, the incidence of HIV infection among the group being studied is one percent — much higher than society at large.

The highest risk group is equally divided between whites and blacks, males and females.

Water's rights

WATER IS THE lifeblood of the environment. Some very simple organisms can survive without air, but none can grow without water.

Although Canada has more water than most nations, changes in water availability in terms of quantity and quality greatly affect Canadian life.

The impact of droughts have been most severe in the Prairies, while those of flooding have been experienced more profoundly in British Columbia and the Atlantic provinces.

In recent years, Great Lakes levels have fluctuated to such a degree that daily surveillance has been necessary.

Apart from natural phenomena, drinking water has become a major Canadian concern. For domestic use, 26 percent of all Canadians rely on ground water, which, if contaminated, poses difficult cleanup problems.

In the North, the emergence of toxins is a major issue. And all of Canada is affected by climate change and its effects on water.

A Primer on Water answers a wide range of questions on different aspects of water including its physical characteristics, its availability both above and below ground, its uses for us and how we share and manage it.

The Primer also contains some practical advice on what we, as individuals, can do to help conserve this precious resource for our use and for that of future generations.

To obtain a copy of the Primer, write: Editorial and Publications Division, Inland Waters Directorate, Environment Canada, Ottawa, K1A 0H3. Phone: 819-997-2601.

AWARD WINNERS

Dorset's Kathy Gorrie receives the Paterson

Kathy Gorrie, of Nôtre Dame de l'île Perrot, is the 1991 recipient of the Gordon Paterson Award. The Award is given by the Quebec Federation of Home & School Associations (QFHSA) to an outstanding educator in recognition of devoted service to the education of children; one who has also encouraged parent participation in school life.

Kindergarten can be a worrisome experience for parents and child, but the anxiety disappears the minute Dorset kindergarten teacher Kathy Gorrie welcomes you into her classroom. From then on a tense look changes to a smile as child and parents are swept up in the kindergarten's cheerful atmosphere, its aura of friendliness and the flurry of co-operative educational activities that are Kathy Gorrie's trademarks.

From the time a child arrives she encourages him/her to participate in the classroom at the various learning centres, including science, computer, reading and writing, math—even woodworking. Parents are always welcome to observe the co-operative learning that makes the year such a success for the students she teaches. There are frequent interviews and everyone is invited to share their concerns about their children, whether dur-



KATHY GORRIE

ing the school day or after school. Kathy began her teaching career in 1974 after graduating from Algonquin College in Ottawa with a degree in early childhood education. In 1975 she entered McGill University and received a Bachelor of Education in 1977.

That same year she arrived at Dorset. Kathy taught grade 2 for a few years before she switched to kindergarten and found her niche.

Professional development is something Kathy takes very seriously. She is always on the lookout for conferences, workshops or other classrooms where she can upgrade her skills and knowledge.

Yet she is never too busy to share what she knows with others. As the kindergarten teacher co-ordinator for professional development at the Lakeshore School Board, she passes on her enthusiasm to other kindergarten teachers.

She has given workshops for kindergarten teachers and consultants, sponsored by the Quebec Ministry of Education, and has travelled to the Gaspé to give workshops there. Her classroom door is always open to visiting teachers and she often journeys to other schools to see what they may be doing that she can incorporate into her classroom.

Kathy is young in years, yet she has crammed in more learning and training—for herself and for others—than many accomplish in 40 years on the job. And the knowledge she has gained is reflected in her approach to both her students and parents. She has learned that classroom success depends on co-operation among parents, students and herself, so a day without parents working in her classroom is the exception rather than the rule.

Kathy Gorrie's record speaks for itself. She is a dedicated teacher who tries very hard to incorporate the "home" into "Home & School".

Buzzell prize goes to Carol Ohlin



CAROL OHLIN

In recognition of her outstanding volunteer service to the QFHSA, Carol Ohlin of Pointe Claire is the recipient of the 1991 Leslie N. Buzzell Award.

An American by birth, Carol and her family have lived in Canada for many years. Her two oldest children have completed their university studies, a third is a student at Harvard University, and the youngest will graduate this year from Loyola High School.

Her career as a Home & Schooler began at Northview Elementary School, Pointe Claire, 1982-84: she was Chairman of the Northview Block Parent Program for three years and handled publicity for the Home & School Association. Carol was also an active member of the Lakeshore Regional Council of Home & School, 1982-84.

Known for her organizational skills, Carol joined the QFHSA Board of Directors in 1985 as General Arrangements Chairman for the AGM and has held this position in 1989, 90 and 91. One of her key roles was as Membership Chairman, and this included membership on the Membership Development Committee, concerned with leadership outreach to off-island associations. Also in this

connection, Carol was active in drawing up a proposal for Parent Workshops to be given at the local association level.

In 1986-87, Carol served as a QFHSA Vice-President and moved on to be Executive Vice-President in 1987-89.

Her extended volunteer service has included work in education with the West Island University Women's Club.

Her culinary skills are the envy of members of the QFHSA Board of Directors as she has excelled in providing hospitality.

For her devotion to family, education and community, Carol has earned this prestigious award.

Presentation will be made at the May 24th Board of Directors Meeting.

AGM WORKSHOP

Turning our kids 'green'

Speaker: Louise Labarre, Environmental Educator, Granby Zoo
By KELLY THOMASSIN
Ecole Primaire Harwood

Schools are becoming more involved in the promotion of ecological education, but parents must join in to assist and help encourage the interest in nature and foster a greater appreciation for our natural heritage.

Innovative programs and activities to use to "turn kids on" to nature.

Boiling Frog Syndrome. This is an experiment we use as an image to represent the gradual changes in our lives. We do not feel gradual changes, only drastic changes.

If you put a frog into boiling hot water it will jump out, yet if you placed a frog in cold water and gradually turned up the heat its body's cells would adjust to the temperature and not budge, even until the water reaches boiling point, and then it would be too late, (do not try this at home).

The Focus this Year is on "WATER" since it is the "Year of Water"

Did you know:
Canada has 1/5 of all fresh water in the world.
1400 lakes are dead.
600,000 lakes are in grave danger.
150,000 lakes are near death.
This dire situation is all caused by acid rain due to sulfur dioxide and carbon dioxide pollutants.
1 drop of oil can destroy 1 liter of water.
1 gram of pesticide can destroy 10 liters of water.
For an average family of three we use 260 liters of water, 10 times more than our grandparents used.
Ask the children: How can we change our habits to help save our environment?

REMEMBER THE FOUR "R"'s

- 1 REDUCE: ie Waste garbage → compost.
- 2 REUSE: ie Refillable pens, cleaners.
Reusable bags ie, lunch etc.

Use biodegradable products, green products.

- 3 RECYCLE: ie Follow community programs, (glass, tins, paper plastic)
- 4 REFUSE: ie Refuse to buy or pick up pamphlets.

Questions to ask our children:

A: Why are our animals and plants becoming extinct? Because habitat loss is one of the greatest threats to our animal kingdom.

Tropical rain forests comprise 7 percent of the earth surface & contain 75 percent of animal and plant species. These are being destroyed at a rate of 60 to 100 acres per minute.

B: What foods come from the rain forests?

FRUIT	COFFEE	RUBBER
JUICE	TEA	MEDICATIONS
CHOCOLATE	WAX	SPICES etc

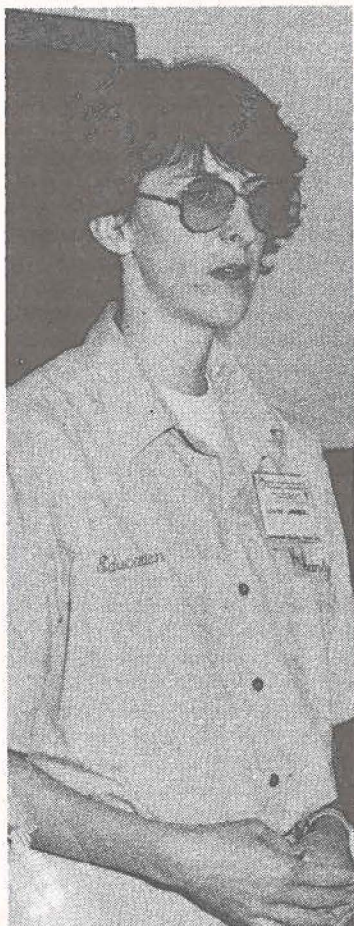
PROJECT WILD, Elementary Activity Guide.

This is an American project that has been adapted for Canada by Canadian Wildlife Federation, 1673 Carling Avenue, Ottawa, Ontario, K2A 3Z1. Tel. (613) 725-2191.

L'arbre en tête/Project Learning Tree, M.L.C.P. is a free training program

Guide d'activités de la maternelle à la sixième année.
L'arbre en tête n'a pas été simplement traduit de sa version américaine "Project Learning Tree". Il a été adapté au milieu physique, socio-économique et culturel du Québec. Une nouvelle recherche — Ce guide d'activités se veut un outil pratique pour réaliser des portions du programme des sciences de la nature au primaire. En effet, il existe un parallèle entre les objectifs de ce dernier programme et le cadre notionnel du guide.

- 1: **First Activity** ("yuk" a reptile)
The instructor uses a puppet of a snake that comes apart to demonstrate its various body parts. Reptiles have become endangered, mainly because we kill them for their skin and for souvenirs. All big cats are also endangered as are other popular species.
- 2: At the zoo there is a one hour program with a "touch" value. The team will come to schools, if the school is interested in the reptile and other programs. You can contact the Granby Zoo for more information.



Louise Labarre, an Environmental Educator at the Granby Zoo

AGM 1991



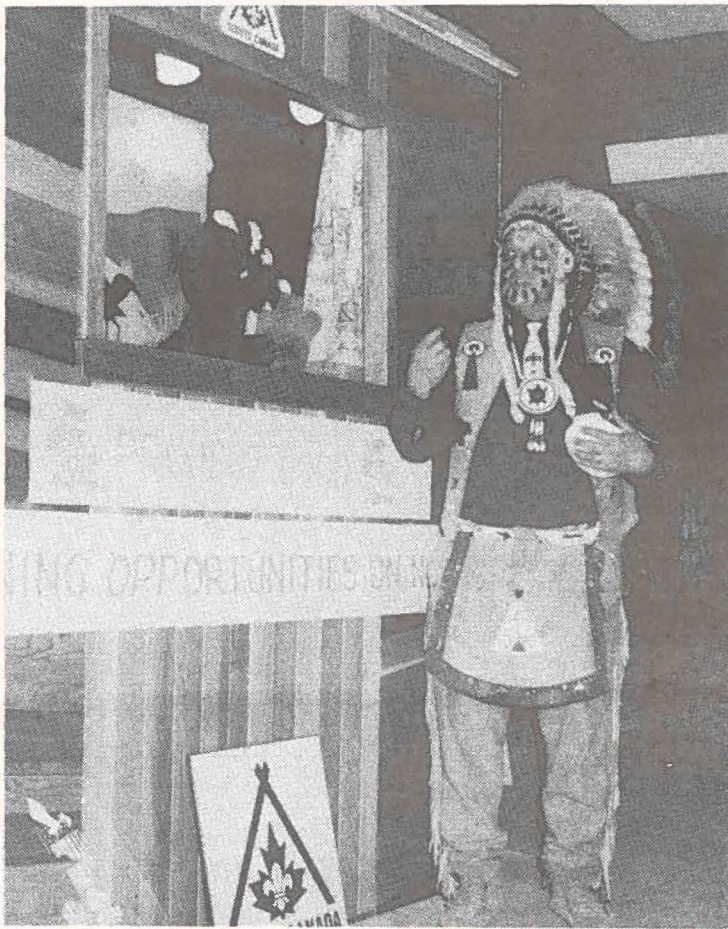
Plenary speakers Maybelle Durkin, left and Heather-jane Robertson



At right, Ann Cumyn makes a point. Below, AGM participants. Above, AGM business meeting head table: from left, Barbara Milne-Smith, QFHSA Co-president; Helen Koepe, President of Canadian Home & School; Al Locke, Parliamentarian; Margaret Funnell, Resolutions Chm.



Members visit the displays at a break during the AGM



Chief Topleaf, alias Bert McArdle of the Boys Scouts of Canada, chats with some of his furry friends

THE



NEWSLETTER AWARD-WINNING



At right, Ricky Langlois of Harwood accepts award from Focus on Local's Diane Radu. Above, Dagher of Lindsay Place High accepts her award. Charlene de Conde.

EXECUTIVE 1991-92



Helen Koepe, left, swears in new executive, from her left, Peggy Aitken, Ada Colomb, Marg Funnell, Nancy Peppy, Barbara Milne-Smith, Jon Percy, Wendy Buchanan and John Parker



Workshop participants search the Gazette for clues to a friend's disappearance

MEETING

Reading a family affair

By LYNN CULLEN, Howick Elementary School



IN CONJUNCTION with the theme Learning for Life, Ellen Laughlin of the Gazette held a workshop titled *Reading and Learning Together*.

The object of the workshop was to promote a partnership whereby parents utilize the newspaper to foster their children's reading, talking and thinking skills, while having fun together.

Mrs. Laughlin stressed the advantages of using the newspaper for our children's education. It:

- is readily available and inexpensive;
- has something of interest for everyone;
- is convenient for parents to use in modeling reading behavior;
- encourages conversation and extends children's awareness of people, places, things and events.

The workshop was an animated one with very willing participants. Divided into groups, we were challenged to find solutions to intriguing stories using the classified ads.

The scenario stated that you and a friend were held hostage in a castle dungeon guarded by monsters, surrounded by water and filled with hungry alligators.

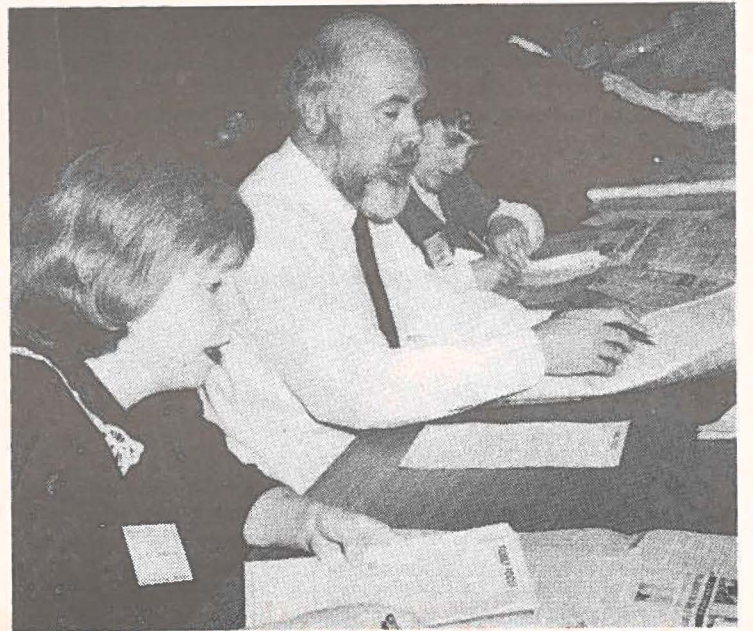
The solution to this problem was as unlimited as children's imagination.

Virtually everyone can use the newspaper: young children can cut food items from the paper and describe which food they would like to take on a picnic. They may choose characters from a comic strip that would make up their family.

Our adolescents can share their interests and views about the world; it provides us with an outlet to practice "comfortable" conversation and maintain communication.

By using the newspaper together, you can learn about your children's interest and share that special time together. Parents play a vital role in developing a child's attitude about learning.

Seeing a parent read the newspaper everyday motivates a child to do the same. As parents we can encourage our children to ask



Workshop animator Ellen Laughlin helps H&S co-president Jon Percy scan the newspaper

questions, and make them aware there may be more than one right answer.

We can help children to make decisions and judgements based on their personal understanding of the information. We should encourage our children to expand answers and use different words to express their thoughts.

Newspapers also reinforce what's taught in school.

Newspapers are a source of life-

long learning; they are accessible at any hour. We can employ the use of newspapers to fortify family relations, and develop our children's analytical and communicational skills.

Kits are available from the Gazette titled "Family Focus Reading and Learning Together". The Gazette also offers programs for schools at a nominal charge as well as tours for grade four and up.



THANK YOU



QFHS appreciates the photos provided for us by Ben Durand of Photo Art

RESOLUTION 91/1

NOMINATIVE INFORMATION

THEREFORE BE IT RESOLVED that the Quebec Federation of Home and School Associations recommend to the Government of Quebec that it rescind sections 8, 10, 55 and 56 of Bill 102, an Act to Amend the Education Act, so that the Act Respecting Access to Documents of Public Institutions and on the Protection of Personal Information may provide its intended protection of the privacy of the citizens of Québec; and

BE IT FURTHER RESOLVED that the Quebec Federation of Home and School Associations recommend to the Quebec Association of Protestant School Boards that it make similar representations to the Government of Quebec; and

BE IT FURTHER RESOLVED that the Quebec Federation of Home and School Associations recommend to the Quebec Association of Protestant School Boards that it urge its member school boards to inform all parents annually of the nominative information on their child that will be submitted to the government and at the same time remind all parents that they have free access at any time to their minor child's file.

RESOLUTION 91/2

POVERTY AND CHILDREN'S PHYSICAL AND MENTAL HEALTH

THEREFORE BE IT RESOLVED that The Quebec Federation of Home and School Associations request the Canadian Home and School and Parent-Teacher Federation to urge its Provincial Federations to petition their Provincial Governments to help in resolving the problem of poor nutrition for children and their families; and

BE IT FURTHER RESOLVED that the Quebec Federation of Home and School Associations request the Canadian Home and School and Parent-Teacher Federation to endorse the provision of emergency and long-term aid to undernourished students.

RESOLUTION 91/3

LACK OF ADEQUATE FACILITIES AND SERVICES FOR CHILDREN AT RISK

THEREFORE BE IT RESOLVED that the Quebec Federation of Home and School Associations petition the Government of Quebec to take the necessary steps to ensure the immediate availability of adequate facilities and qualified trained personnel to assist children and youth as soon as they have been identified as being at risk regarding their safety or development; and

BE IT FURTHER RESOLVED that the Quebec Federation of Home and School Associations also petition the Government of Quebec to take the necessary steps to expand and provide sufficient funding for the network of community agencies and government services which are complementary to those of Youth Protection.

RESOLUTION 91/4

RIGHTS OF THE CHILD

THEREFORE BE IT RESOLVED that the Quebec Federation of Home and School Associations urge the Canadian Home and School and Parent-Teacher Federation to petition the Government of Canada to proceed immediately with the establishment of a new Ministerial Department, as outlined at the Summit on Children, that will deal exclusively with the issues of children's rights.

RESOLUTION 91/5

PEACE EDUCATION

THEREFORE BE IT RESOLVED that the Quebec Federation of Home and School Associations urge the Canadian Home and School and Parent-Teacher Federation, through its Provincial Federations, to encourage the teaching of Peace Education within a designated course in the present curriculum and, as well, to encourage teachers to enhance peace issues within the broader curriculum; and

BE IT FURTHER RESOLVED that the Quebec Federation of Home and School Associations request the Canadian Home and School and Parent-Teacher Federation, through its Provincial Federations, to urge all local Home and School Associations, parents, teachers, and other concerned organizations to increase awareness of Peace Education.

RESOLUTION 91/6

SMOKING PREVENTION FOR STUDENTS

THEREFORE BE IT RESOLVED that Quebec Federation of Home and School Associations request the Canadian Home and School and Parent-Teacher Federation, through its Provincial Federations, to urge all local Home and School Associations to do their best to see that educational programs, which inform young students about the dangers of smoking, are carried out in each school, e.g., as part of health education; and

BE IT FURTHER RESOLVED that the Quebec Federation of Home and School Associations urge its local Home & School Associations to campaign for their schools to be declared smoke-free environments.

RESOLUTION 91/7

ACCOUNTABILITY FOR THE USE OF FEDERAL GRANTS FOR OFFICIAL LANGUAGE PROGRAMS

THEREFORE BE IT RESOLVED that Quebec Federation of Home and School Associations urge the Canadian Home and School and Parent-Teacher Federation to request that the Secretary of State and the provincial governments agree upon a minimum standard of disclosure that ensures the funds furnished by the Federal Government for support of education in the minority official language and the teaching of the second official language are reported in that context; and that the accountability reports be subject to overview by a federal Parliamentary Committee.

RESOLUTION 91/8

DEVELOPMENT AND PROVISION OF CANADIAN HOME AND SCHOOL AND PARENT-TEACHER FEDERATION PUBLICITY AND OTHER MATERIAL IN BOTH OFFICIAL LANGUAGES

THEREFORE BE IT RESOLVED THAT the Quebec Federation of Home and School Associations request the Canadian Home and School

AGM 1991—continued LEARNING FOR LIFE



THE WORKSHOP TITLED 'Learning for Life' was a continuation of the plenary session given by Maybelle Durkin and Heather-jane Robertson, both of whom also moderated the work-

shop along with Bob Sagers of the Canadian Boy Scouts.

During the plenary Durkin and Robertson discussed how the lives of our children and society is dependent on the learning

acquired.

In the workshop we discussed what our youth needed and how to equip them for quick changes, as the job market now requires.

Companies are now looking for people who change jobs more frequently and have had various jobs demanding varied skills; there are no more longterm jobs, Seggers pointed out.

Job security is not tied to the employer but to skills and the job market will be global, not local or even national.

Business must do its part and get involved with the classroom problems, helping students get ready for the workplace. It was suggested that education, business and community volunteers get together to discuss how to help students prepare for their futures in the workplace and the community.

Editor's Quote Book

"A school system without parents at its foundation is just like a bucket with a hole in it."

Rev. Jesse L. Jackson

RESOLUTION 91/9

GOODS AND SERVICES TAX ON BOOKS

THEREFORE BE IT RESOLVED that the Quebec Federation of Home and School Associations request the Canadian Home and School and Parent-Teacher Federation to urge the Government of Canada to exclude from the Goods and Services Tax newspapers, magazines, books and other forms of printed literature; and

BE IT FURTHER RESOLVED that the Quebec Federation of Home and School Associations ask the Canadian Home and School and Parent-Teacher Federation to request each of its Provincial Federations to write to the Minister of Finance, Don Mazankowski, expressing the intent of the above resolution.

RESOLUTION 91/10E

REORGANIZATION OF PROVISION OF SOCIAL SERVICES TO SCHOOLS

THEREFORE BE IT RESOLVED that the Quebec Federation of Home and School Associations petition the Government of Quebec to ensure that there is a single agency responsible for providing social services and staff to the English schools on the Island of Montreal and also that a similar French agency be given the responsibility for providing these services to French schools on the Island of Montreal.

RESOLUTION 91/11E

DISTRIBUTION OF HEALTH CARE AND SOCIAL SERVICE RESOURCES TO SCHOOLS

THEREFORE BE IT RESOLVED that the Quebec Federation of Home and School Associations urge the Government of Quebec to respond to the needs of students in schools off the Island of Montreal by ensuring that additional funding and concomitant directives are given to the CLSCs off the Island of Montreal so that they assign social service staff and health care staff (nurses) to school boards in a manner that fully takes into account the fact that some school board regions have relatively small numbers of students distributed among several schools which may be far apart from each other.

RESOLUTION 91/12E

COPYRIGHT LEGISLATION

THEREFORE BE IT RESOLVED that the Quebec Federation of Home and School Associations petition the Government of Canada to;

- 1) Take a position with respect to copyright in formulating the Phase 2 'educational' amendments such that the educational community is protected from the crippling effect of the present and any future legislation.

- 2) Ensure that there is appropriate and adequate representation from the educational community in any negotiations with the Canadian Reprography Collective.

- 3) Develop procedures, both administrative and financial, which ensure adequate teacher and student access to copyrighted learning materials.

- 4) Introduce a spontaneous use clause similar to that employed in the United States, which will allow a measure of freedom of choice of teaching content, be it literary, artistic, scientific or technical.

- 5) Drop the public performance fee currently charged for film and video presentations in schools and allow off-air taping under guidelines similar to the United States 10-45 clause established in 1981; and

BE IT FURTHER RESOLVED that the Quebec Federation of Home and School Associations urge the Canadian Home and School and Parent-Teacher Federation to make similar representations to the Government of Canada.

DEVELOP ACTION PLAN

List the goals adopted by your local association. Develop an activity calendar for your membership efforts.

Determine the tasks necessary to achieve the goals, who will do them and when they need to be accomplished.

Consider how you will evaluate whether you've achieved your goals.

Remember, you will need to develop a budget for your activities.

Focus on Child Abuse: Stop the Hurt

6th National Conference
October 27-30, 1991
Delta Chelsea Inn, Toronto, Ontario

Special Guest
Dr. James Garbarino

President, Erikson Institute for Advanced Study
in Child Development, Chicago

For registration information, contact:
IPCA, 25 Spadina Road
Toronto, Ontario M5R 2S9
(416) 921-3151 FAX 921-4997

The Institute
for the Prevention
of Child Abuse

L'Institut pour la
prévention de l'enfance
maltraitée

Television a potent voice

TELEVISION IS A powerful force in children's lives and their obsession with it is sometimes frightening.

Whether this force will have a positive, negative or neutral effect depends a great deal on what you, as a parent, do with it.

Here are a few suggestions to help your children benefit from the TV they *do* watch and, perhaps, to choose other ways to spend their leisure time.

- Participate in your children's TV viewing. Encourage them to talk about programs — what they liked and didn't like.

Discuss the difference between fantasy and reality on TV. Help them to evaluate, then accept or reject, programs and commercials.

- Set family policies about TV. Have a maximum amount of TV per day, but be flexible. Make sure babysitters know about these rules.

- Help your children choose programs suitable to their age levels. Select programs which help them gain a better understanding of themselves and their environment.

Be aware of specials that are coming up. Remember that your own viewing habits will influence those of your children.

- Treat TV as one of several alternatives and encourage other activities. Read with your children. Have a dinner where you sit together and talk, rather than arranging meals around TV programs.

Show interest in and encourage hobbies and sports activities. Include children in some of your own activities — even *play* with them!

Television *can* be a positive force in the family. Together you can participate in activities shown on TV — constructing kites, models or home projects.

Check out the library for more information on a topic or a book which was discussed on TV.

Historical and nature specials are good opportunities for you to learn together.

If you want changes in TV, let networks, stations, advertisers and the CRTC know. Tell them when you are pleased *and* when you are displeased.

The responsibility for molding children's attitudes should not be left to television — parents should take an active role.

Alberta Teachers' Association pamphlet

MEMBERS

People in business; aunts and uncles; grandparents; pediatricians; school board members; local politicians — all are potential members. Accordingly, make sure to create an atmosphere of openness and hospitality to everyone.

Make a strong effort (and urge other Home and Schoolers as well) to welcome newcomers to meetings and activities. Start a welcoming committee to reach out to newcomers.

Be sure to promote membership at every function, meeting or other opportunity.



SPECIAL OFFER

Junior Encyclopedia of Canada

The *Junior Encyclopedia of Canada* has won almost unanimous critical, professional and consumer acclaim. Containing over 4,000 articles, it is extremely well written; it is superbly illustrated with 3,000 colour photographs, maps, graphs, paintings and drawings, many specially commissioned from Canadian artists. The content has been widely field tested in Canadian elementary and junior high schools. The language level, clarity, illustrations and suggestions for further information on the same topic make it a learning tool of incomparable value to every elementary and junior high student in Canada. Originally sold at a cost of \$189.95 (plus GST), it is now being offered to parents and educators at a special sale price of \$105.93 (GST included).

BACK-TO-SCHOOL SALE of the JUNIOR ENCYCLOPEDIA OF CANADA*

a joint project of the CANADIAN HOME AND SCHOOL AND PARENT-TEACHER FEDERATION

and the

CANADIAN ASSOCIATION OF PRINCIPALS

at the *reduced* cost of \$99.00 + GST = \$105.93

(for orders of 10 or more sets — 10% discount)

MAKE CHEQUES PAYABLE TO:

Joint Project CHSPTF/CAP

SEND ORDER DIRECTLY TO:

331 Somerset Street West, Ottawa, Ontario K2P 0J8

HAVING GOOD CANADIAN REFERENCE MATERIAL ON HAND IS AN ESSENTIAL ELEMENT OF CREATING A LEARNING ENVIRONMENT FOR CHILDREN!

* McClelland Stewart Ltd. acquired the inventory of Hurtig Publishing Ltd. early in June

Parents: How you can be involved

OFTEN, THERE SEEMS to be no end to the demands on a parent's time and energy, especially for working and single parents. Still, there are a variety of ways, large and small, in which you can contribute to your child's progress in school.

Here are some practical ideas, based on the experiences of other parents:

Reinforce the connections between learning at school and learning in everyday life. For example, on weekends and holidays, family outings can be "field trips" too, simply by discussing what you see and do on the trip in terms of what the child is learning at school.

At home, listen to what your child has to say about school; talk and discuss school activities together.

Communicate regularly with your child's teacher, especially if you have any particular concerns about your child's progress.

Contact with the teacher is especially valuable at report card time. Your knowledge of your own child can be an important element in the evaluation process.

Join your school's parent advisory group.

If possible, spend some time in the classroom: volunteer to help with class or school activities. If getting to class is a problem (and it is a very real problem for working parents), there may be opportunities to give your child ideas for a project or activity based on your work, or on any particular interest, skill, or hobby you have. You may be able to provide relevant photos, maps, slides, or videos.

Changes in Education: A Guide for Parents, publication of the Ministry of Education, British Columbia

REDUCE, REUSE, RECYCLE & RE-TUNE
The consumption of renewable and non-renewable resources and energy can be minimized by the four Rs: Reducing, Re-using, Recycling & Re-tuning.

QUESTION	DOES		
	YES	NO	NOT APPLY
1) Does the school have waste paper bins for recycling? [Recycling paper saves trees, reduces the greenhouse effect, pollution & landfill.]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Does the school have bins for recycling glass in its cafeteria? [Recycled glass saves 30% energy, cuts air pollution 20% & water pollution 50% - over making new glass from raw materials.]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Does your school have bins for recycling metal? [Recycling aluminum cans in the U.S. during 1988 saved 11 billion kilowatt hours of electrical energy.]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Does your school regularly re-tune the engines of its vehicles? [Motor vehicles are one of the principal North American sources of carbon dioxide, & thus contribute to the greenhouse effect.]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Do school showers have water-saving shower heads? [Reducing water demand reduces need for new water supplies, takes less energy and filtration, and leaves more water for river plants and animals.]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Does your school have low water-volume-use toilets? [Toilets use 40% of the domestic water supply.]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Does the school recycle used books and equipment or send them to developing countries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) Does the school resist making new or changing old forms without sufficient reason? [Forms are environmentally costly & often not recyclable.]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) Does the school encourage students to bring their lunches in reusable cotton bags or lunch boxes? [This encourages students to face the choice between throw-away and reusable life styles.]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) Is used engine oil from your school buses collected for recycling? [One litre (quart) of oil dumped into storm sewers or rivers can contaminate up to 2 million litres (quarts) of drinking water.]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Long grass prairie on the Central Plains helped support 50 to 75 million bison as well as antelope, prairie dogs, black-footed ferrets, cranes, and one of the richest soils in the world.

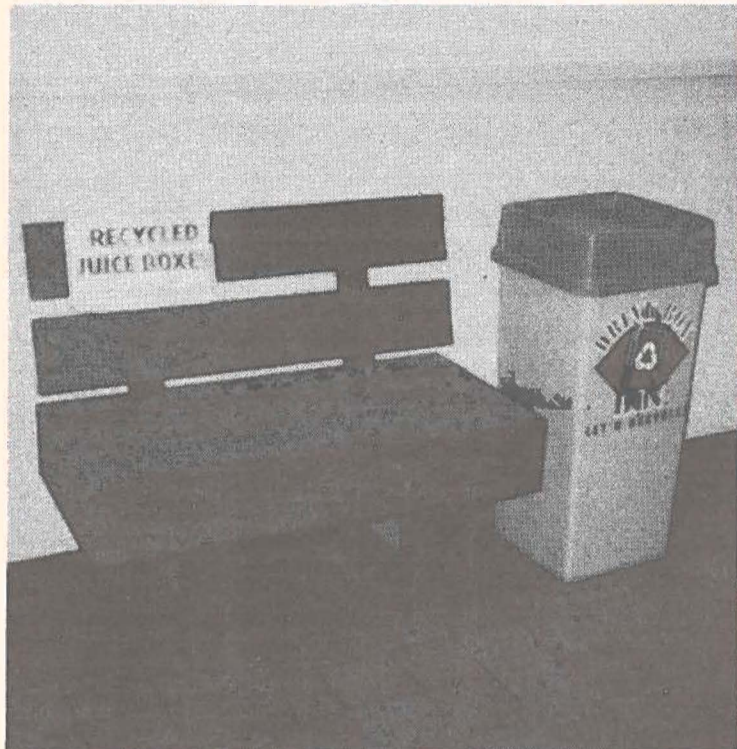
Green School Checklist, © Ocean Voice

idema 1991

FOCUS on the LOCALS

BEACON HILL STUDENTS SEE

Macdonald High's juice box bench



GRADE 1 AND 2 students from Beacon Hill School went to visit MacDonald High School to see a piece of interesting furniture made from recycled juice boxes.

Juice boxes can be made into good, wonderful, steady, hard furniture.

The piece of furniture we saw was a park bench. The bench was heavy and strong and very comfortable. It took 600 juice boxes and other recycled plastic to make the bench.

We learned it would be good for parks because it wouldn't rot. The wood was called "Super Wood". The bench weighed about 100 pounds and can last a L-O-O-O-N-

N-N-G-G-G time!

There were metal supports underneath and they now use bolts instead of nails because the nails split the wood. The bench we saw was smaller than the normal park benches.

MacDonald High School has special recycling bins to collect the juice boxes. A truck comes each week, on Fridays, to collect the juice boxes. MacDonald High has collected 19,000 juice boxes!

These were from other families as well as their own. You can recycle too!

*Grade 1 and 2 Students
Beacon Hill School.*

SEIGNORY'S WIZARD OF OZ

A hearty blend of wit and courage

MAY WAS A VERY BUSY month, with a tremendous production of "The Wizard of Oz".

The cast, chorus, crew and teachers worked very hard to make this a wonderful experience for all. There were several daytime, as well as two evening, performances. For a week our gym was transformed into the Land of Oz.

Our teachers held their annual "Volunteers Party" to thank all parent volunteers. As usual, this was really lovely with lots of goodies!

The annual June BBQ turned into a picnic this year. Games and activities were organized by the

teachers. BBQs were available for everyone and chips, ice cream and raffle tickets were sold by the H&S.

A special thanks to all who donated their Canadian Tire Money for the raffle items, and congratulations to all the winners. Everyone who participated enjoyed the BBQ, making it a huge success.

Bicycle helmets were once again supplied to all Grade 1 students by Mr. D. Williams-Guy of Provigo. These were distributed at the picnic and through the school office.

All recipients signed guarantees that they would wear their new helmets whenever they rode their bikes. Many, many thanks to Mr. Guy once again.

MOUNT PLEASANT

IT WAS A REAL pleasure to see so many parents at the Earth Day display. The school received a great deal of positive feedback that was most appreciated by the staff, who had worked very hard with the children to make the day a success.

The seed for the Earth Day was planted at a staff workshop held on two staff professional days in October, where teachers heard presentations from leaders in environmental education and worked along with the Lakeshore School Board learning consultants to develop the ideas they would use throughout the year in environmental education.

At the Earth Day display many areas of curriculum were brought to focus on the environment, with displays included in the areas of French, math, language arts, art, drama, etc.

On May 28, 226 children from the school participated in the "Participation Challenge" against the Ontario community of South Dumfries. The children took part in Phys. Ed, Noonday soccer and skipping.

The H&S Country Fair was a wonderful success! The weather was perfect and the activities numerous. The "Dunking Booth" was very popular. Obviously, something that will have to be brought back next year.

A special thanks to Richard Lessard for being such a good sport. (Next year we promise to use WARM water.)



NEW RICHMOND

THE H&S AND SCHOOL Committee held a Salad Buffet at the high school on June 9. The profit from ticket sales will help to subsidize school trips.

ECOLE PRIMAIRE POINTE CLAIRE

CONGRATULATIONS TO TIMMY Deschamps, Jordan Kovalcik, Eric Pawlusiak and Brian Limoges.

They placed second in the February Chess Tournament. And bravo to Thomas Kovalcik, Jordan Kovalcik, Eric Pawlusiak, Baruyr Mirican, and Baret Mirican for taking first in the Lakeshore Chess Championship.

The school was proud to participate in the Mathemathlon in March. Gregory Foldes and Dillan Tillekeratne won bronze medals and honourable mentions went to Emilie Marechal, Mona el-Bahar, Sean Campbell, Steve Amping,

Richard Vincent and Ted Wilson.

Toutes les classes ont participé au Sauter en coeur en le 15 mai. Les élèves ont ramené plus de \$10200! Bravo à vous.

Plusieurs élèves de 4/5 et 6 se sont entraînés pour la compétition d'athlétisme à Riverdale. Les élèves ont très bien performé. L'esprit sportif était en vedette. Felicitations aux athlètes de EPPC.

Plusieurs élèves de 6ième année ont préparé un spectacle de danse. Le 14 mai au soir à l'auditorium de l'Ecole Primaire Pierrefonds les élèves ont présenté leur danse. Ce fut un vrai succès.

Johanne Rolland



Students raised over \$10,000 in E.C. Pointe Claire's Sauter en coeur on May 15

COURTLAND PARK

THE Scoop REVEALS THE end of year was full of fun!

On June 8 there was a BBQ and Magic Show; June 10, McGill Science Students made a presentation to grades 4 to 6; June 11 was the Book Fair.

June 13 was the ORFF Concert; June 14 to 18 all grades enjoyed a trip to Walters Pool; June 19 everyone filled up on hot dogs provided by the H&S at the annual Play Day; and on June 20 the Graduation for grade 6 took place.

Several students from Grades 4, 5 and 6 participated in the "Young

Authors Conference" held at McGill and by all accounts, it was a very interesting day.

The grade 3 children spent three busy days at Arundel and despite the rain and "swarms" of mosquitoes, they had a great time.

In mid-May Grade 5 students spent a morning at the Fur Trade Museum in Lachine where groups of young people gave an historical interpretation of the "voyageurs."

The school was very happy to congratulate Justin Mather (grade 6) who placed 2nd in the under-12 category in the National Squash Championships held in Pickering, Ontario. That is 2nd in Canada!



Kids for Peace

AT BEACON HILL School the KIDS FOR PEACE (KFP), sponsored by Home & School, has continued to grow. They meet once a week at lunchtime.

Intercultural Week was celebrated by a club discussion about spring; students talked about Easter, Passover and Ramadan.

Naveen Garg told the group about a spring celebration that takes place in India. Naveen later on brought in some clothing from India to illustrate the culture of his family.

KFP wrote a letter to Brian Mulroney about gun control, and he wrote us an answer in which he said he would send a copy of our letter to Perrin Beatty, who is supposed to be head of a Children's Bureau in his department. The Prime Minister also wished KFP a successful school year. The club did not yet hear back from Joe Clark.

KIDS FOR PEACE were invited to take part in a meeting in Baie d'Urfé about Earth Day, so our members made Earth Day posters, some of which were displayed at the celebration in April. The posters are now displayed on the KFP bulletin board in the front hall of Beacon Hill.

Mother's Day cards were another project of KFP. These cards thanked our mothers for their support and wished them love and peace.

Some people are finishing up their cooperative games. A book being written by a man in the Department of Education in Quebec City is going to be dedicated to KFP.

And our annual PEACE PICNIC was held at the end of the school year. Yes, KIDS FOR PEACE do make a difference.

IN JUNE the KIDS FOR PEACE at Beacon Hill School held their annual Peace Picnic with some 60 parents, students (and one grandmother), involved.

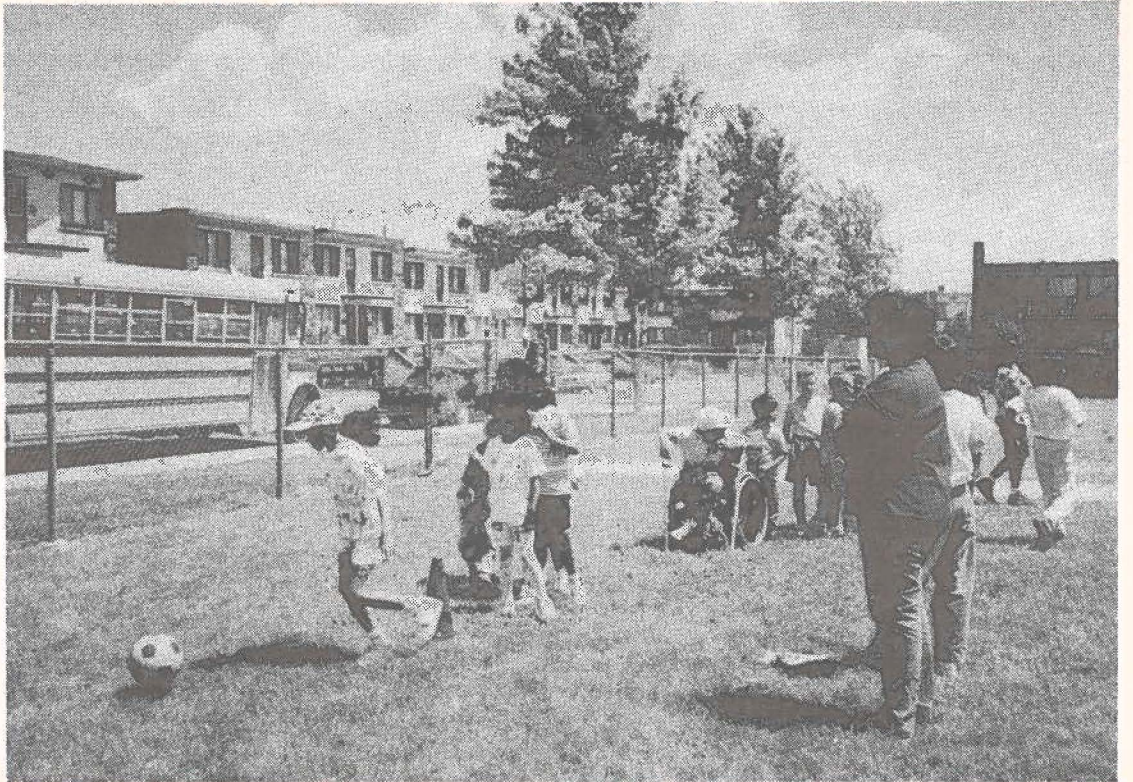
Gathering in the school courtyard, they all shared lunch, many special desserts and soft drinks. Special posters were made by one volunteer mother, Diane Wagner, to tell about the picnic.

KIDS FOR PEACE rapped their Peace-Full exercises for the guests, including about half a dozen new exercises, such as "Rock and roll; make peace your goal" and "Fighting is no solution; war makes the worst pollution!"

Cooperative games followed. Some of these hilarious games meant getting a large hula hoop passed around a closed circle without hands being released, or unangling a mixture of hands criss-crossed in a smaller circle, or even a ball thrown at a wall with the object of no one's being hit and everybody winning.

Club officers — Erin Kajaks, Tess Kelley and Tara Kajaks — led the games, and everyone had a wonderful time.

KEITH SCHOOL



THE SCHOOL WAS very busy during May and June. Our children went on field trips: pre-K and kindergarten went to Parc Safari; grade 1 went to Granby Zoo; grade 2 went to Old McDonald's Farm; grade 3 went to Canadiana Village; Grade 4 went to Old Montreal; grade 5 went to Quebec City, and grade 6 went to Ottawa.

The children also had Track and Field Day on June 6 and were given popsicles afterwards. Graduation

for grade 6 took place June 20 followed by a party provided by the H&S.

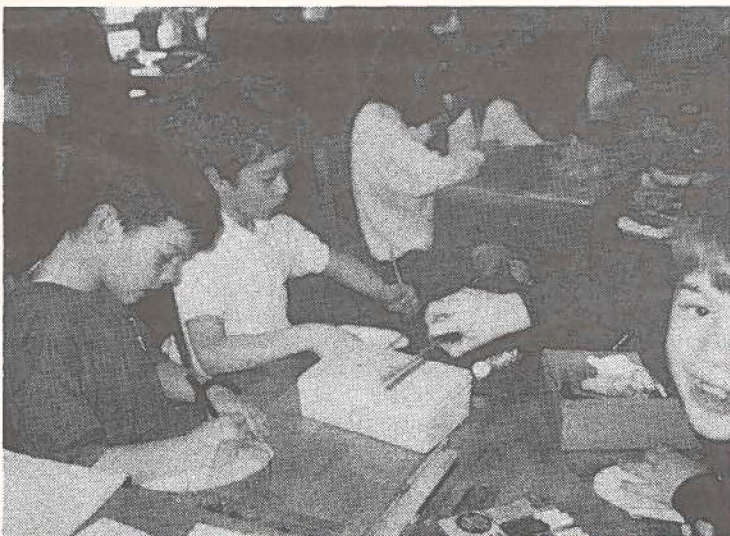
MORE FOCUS

All volunteers were invited to a Wine and Cheese party on June 11. It was held in the Varner Library, where the H&S was able to show its appreciation for all the work the volunteers did throughout the year.

It was also a time to say "good-byes" to two very special people who have been with the school for a very long time. Mrs. McQueen, the school secretary, and Mrs. Canci, teacher and staff assistant, will be missed very much.

The H&S elections for the 1991/92 school year will be held in September. Have a great summer!

Debbie Davis



KFP, from left, Ian Wagner, Andrew Wagner and Josh Bazar work on Earth Day posters

**I had a mother who read to me,
Sagas of pirates who scoured the sea.**

**I had a father who read me lays
Of ancient, gallant golden days.
Fabulous stories of "olden days",**

"Alice in Wonderland", "Winnie the Pooh",

"Treasure Island", poetry, too.

Some people seem to have wealth untold —

Boxes of jewels, lots of gold.

As rich as I am? They never can be.

I had parents who read to me.

Anon.

VALOIS PARK

THE HEALTH AND SAFETY Committee, with the cooperation of our dedicated teachers, an excellent team of parents, and community friends have done a tremendous job in promoting health and safety within our school and community.

Throughout the year, parents and children have been informed and enlightened with films, newsletters, informational pamphlets, classroom activities, assemblies and speakers, concerning the various aspects of health and safety in our children's lives at home, at school and at play.

This spring, pedestrian and bicycle safety were emphasized with special messages to parents and students on the importance of wearing bicycle helmets.

A Pedestrian Rally held in mid-April proved to be a terrific learning experience for the children as well as adults. New signs on the course fooled both students and parents.

This Rally consists of a carefully designed course, loaded with road and safety signs for the children to identify and obey.

Our thanks go to the many parents, teachers and grade 5 & 6 students, who helped out, also to Canadian Tire on Sources Road for their donation of 50 water bottles!

Our Annual Bike Rodeo was held in May, following an assembly earlier in the week which included speakers from the Police Station

and Fraser Cycle and Sports on the subjects of bicycle and helmet safety.

MUC Police from Station 11 were on hand to patrol the Pedestrian Rally and also helped out with the mechanical check station at the Bike Rodeo.

Parents manned the stations at the Bike Rodeo, where Kindergarten to Grade 4 students practiced their knowledge of hand signals, turning manoeuvres and basic safety skills.

Eighteen lucky students cycled home with new helmets donated by Valois Park Home and School and Canadian Tire on Sources Road.

Fifteen more lucky students went home with caps donated by Frasers.

Emily G. won a family pass to the West Island Y compliments of the West Island Y Women's Centre.

The grand prize, a bicycle donated by Fraser Cycle and Sports and Leader, on Donegani and a helmet from Canadian Tire was won by a very excited Jackie Houghton.

Our hats go off to our Health and Safety Committee and all the faithful volunteers for a job well done, as we look forward to another healthy and safe year at Valois Park!

FREAKY FACTS

In Borneo, children were considered old enough to go to school if they could reach an arm over their head and touch the opposite ear.

The distance between the inside of your elbow and your wrist is approximately the same as the length of your foot.

Your hair grows faster in the morning than any other time of day.

The highest recorded sneeze speed is more than 100 miles per hour.

The iron in a human being could make one small nail. You get dizzy when you spin around because there is liquid in your inner ear than spins around with you. When you stop, the liquid keeps spinning giving you a dizzy sensation.

The only letter sounds you can make without your tongue are M, P, H, F and V.

Riddle: What goes ha, ha, clunk.

Answer: A person laughing his head off.

Literacy comes alive on satellite television



Literacy Alive Quebec panellists at the Live-by-Satellite television conference held at Dawson College on May 11, 1991 were: l to r: Marion Daigle, QFHSA; Richard Cornforth, Communication Consultant; Ann Gauvin, Quebec Literacy Working Group; Marion Fear, Eastern Townships School Board; Brenda Lee, South Shore School Board; Betty Rowberry, Laubach Literacy volunteer; centre: Moderator Gerald Bleser, District of Bedford School Board.

FALL CONFERENCE

Henchey, McKenzie part of human development plenary

ON OCTOBER 19 at John Rennie High School in Pointe Claire, QFHSA will hold its annual Fall Conference titled: Home-School-Community: Developing Human Resources.

The Plenary will include Ian Andes, a student at John Rennie; Norman Henchey, retired from McGill, and Sue McKenzie of Dawson College.



NORMAN HENCHEY

Education in Transition (co-authored with Donald A. Burgess), as well as articles on the new technology, the university in post-industrial society, quality in Canadian education, and the future of Quebec.

NORMAN HENCHEY retired recently as professor in the Department of Administration and Policy Studies, Faculty of Education, McGill University.

He was born and educated in Montreal and holds degrees from Loyola College, the Université de Montréal, and a Ph.D. from McGill.

He has taught in elementary and secondary school and since 1970 has held various appointments in the McGill Faculty of Education, including associate dean and chairman of the Department of Administration and Policy Studies.

Over the years, Dr. Henchey has given over 200 addresses and workshops and has over 40 publications on a variety of issues related to educational policy, the future of education, curriculum theory and development, education in Canada, and Quebec.

He has acted as a consultant for various organizations including the Ministries of Education of Ontario, Alberta, and Quebec, the Council of Ministers of Education (Canada), and the Canadian Commission for Unesco. He is also a consultant for the GAMMA Institute in Montreal.

Recent publications include *Between Past and Future: Quebec*

SUE MCKENZIE RECEIVED a BA from Northwestern University in Chicago, Ill., and MA and PhD degrees from McGill.

She has taught at Dawson College since it opened in 1969. Her current teaching interests focus on adolescent sexuality and the psychology of sexual behavior.

McKenzie has conducted many workshops for Home and School associations and parent groups, as well as inservice training for the PSBGM.

She is on the Board of Directors of Planned Parenthood Montreal and the Quebec representative to the Board of Directors of the Planned Parenthood Federation of Canada.

Wife of one, mother of three.

McGill opens new library

MCGILL UNIVERSITY OFFICIALLY INAUGURATED its new bookstore, located at 3420 McTavish. The three-storey limestone building, with 32,000 feet of shelf space, and close to 40,000 titles in stock, is the largest university bookstore in Eastern Canada and the largest bookstore in Montreal. Principal David Johnston and City of Montreal Executive Committee Chairman Michael Fainstat participated in the opening ceremonies, attended also by members of the University community.

Principal David Johnston noted that McGill's objective in conceiving the greatly-expanded space was to improve its ability to provide texts, reference materials, and aca-

demical and professional books to the University and the Montreal community at large.

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

During its 40-year history, the McGill Bookstore has known many different homes, reflecting in part the steady increase in enrol-

Insist our leaders keep promises to children

You are invited to participate in a very exciting campaign.

In our world, 40,000 children under the age of five die each day from malnutrition and disease. Yet, we have within our grasp the means to save almost half of them. In September 1990, 71 Heads of State and Government under the co-chairmanship of Mr. Brian Mulroney, Prime Minister of Canada, met in New York City at the World Summit for Children with a view to addressing this situation and improving dramatically the health, education and well-being of children.

The leaders made bold commitments: ensuring that 80% of children are able to complete primary education and reducing child malnutrition by one-half in the decade of the 1990s. All leaders are to make public, by the end of this year, a national program of action which will outline how each country intends to provide its contribution toward the attainment of the promises made at the World Summit for Children.

What can we do to ensure that those promises are kept? People around the globe are participating in public awareness events to make sure these promises are not forgotten. In particular, on the first anniversary of the Summit, Keeping The Promise activities will take place in places of worship September 27, 28 and 29 and in schools September 30-October 4. As of June 1991, there are Keeping The



Promise activities planned in 16 countries.

In Canada, the Coalition for the Rights of Children, a group of thirty leading non-governmental organizations concerned with the survival and well-being of children in Canada and abroad, is inviting individuals and organizations from all walks of life (schools, recreational associations, service clubs, religious groups) to hold public awareness events on the first anniversary of the World Summit for Children.

The objectives of these activities are: 1) to remind the media, the public and elected officials of the promises made at the World Summit for Children; and 2) to hold our leaders accountable for the promises made at the Summit.

If you wish to hold an activity or to find out if anything is planned for your city, please write: Coalition For The Rights Of Children, c/o CCCY, 55 Parkdale, Ottawa, Ontario K1Y 1E5, (613)722-0133, (613)722-4829(FAX)

Smoking in Canada: Down Not Out

ACCORDING TO THE latest federal survey, tobacco use in Canada continues to decline, but it is proving to be a stubborn problem.

While the rate of decline has been steady and impressive over the years, it may now be slowing down. In 1965, 50 percent of Canadian adults (age 15+) were smokers. By 1986, this number had decreased to 33 percent; in 1989 it was 32 percent.

Smoking is most common among women age 20 to 24 (38 percent are daily smokers) and men age 25 to 44 (37 percent daily).

Overall, men are more likely than women to be smokers, but for

ages 15 to 19 and 20 to 24, women are as likely, or more likely, to smoke than men of the same age.

Although prevalence has changed only slightly in recent years, the good news is that smokers of almost all age and sex groups are smoking less.

In 1989, 26 percent of smokers were classified as "light smokers" (1 to 10 cigarettes daily) compared to 20 percent in 1986.

SCHOOL BUDGET

THE BUDGET for the Quebec Ministry of Education in 1991-1992 is set at \$5,540.8 million, which represents a 2.3 percent increase over last year; 98.1 percent of this amount goes for grants to organizations.

Funds allotted to administration and services have decreased 3.6 percent from \$107 million to \$103.2 million. The money for education goes up by \$125.8 million to \$5.43 billion. Private school grants go up 5.4 percent to total \$279.1 million; continuing and adult education (éducation populaire) gets \$12.1 million, or 8.3 percent less. Public education will receive \$5.14 billion, 2.2 percent more.

The overall funding increase for programs results from the following adjustments: decentralizing the school board grants for equipment, reducing expenses for all programs, adjusting parameters and the effect of collective agreements.

A useful handbook on environmental education called "Coming to our Senses" is available for use by elementary school teachers or parents interested in environmental awareness. Cost \$2.00. Write: Centre for Environmental Education, 1290 Caledonia Road, Montreal, Quebec H3R 2V8. A preview copy is available at the QFHSA office.

Science Culture Canada funds H&S workshops

Science Culture Canada is contributing financial support to Canadian Home and School Parent-Teacher Federation (CHSPTF) to be used by provincial Literacy Project directors for workshops and information that will increase Canadian awareness of the need for scientific literacy in our rapidly advancing world.

"We must find ways to rethink

not just science education, but education in general, if Canada is to develop the "Science Culture" it needs to face the next century," says Leslie Mullin in *The Ottawa Citizen's*, "Future Watch" in 1988.

For most people, the term "Science Culture" is the most difficult to understand and provokes the most resistance. This resistance generally comes from two groups

of people: those who seem locked into a non-specific dichotomy between science and "the Arts" as competing factors in culture, and those who seem genuinely concerned with the question, "How much science do we need to know?"

To the first group, I can say that it is not an either/or situation, and that to function in our environ-

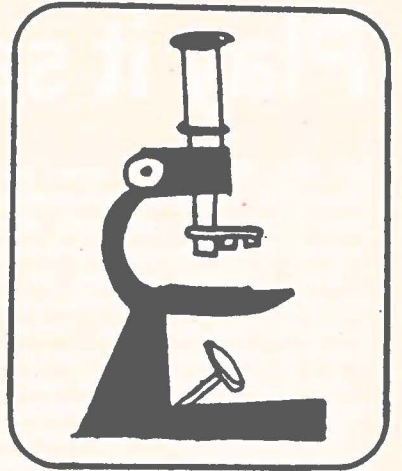
ment requires a measure of both artistic and scientific literacy.

Which brings me again to the question of the second group: "How much science? or What defines Scientific Literacy?"

Based on my reading it appears that a consensus criteria would include three minimal components: factual knowledge and a basic scientific vocabulary; an understanding of the philosophical qualities of science, and awareness of science policy issues and an understanding of the potential benefits or abuses of science discoveries.

We have had science presented to us as an "exact body of knowledge" for so long that perhaps we fail to recognize that scientific concepts and theories are constantly changing as new information becomes available.

As responsible citizens we need a practical understanding of science to make informed decisions on such issues as nutrition, sun bathing, smoking, regulation of prescription and non-prescription drugs, soil additives, vaccination, genetic engineering, radio-active waste disposal and the harvest/exploitation of natural resources, i.e. forests, water, oil.



We are bombarded with confusing and often contradictory messages from the media. It is becoming increasingly difficult to distinguish information from advertising, the plausible from the implausible.

Scientific literacy requires that we engage in critical thinking; that we balance an open mind with an understanding of statistics and the nature of risks; that we recognize always the need to "interpret" information rather than just accept it.

We are very grateful to Science Culture Canada for the financial support that provides Home and School the opportunity to bring facilitators together to study the issues and to work to develop a much better understanding among our citizens and most importantly our future citizens.

Canada scholarships offer \$\$ to science, engineering students

CANADA NEEDS MORE engineers and scientists. In an increasingly competitive world, our quality of life and economic competitiveness depend on it. That is why the Canada Scholarships program was launched in 1988.

Canada Scholarships are awarded annually to outstanding students entering full-time undergraduate studies in eligible natural sciences, engineering and related disciplines.

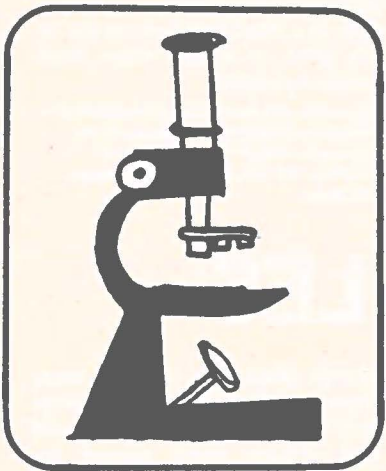
Over the past three years, Canada Scholarships have been awarded to over 6000 students.

- A minimum of 2,500 new Scholarships are awarded annually. In 1990, 3400 Scholarships were bestowed.
- Scholarships are worth \$2,000 per year for up to 4 years, subject to continued first-class academic achievement.
- Canada Scholarships are divided roughly equally between men and women.

Frontrunners and Innovators: Role Models for Young Students

Many students are looking for role models and resource people who can support their developing interest and aspirations in studying science, engineering and other technology-related fields. Two new Canada Scholarships' programs — *Frontrunners* and *Innovators in the Schools* — meet this need.

- **Frontrunners:** Beginning in the Fall of 1991, Canada Scholars will be available to talk to their younger peers at the elementary and secondary school levels



about studies and careers in science and engineering. As some of the most committed, talented and enthusiastic young Canadians, Frontrunners are ideal persons to convey the excitement of science and technology to Canadian youth.

- **Innovators in the Schools:** Elementary and secondary schools in your area will also be advised this Fall of the names of engineers, scientists and technologists who are prepared to visit classrooms to talk about their professions, and prospects for studies and careers in these fields.

Does Your School Know About the Canada Scholarships?

Do your child's teachers and principal know about the Canada Scholarships and the Frontrunners and Innovators in the Schools programs? If they don't, ask them

to contact the Canada Scholarships Program care of Industry, Science and Technology Canada, 235 Queen St., 8th Floor West, Ottawa, Ontario, K1A 0H5. Telephone: (613) 993-7597

Why be involved?

THE NEW APPROACH to teaching and learning recognizes parents are a child's first teachers. In their day-to-day contact with their child, parents are natural teachers, just as children of all ages are natural learners.

As a parent, you can provide countless learning experiences for your child in everyday life. You don't need special knowledge, training or skills. What counts is the **encouragement** you give your child to learn about the things he or she is interested in, your **support** for brave attempts to try something new, and your **pleasure** in your child's achievements.

These are immense contributions to your child's self-esteem, and that's the essential foundation of every individual's development and progress through life. It's especially important in the early years of schooling because of the vast amount of evidence indicating that students with low self-esteem have

a hard time developing a positive attitude to learning; also, they are not motivated to acquire the skills that are so important to later learning.

It may seem easier to provide learning experiences when the child is very young, but in the later years of schooling you can still help your child in many areas, e.g., continuing to encourage exploration of ideas; discussing news events and local issues; offering advice about jobs, further education, and career possibilities; and showing pleasure in your child's achievements.

Finally, the new School Act

encourages both formal and informal parent participation in the school system, and your child's education will be better if you, your child's teachers, and school administrators work **together**. Teachers are skilled professionals, empathetic towards children (or they wouldn't be teachers), and in many cases, they are parents, too. They have a heavy workload that won't get any lighter in the future. Most will be happy to get as much support and help from parents as possible.

Changes in Education: A Guide for Parents, publication of the Ministry of Education, British Columbia.

Continued from page 1

in art, writing, or drama.

Vocationally Focused. These leavers aspired to high salaries in construction or skilled labour or trade positions, or to start a new business in retailing or construction. They saw little use for a high school education. Some reported behaviour problems. Some described extreme frustration with reading and writing problems that limited their ability to keep up with their school work.

Minority School Leavers. Although students from visible minorities are among the other types of leavers, they emerged as a distinct group, with a "profound sense of not belonging or fitting in". They felt a lack of role models for continuing an education, and complained of discrimination in the schools.

Critical Event Leavers. This

group described a series of personal and family situations or critical events which, though not as extreme as those experienced in the disadvantaged group, culminated in their leaving school. Their parents tended to have limited formal education. But like school leavers in the other groups, they were "extremely defensive" about their parents, saying they had done the best they could and were not responsible for the dropout decision.

Not all leavers fit these categories, but most do, and the report said the groupings are useful in identifying dropout prevention strategies.

Ed. note: In the next issue we will describe a successful local businesses/school boards programme underway in the Eastern Townships.

LEARNING BY HAVING FUN

A RETIRED NASHVILLE country and western singer now living in Calgary has developed an interesting new adding game — **Catch 15** is like a mathematical version of the game "Scrabble", with numbered squares being placed on the board to add up to 15 (with a similar scoring system to Scrabble).

Ed Dee, a Scrabble player,

invented **Catch 15** so he could play it with his four-year old grandson, Jessie, and has since had 2000 copies made.

The game was test marketed in Calgary schools.

It is a wonderful way to strengthen adding skills, and can be played in about a half hour by children

from ages four up. The game retails in Calgary for \$14.95.

Coleco Toys has expressed an interest in marketing the game, but in the meantime it can be purchased from Eddie Dee Enterprises, Neely Marketing, 955 Lake Arrow way S.E., Calgary T2J 3C2 (Tel: (403) 271-0147).

▲ SAFETY SCENE ▲ SAFETY SCENE ▲

Play it safe on Halloween

DO YOU REMEMBER when you were a child and "trick-or-treating" on Halloween meant letting your neighbor guess who was behind that mask and being allowed to eat all the candy you wanted? In other words, trick-or-treating was a lot of fun.

Today, because we hear so much about missing children, assaults on children and child vandalism, some of the fun of trick-or-treating has been lost. Some communities or schools plan events for children so they don't go from door to door.

But if your children still want to experience this Halloween tradition, you need to give them some safety tips.

Why not start by having your children complete this Halloween safety quiz below? After, you can talk with them about what they've learned.

Place a check beside the answer you feel is best.

- Someone gives you candy that is not wrapped and sealed by the candy company. You should:
 - Eat it anyway.
 - Save it for a rainy day.
 - Throw it away.
 - Give it to your dog.
- One of the treats you were given has something "suspicious" sticking out of it. Your mom should:
 - Bite into it to see what it is.
 - Call the police.
 - Put it in the refrigerator.
 - Scream.
- The safest way to go trick-or-treating is:
 - Alone
 - Late at night.
 - On roller skates.
 - With an adult you trust.
- The best place to go trick-or-treating is:
 - Across town.
 - In a neighborhood you know.
 - Where the most houses are.
 - Where there's a pumpkin in the window.

Trick
or
Treat!



ANSWERS:

- C. Throw it away. Unsealed candy could have dangerous things hidden inside.
- B. Call the police. They can help keep you and other kids in your neighborhood safe.
- D. With an adult you trust. Try to go out in daylight. If you go out

after dark, wear a light costume and carry a flashlight.

- B. In a neighborhood you know. It's safer to accept treats from people you know.

Reprinted with permission from McGruff's Halloween Safety Quiz produced by the National Crime Prevention Council (NCPC), 733 15th St., NW, Washington, DC 20005.

RISKS DOWN ON THE FARM

THE TRACTOR is without a doubt the star attraction on the farm. But it is also involved in many of the agriculture industry's fatal injuries.

Among the most frequent tractor-related accidents are crushings, falls, overturning and slipping into unshielded power take off mechanisms.

If you work on a farm, or plan to, the Quebec Safety League recommends you maintain a healthy respect for the tractor... HERE ARE SOME SAFETY TIPS TO PREVENT:

BEING CRUSHED:

Before starting up, ensure no one else is in the vicinity of the tractor.

To perform the start-up, sit in the tractor's seat. NEVER start the engine while standing beside the tractor.

Avoid sudden movements, when hitching or unhitching other equipment.

To set a 'tow', put the tractor in PARK and stop the engine.

OVERTURNING — BACKWARD:

Set drawbar in lowest position when hitching to a heavy load.

OVERTURNING — SIDEWAYS:

Reduce tractor tipping hazards by spreading tractor wheels as far as possible, and reduce speed before making a turn.

Don't drive near ditches or embankments.

Drive the tractor directly down slopes, not on an angle to the slope.

Lock the brake pedals together for simultaneous operation when making a stop. Ensure that brakes are evenly adjusted.

Be extra careful when operating on slopes or rough ground.

FALLS:

Avoid sudden stops and starts. Keep running boards clean and free from obstructions.

Don't embark on or disembark from a tractor unless it is completely stopped.

Forbid passengers on the tractor at all times.

POWER TAKE OFF:

Keep safety shielding and guards in place when using the power take off. Maintain the good condition of all safety shielding.

Do not dismount while tractor is in motion, or before power take-off is disengaged.

Do not climb over the drive belt or the power take-off shaft when engaged.

The tractor is one of the most utilized tools around the farm. It is well worth it to maintain its good condition and to use it safely.

TEACH CHILDREN ROAD RULES

Teach children the rules of the road. Children who ride bikes to school should be taught to follow the rules of the road that apply to all vehicles.

Children are especially at risk in four situations: riding out into the street without first looking for or yielding to traffic; engaging in risky behavior and making false assumptions about other vehicles at intersections; swerving suddenly, without signalling or looking for approaching traffic; riding against the flow of traffic.

Don't let children ride at night. Children should not be allowed to ride home from school after dark. Nearly three times as many collisions between cars and bikes happen after dark.

Do not let young children ride to school. Because the coordination is not fully developed, children under eight should not ride their bikes to school.

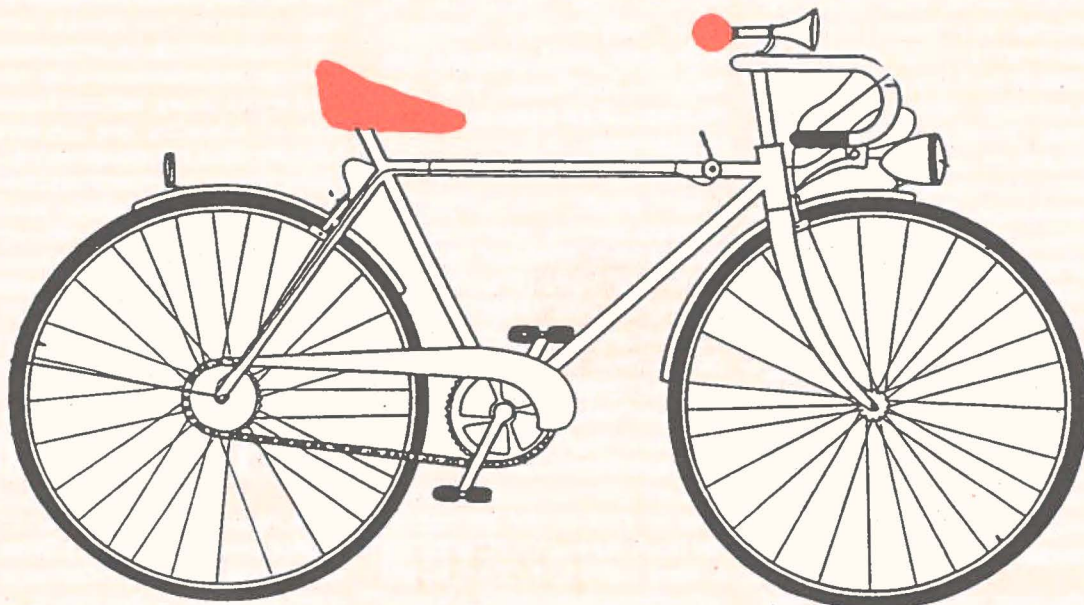
Have your child choose a safe

cycling route. A safe cycling route to school may not be the same as a safe walking route. Streets with a steady flow of fast-moving traffic are not appropriate for young

cyclists with limited traffic experience.

See that your school provides cyclists with "safe areas." To improve safety for cyclists, schools

should place bike racks in areas where there are few motor vehicles and pedestrians. Avoid drop-off and pick-up zones around the school.



SHARING THE ROAD

There are some very good information and activity guides for elementary and high school children, "Learning to Share the Road in All Seasons", prepared a few years ago by a committee of the Régie de l'assurance automobile du Québec in cooperation with some 20 private and public organizations.

The guides are meant to help integrate road safety learning activities within the school system with the help of specific activities and work sheets covering various topics throughout the school year such as Hallowe'en, using public transport, bicycle safety and snowmobiling.

Unfortunately the Régie does not have a large supply of these Guides — they are available in English only for primary grades, but in both languages for high schools. You may write and order a guide from:

Société de l'assurance automobile du Québec, Direction des politiques et programmes, 1134 chemin St-Louis, 5th Floor, Sillery, Que, G1S 1E5. Tel: (418) 643-1878

S.O.S. FORBIDDEN PLAY AREAS

TO ADVENTUROUS CHILDREN, railway tracks and abandoned houses are the ideal "exploration" game sites. The Quebec Safety League reminds parents these areas hold many risks and dangers that can cost children their lives.

Forbid playing in the following areas:

- Railway tracks or freight yards;
- Mines, quarries and caves;
- Construction sites;
- Docks;
- Hydro-electric sub-stations;
- Abandoned buildings;
- Dump sites.

Don't underestimate the hidden dangers in seemingly harmless play sites. They are definitely not worth the thrill of discovery!

