



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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Who was Mabel Hubbard? (And why the name should ring a bell with Home and Schoolers)

by Ann Bishundayal

Yes, just who was Mabel Hubbard? Any "true" Home and Schooler will tell you that she is the reason for our existence. Home and Schools began 100 years ago thanks to Mabel and other concerned parents just like her from Baddeck, Nova Scotia.

But just who was she? Well... Mabel Hubbard was born on November 25th, 1857 - the daughter of wealthy Boston lawyer Gardiner Greene Hubbard. At the age of five, Mabel contracted scarlet fever, which left her deaf. She did learn how to read lips, but her father wanted much more for his daughter, and in the fall of 1873 Mabel became one of Alexander Graham Bell's pupils at the Boston School for Deaf Mutes. She was almost 16 at this time and decided from the very first minute she laid eyes on Mr. Bell that she didn't like this tall, scruffy-looking man at all!

Mabel was a bright and attractive young girl and a very good student. Ten years her senior, Mr. Bell enjoyed his sessions with Mabel and began to have "special" feelings for her. The inevitable happened and Mr. Bell fell in love with Miss Hubbard. It took him a year and a half, though, to pluck up the courage to tell her so in a letter and to ask her to marry him. Mabel's reply was that she did like him (she was, actually now, quite fond of him), but she said that she did not love him.

Liking was enough for Alexander, who pursued his ladylove all the

more during 1875! Mabel's father was not too happy about this as he was one of Bell's financial backers and wanted him to spend less time chasing his daughter and more time "inventing."

Finally, though, on November 25th, 1875, Mabel and Alexander became engaged. She was now 18. They were married on July 11th, 1877, just two days after the Bell

Telephone Company was formed. A year later, their first daughter, Elsie May, was born, with a second daughter, Marion Daisy, appearing just two years later.

In 1881 and 1883, Mabel gave birth to sons who both died in early infancy.

Mr. and Mrs. Bell were now living in Washington D.C. In the summer of 1885, Mabel, Alexander, Elsie

and Daisy visited Baddeck, Nova Scotia. They fell in love with the place, bought a property and one year later moved into a small cottage at Crescent Grove, Baddeck Bay. Several years later, in 1892-93, they built a new home on Red Point called Beinn Bhreagh (Gaelic for "beautiful mountain") overlooking Bras d'Or Lake. Many people called it the "Bell Palace," it was so huge!

Mabel loved her new home. She loved being with people and entertained a lot at her new "palace"! There were always guests visiting, special suppers and afternoon teas. Mabel also shared her husband's love of experimenting and inventing. She even invested a lot of her own money in many of his ventures and carried on with his projects after his death.

Continued on page three



TEACHER APPRECIATION WEEK: Prime Minister Chrétien holds the future of Canada in his hands at an Ottawa ceremony honouring teachers. See page 13.

Estates General Announced For May

A province-wide series of hearings on education has been announced recently by Quebec. These hearings will be conducted much in the style of the sovereignty hearings and the QFHSA will be preparing and presenting a brief in Montreal. We encourage members and associates in the outlying regions to speak before the panel and will provide support in the form of research and background to any group interested in doing so.

Quebec Federation of Home and School Associations

51st ANNUAL GENERAL MEETING

Saturday, April 29, 1995

8 a.m. to 4 p.m. at the Royal Montreal Golf Club,
25 Southridge, Ile Bizard..

Early Bird Special: Friday, April 28, 5 to 7 p.m. at our
Cavendish office. Join us for a light supper and talk.

Conference Outline

8:00 - 8:30	Registration
8:30 - 9:45	Business Meetings
10:00 - 10:30	First Caucusing
10:45 - 11:15	Second Caucusing
11:30 - 12:30	Resolutions
12:45 - 2:30	Lunch: Presentation of Awards: Buzzell, Paterson, Golden Torch, Unsung Hero
2:30 - 4:00	Speaker Helen Hackett, creator of the Stay-in-School Initiative on "parental involvement."

High-tech Wasteland? Lack of Computer Technology in our Schools a Pressing Problem: Superior Council

There is virtually no on-ramp to the Information Superhighway in Quebec classrooms, claims a report of the Superior Council of Education released in December. In fact, when it comes to schools and technology, our kids are plodding along perilously through some kind of computer "desert." And this is especially true of high school students!

In Quebec schools there exists on average only one computer per 21 students; compared to 1 per 13 in British Columbia and 1 per 12 in Alberta. Only 55% of our elementary students get at least one hour of computer time per week and even more worrisome, only 18% of high school students are getting the same.

And because of frozen budgets, the quality of the technology available to students is often very low. The report underscores the need to provide technological training to the teachers themselves, and also

emphasizes the importance of integrating computer technology into the curriculum, to better reflect the way it is used in the workplace.

Existing computer technology is often under-utilized as a teaching tool, claims the report, with newer instructors being less inclined to integrate computers into their lesson plans than are more experienced teachers, who have had time to learn on the job.

The Council urges Education Minister Garon to find the money for equipment, teacher training and for teaching material suited to learning on computers. This should cost \$145 million over seven years, the report estimates.

* To learn about two programs designed to help teachers integrate technology into the curriculum, please turn to Pages 5 and 7.

WHAT DO EMPLOYERS EXPECT OF YOUR CHILDREN? Follow me to find out.



Editor's Corner

Brave New World of Learning Opportunity

Last month, my son was researching "the solar system", and I was happy to have him commandeer my AST computer for an inaugural spin on the Infobahn. As someone who rarely got her handwriting emblazoned with a gold star and displayed on the wall in Grade Three, I can't help but feel that computer skills are far more important for a student today than, say, the Victorian virtue of neat handwriting.

But, it appears that I was the one who got giddy as we warped into the NASA file of Compuserve to retrieve a video of Jupiter taken by Voyager.

"Isn't Jupiter just gorgeous?" I exclaimed, when this Impressionist jewel of a planet popped onto the screen.

My son appeared untouched by the megabyte magic. Ho. Hum. He nonchalantly, and expertly, shuttled the video back and forth and then returned the image to hard disk oblivion.

My son is into Mars, anyway, so we downloaded a graphic of a ten-mile patch of the Red Planet's surface from "the Space Forum." A correspondent claimed in an adjoining article that two faces can be seen on the surface, proof positive of.. well, YOU KNOW WHAT!

Now, my son is thrilled.

"O.K. But consider the source," I warned him.

I explained to him that not ALL drivers on the Information Superhighway have both hands firmly gripped on the steering wheel, not by any stretch of the imagination. "And just look at the picture and decide for yourself." I said. "Do you see any faces there?"

"Not really," he admitted.

Oh, Brave New World of hypertechnology and instant obsolescence! It sure is providing our children with some wicked (as they might say) opportunities for knowledge. (And knowledge is the ticket to a secure and prosperous tomorrow.) But, not only do we need to show our children how to mine this motherlode of data (for the first five minutes and then they'll begin to show us!) we also must encourage them to develop the critical thinking skills necessary to effectively make use of all those glittering bits and dazzling bytes of information out there in Cyberspace and in the 200-channel universe.

Mabel Hubbard, our dynamic founder – profiled on Page One – surely would have agreed. And I suspect her husband, Alexander Graham Bell, who also did something important in his lifetime, would have been shocked and amazed by the mind-dizzying changes his invention has wrought upon the world.

And both Alexander, the inventor, and Mabel, the educator, would have been ecstatic, I am sure, to see how telecommunications' technology is changing the way some subjects are being taught in the classroom through Radio Quebec's Integrated Science Program, profiled on Page 7 and the CRB Foundation's fascinating multi-media Canadian History course, *We Are Canadians*, on Page 5.

Also in this issue a piece on "Television and the Pre-Schooler" by internationally-acclaimed Montreal educator Margie Golick (because education begins at home, at birth), as well as an explanation, by Co-President Al Locke, of the Strategic Planning exercise upon which our Federation is presently embarked. Non-profits everywhere are adjusting their course as they reposition to find their niche within this "new" sector of our global village. We at the QFHSA just want to know how to better be your voice and your support, in order to meet the 21st Century head-on with you, with a heightened sense of purpose and confidence and wonder.

From what I know, Mabel Hubbard, our Victorian founder, (and someone with impeccable penmanship, I'm sure) would have endorsed that vision!

Dorothy Nixon

Puppet Troupe Teaches Drug Awareness



Kids on the Block performing at Gardenvue School in the spring of 1994.
Phone 514-737-6551 for more information.

An Open Letter to the Board of Directors of the QFHSA by Norma Ewen, Aylmer Area Rep

Re: Strategic Thinking and Planning; The Future of the QFHSA

Norma Ewen, Area Rep for Aylmer, has graciously given the News permission to reprint the eloquent and thoughtful letter she presented to the Board in November. We know many of our members will empathize with Norma's point of view and we are grateful that she took the time to communicate her feelings to us.

Dear Members of the Board,

On the way from Aylmer to the March meeting, I listened to Debi Brown's concerns about the state of QFHSA finances. Before the meeting convened, I listened to Marion Daigle's concerns about the future of the QFHSA. I think that Debi and Marion were essentially concerned with the same problems: focus and goals.

I would not be my own first choice for spokesperson of any group, but here I am on the Board of Directors of the QFHSA. Debi will tell you it took her over two years to feel comfortable enough to take charge of the budget and voice her opinion. I can't speak for Marion, but I suspect she didn't come to QFHSA in her present form either. Let me tell you about QFHSA from my perspective as a newcomer.

At Board meetings I see people who have expertise in a particular field; I see people, like me, who have no particular expertise. I see people who are new to the Board, and people who have been there for years. Our concerns, goals, backgrounds and methods are diverse. What we have in common is dedication to Home and School.

At the local level, I see three distinct groups: parents who join, attend meetings, and volunteer within the school; parents who pay membership fees but don't participate; and parents who never join but do volunteer work within the school. In our local, and perhaps this is because we are outside the Montreal area, most active members have little interest in Home and School beyond the school itself. QFHSA is generally regarded as the political arena.

My own history with QFHSA is short. I joined Aylmer Home and School in 92/93. When I left the first meeting, I was Vice-President. I started 93/94 as Area Rep.

I am not Area Rep because of any outstanding ability. All I am is a parent who cares about her children and wants to see them graduate, at least, high school. I joined Home and School initially out of basic curiosity. It seemed like a good way of finding out more about what went on in school. Through Home and School, I was able to spend time in the school and get to know the teachers and some of the children. I was very hes-

itant to attend my first conferences (Protestant Committee and QFHSA Fall Conference, back-to-back), but that was where I learned that the problems I had encountered, were indeed, systemic. I was hooked.

Marion is right: I do want to make a difference! Again, maybe because we are outside the Montreal area, I'm not satisfied I can make any significant difference as a Board member. As Area Rep, I'm working on setting up a new local at junior high school, and hopeful about at least one other elementary school, but membership development is important to QFHSA, not my children.

When I approached the Principal of Hadley Junior High, he asked me what I had in mind for Home and School there. I made a list of goals and I will provide them to the Board. I think I'm clear on what Home and School is all about and my role as Area Rep – please correct me if I'm wrong – but are numbers all I have to contribute?

The Board does not benefit my children. I don't benefit the Board. Most everything discussed is from a Montreal perspective, and the local isn't terribly interested. Why in the world do I go?

Number One; I go because I believe in Home and School. Whatever problems the Board may have, being a member of Home and School taught me very quickly I can make a difference just by being involved.

Number Two, I go to learn. Sometimes, to be perfectly honest, all I learn is that it's a long drive home.

Number Three, I go hoping to make a difference somehow, some time, just by being involved.

QFHSA, from where I sit, faces the same quandary I do. I'm doing my job as I see it, but does it make a difference, and is it the difference I want to make? As to Focus and Goals, QFHSA, like the education system today, is trying to be all things to all people. Trying to cover all the bases is an impossible task, at best, but if QFHSA doesn't try, who will?? I think a Strategic Thinking and Planning Workshop is a good idea. When faced with the impossible it can't hurt to have a plan. I would certainly be interested in attending.

The November Board meeting is also my son's birthday. When I found myself actually considering postponing his birthday, I knew it was time to take a serious look at my own focus and goals. I'm not going to give up on QFHSA, but I will miss the meeting because (Where have I heard this before?) KIDS ARE WORTH IT.

Norma Ewen



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 favorably to the advancement of education.

QUEBEC HOME & SCHOOL NEWS

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According to the Conference Board of Canada, Canadian employers need a person who can: COMMUNICATE: Understand and speak

Co-President's Message

A Look at the Past and a Hint of the Future



As we draw nearer and nearer to the year 2000 it somehow seems appropriate to reflect on the past and anticipate the future. This year Canadian Home & School and Parent-Teacher Federation celebrates its one hundredth birthday. Try to imagine what it was like when Mabel Hubbard Bell (Mrs. Alexander Graham Bell) gathered a group of interested, concerned parents for the first time, in Baddeck, Nova Scotia, in 1895. What were their concerns? What void was present that they felt compelled to fill? A lot has changed in the ensuing hundred years but the premise is still the same - working together for the well-being of children.

Over the years Home & School has frequently worked with various partners in educational and governmental departments. We were there to champion for stricter bus safety regulations; for meals for undernourished students; for affordable accident insurance for students; for regular one-on-one parent/teacher interviews; for regular physical education for all children; for Canadian content in text books. Both Canadian Home & School and Parent-Teacher Federation and Quebec Federation of Home & School Associations have earned the respect of

colleagues and government officials as voices to be listened to. It hasn't happened overnight but it has happened. We have presented briefs to both federal and provincial government bodies. We have been asked to sit on consultative forums as well.

It appears that parents are finally being asked to take an active role in their children's education and are being consulted in the policy-making process. To some it is a new concept but we know how long Home & School parents have been involved in children's welfare and education issues. Stay-in-School initiatives, literacy concerns for urban as well as for rural areas, community support for local schools and parental involvement as well as parental education have been topics of importance for our volunteers over many years.

I think that Mabel Bell would be very pleased with the progress that has been made by Home & School Associations all across Canada. I look forward to the next years with enthusiasm for the paths that have yet to be determined. How much can be accomplished? Can parents make a difference? The answer is - YES, TOGETHER WE CAN MAKE A DIFFERENCE!
Wendy Buchanan

MABEL HUBBARD

Continued from page one

In 1894, Mabel Hubbard Bell wrote a paper on speech (lip) reading which was published in over ten different countries. Then, on December 18th, 1895, Mabel assisted in organizing the "Parents Association of Baddeck" after researching similar organizations in Washington, D.C. and other parts of the States. One hundred years later, Home and Schools are still going strong across Canada. Thank you, Mabel.

Her husband, Alexander, died on August 2nd, 1922. She held his hand until the very end. Mabel missed him very much and died just five

months later on January 3rd, 1923. They are buried next to each other on their beloved "beautiful mountain."

So, knowing what you now know, the next time you hear talk of Alexander Graham Bell you might reply, "Oh, yes. Wasn't he the husband of Mabel Hubbard?"

Ed: The Annual Meeting of the Canadian Home and School and Parent-Teacher Federation is being held in Baddeck, Nova Scotia June 1-3rd in celebration of our 100th anniversary.



Alec & Mabel, Elsie and Daisy

A word about the QFHSA

STRATEGIC PLANNING SEMINAR

On March 25th, a cross-section of Home and School members will be participating in a Strategic Planning Seminar. Questionnaires have been mailed out to every QFHSA local and replies are now being received.

The questions raised will help form the basis of a day-long seminar which will set the tone of the Home and School movement in Quebec for many years to come.

Services of a professional animator will be provided (courtesy of the Montreal Catholic School Board) to help members participate and contribute to formulating the future direction of the QFHSA.

It is hoped that locals will discuss the questionnaire at local meetings so that wide-ranging views will be incorporated in the seminar discussions.

Results will be published and presented at the Annual General Meeting.

This will be an exciting day and will lead into an exciting future for our organization, our schools and our children.

Al Locke, Co-president, QFHSA

CHSPTF Speaks Out on behalf of parents with brief on Social Security Reform

Support community-based family resource centres; increase and better target the Child Tax Benefit; and provide flexible income arrangements to allow parents the option of remaining at home with young children. These are just three of the 60 recommendations documented and proposed by the Canadian Home and School and Parent-Teacher Federation, in a brief presented to the Axworthy Commission on Social Security Reform. With the support of a grant from Human Resources Development Canada, Dr. Janet Eaton of Wolfville, Nova Scotia and Dr. Harry MacKay of Ottawa, conducted 10 cross-Canada focus groups for the CHSPTF. A gathering representing QFHSA was convened in October at our Cavendish offices, with Dr. Eaton leading a vibrant and often illuminating exchange of ideas.

"All focus group participants, all across Canada, had a lot to say about the context of the exercise," state Eaton and MacKay in the brief's Executive Summary. "Participants fully understood the nature and degree of changes transforming society, connected education to jobs, demonstrated concern for low and middle-income families, respected the rural differences and recognized the need to integrate social policy."

"Although the CHSPTF does not claim to speak on behalf of all par-

ents," writes Maybelle Durkin, Executive Director CHSPTF, in the brief's preface, "our extensive national network of local associations and school and parent councils which form ten provincial affiliates, does unite hundreds of thousands of parents of school-age children who share a common concern for the education and social well-being of children."

In preparing for the consultations, Drs. Eaton and MacKay scanned the literature, interviewed key informants and drafted a set of questions for use in the focus groups. The project, submitted to the national debate on Social Security Reform under the subheading Jobs and Growth, took from October to December 94 to complete.

At the board meeting of January 27, 1994, the QFHSA executive proposed and passed a motion endorsing the brief. QFHSA has since circulated copies of the brief to a number of our partners in education.

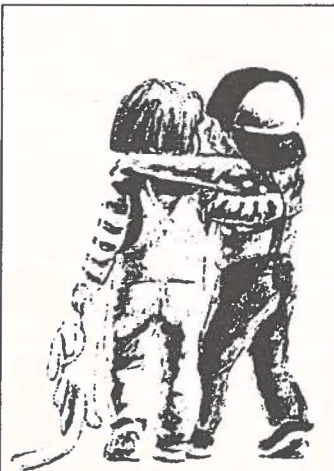
Other recommendations outlined in the brief include:

- 1) To discuss pros and cons of guaranteed annual income;
- 2) To promote a learning environment;
- 3) To achieve an annual 1% reduction in the drop-out rate by the year 2000;
- 4) To promote literacy and learning;
- 5) To improve skills and job training

for the Information Age;

- 6) To promote parent involvement in education;
- 7) To gain recognition for the need for a strong and effective national voice for parents.

Briefs are available to all through our Cavendish office.



For the education and well-being of children

the languages in which business is conducted • Listen to understand and learn • Read, comprehend and use written materials, including



FOCUS on MEMBERSHIP



HOME AND SCHOOL MEMBERSHIP 1994-1995

as of March 1, 1995

Schools	Membership Chairperson	Family Memberships
Allancroft School	Lynn Huber	79
Ayer's Cliff School	Cathy Morgan	16
Aylmer School	Jane Bertrand	21
Baie Comeau High School	Pamela Lalonde	46
Beacon Hill School	Wendy Tonkin	174
Beaconsfield High School	Judy Serve	100
Beechwood School	Josie Rodgers	114
Carlyle School	Ingrid Oner	25
Cedar Park School	Lynn Bachand	79
Christmas Park	Linda Ellyett	118
Courtland Park	Karen Carter	138
Dorset School	Laurie Greenberg	93
	Kim Spinelli	
Dunrae Gardens School	Flora Lopes	175
Ec Primaire Beaconsfield	Haifa Darwiche	220
Ec Primaire Harwood	Pat Johnson	174
Ec Primaire Perce Neige	Françoise Foster	
Ec Primaire Pierrefonds	Joanne Keithlan	21
Ec Primaire Pointe Claire	Johanne Rolland	13
Edgewater School	Barbara Dixon	93
Edinburgh School	Sharon Martin	171
Eliz Ballantyne School	Catherine Maxham	163
Evergreen School	Sylvie Dilorio	115
Greendale School	Jackie Fligel	120
Howick School	Cathy Dunn	
Hudson High	Heidy Berthoud80	
John Rennie High School	Esther MacLeod	125
	Vicki Proudfoot	
Keith School	Betty Sabourin	16
Lachine High School	Gerda Ross	83
Lindsay Place High School	Mary Yadgard	130
	Raina Carolla	
Macdonald High School	Sunita Prasher	108
Meadowbrook School	Anne Banton	59
Merton School	Kathleen Fauteux	147
Mount Pleasant School	Linda Tom	113
Nesbitt Annex	Connie Parry	34
New Carlisle School	Brenda Gallon	28
New Richmond School	Elaine Sexton	10
Northview School	Chrystel Fernholz	55
Roslyn School	Patricia Smith	277
Royal Vale Alternative Sch.	Wendy Daitch	289
Royal West Academy	Kathryn Arrell	134
Seigniory School	Pam Godfrey	150
Shigawake-Pt. Daniel	Barbara Hottot	21
Somerled School	Kenneth Homer	17
Sunnydale School	Linda Sculnick	126
Thorndale School	Carol McCarty	151
	Cathy Rogers	
Valois Park School	Gail Saloranta	124
Westmount High School	Anna Marrett	38
Westpark School	Jo-Ann Light	253
Willingdon School	Yvonne Zacharias	156
Windermere School	Jennifer Mironowicz	126

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

1994/95 GROUP AFFILIATE MEMBERS

as of February 1995

School/Parent Committees

A.S. Johnson Memorial High School
 Asbestos-Danville-Shipton School
 Bancroft School
 Ecole Primaire Beaconsfield
 Buckingham School
 Bury School
 Butler School
 Cecil Newman School
 Centennial Park School
 Charles A. Kirkland School
 Cookshire School
 Dr. S.E. McDowell School
 Flemming School
 Franklin School
 Gault Institute
 Harold Napper School
 Hadley School
 Hemmingford School
 Huntingdon Academy
 Knowlton Academy
 Lennoxville Primary
 Macdonald High School
 Mary Gardner School
 McCaig School
 Margaret Pendlebury School
 Metis Beach School
 Mount Pleasant School
 Mountainview School
 Noranda School
 North Hatley School
 Onslow School
 Ormstown School
 Our Lady of Peace School
 Prince Charles/Thomas H Bowes School
 Princess Elizabeth School (Magog)
 Royal Charles School (St. Hubert)
 Ste. Agathe Academy
 St. Bernard School
 Ste. Foy School
 St. Joseph School (Huntingdon)
 St. Patrick School (Thetford Mines)
 Ecole Le Sentier
 Sinclair Laird School
 Spring Garden School
 Sunnyside School
 Three Rivers Elem. and High School
 Western Laval High School
 Westpark School
 Wilder Penfield School

School Boards

P.S.B. of Chateauguay Valley
 District of Bedford P.Reg'l.S.B.
 Eastern Townships School Board
 Commission scolaire du Littoral
 P.S.B. of Greater Montreal
 Western Quebec School Board

Teachers

Assn. MRE [Educators] of Quebec
 Baie Comeau Teachers' Assn.
 Dorset School Staff
 Eastern Townships Teachers' Assn.
 Edinburg School Staff
 Hadley School Council
 Dir. de l'enseignement Protestant
 North Isl. Laurentian Teachers' Union
 Provincial Assn. Protestant Teachers

Others

Assn. Advancement Jewish Education
 Chateauguay Valley Eng. Speak. Assn.
 Kahnawake Education Center
 Loyola High School
 Nomad Scientists
 Quebec Assn. of Independent Schools
 Queen of Angels Academy
 Stanstead College
 Trafalgar School for Girls
 Weston School

The Home and School Partnership

The partnership between "Home and School" is a very important one which I just cannot stress enough to parents. (Even our new yellow report cards say "to encourage a partnership between home and school".) It's your way of being able to share with other parents information and common concerns that relate to the educational well-being of your children. This is your connection with other parents right across the country who, like you, know and realize the importance of parental involvement.

It's heartening to see so many parents taking an active role in their children's education and well-being and I know there are many more of you out there who can make meaningful and lasting contributions. No matter how big or how small the contribution — the important thing is that you do "contribute". Study

after study has shown that when parents become "involved" their children do benefit.

It's interesting to note that one of the reasons cited by school dropouts for their discontent was their perception that their parents did not care about their school or their performance at school. Parents can make a difference!

So, when you're thinking about those New Year resolutions, forget about dieting and make a resolution to take a more active role in your child's education. It's painless, non-fattening and, most of all, very rewarding!

Editor's note: This message from Elizabeth Ballantyne Home & School president, Ann Bishundayal, is one meant for all of us.

West Island Youth Justice Committee

are holding a public meeting on April 6th at 6:30 p.m., in St. Edmund Church's parish hall, 105 Beaconsfield Blvd., Beaconsfield.

Guest speaker will be the Hon. Allan Rock, Minister of Justice and Attorney General Canada. Also present will be the Hon. Clifford Lincoln, MP, who has arranged the Minister's visit.

The public is welcome to attend.

The Quebec Federation of Home and School Associations

We're more than just the

Tea and Cookies

people.....so much more

We have always been there, a respected voice speaking out on behalf of the education and well-being of children. And today we continue to speak out - loud and clear - on issues such as the need for parental involvement in education, on social security reform, on children & television and on changes to the Youth Offenders Act. With your \$12.00 membership you can lend your voice to ours, and by contributing above and beyond that, you can help build our movement, where parents join with policy makers and teachers to make our children the happiest and best-educated anywhere!

Yes, I want to join the QFHSA

(And receive a free subscription to this newspaper!)

I wish for a \$12.00 supporting (family) membership

I wish for a \$50.00 affiliate (group) membership

I would like to make a TAX DEDUCTIBLE contribution.

I enclose a cheque for \$20. \$50. Other

Please make cheques - with name and address - payable

to: Quebec Federation of Home and School Associations

3285 Cavendish, suite 562, Montreal, Que. H4B 2L9.

Pure maple bar pack proves a hit with fundraisers!

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graphs, charts and displays • Write effectively in the language in which business is conducted. **THINK:** Think critically and logically to evaluate

Parental Involvement

PALS makes good progress here in Quebec thanks in large part to our 3 dynamic team leaders

Those three tireless QFHSA PALS volunteers, Pat Waters, Jocelyne Godard Pickler and Marion Daigle, have been very busy indeed these past few months, bringing their information sessions, workshops and trainings on parental involvement to audiences across Quebec.

PALS (Parents Assist Learning and Schooling) is the parental involvement initiative funded by Human Resources Canada being delivered across Canada by the Canadian Home and School and Parent-Teacher Federation.

In Huntingdon, the Chateauguay Valley and the Lower North Shore information hungry parents learned why they should be involved in their children's education. Mothers of Pre-Schoolers (MOP) from the Welcome Hall Mission, also got to hear about PALS. Two well-attended trainings were held on November 19 and January 26 in Montreal and one in Quebec City on January 28.

So many people were anxious to train as facilitators and get out there among parents to lead workshops on

self-esteem, children and television, education in the technological age, learning styles and the like, that our resource kits have actually run out!

"Yes, things are going very well," stated Jocelyne Godard Pickler, at the QFHSA Board Meeting, January 26. "There is a perceived need out there. Parents want to get involved." Jocelyne, who is responsible for the French face of the program, Copains, expressed concern over the delay of the French translation. She was keeping busy, anyway.

"There is a tremendous need in rural areas for non-professionals to be able to find a way to meet parents 'on their own turf'," claimed Marion Daigle. "Workshop evaluations seem to indicate that many parents feel alone with their problems. There is a very real need for resources like this."

According to project coordinator Pat Waters, PALS, so far, is a terrific success. "Canadian is most impressed by the amount of work being done here in Quebec."

BRAVO Team! Well done!



Glowing report: Participants of October 17 PALS workshop at St. Joseph's School, Huntingdon, Quebec.

THE HERITAGE PROJECT: MAKING HISTORY FUN

That Centennial Year Feeling Meets the Information Age

By emphasizing the "contribution" side of history and by focusing on the experiences of ordinary Canadians through time, *We Are Canadians*, the sophisticated multi-media learning resource now available in both English and French to teachers across Canada, "actually empowers children." So claims Deborah Morrison, coordinator of the Heritage Project, from a board room of their elegantly-appointed offices in the old Windsor Hotel in Montreal. "It shows children that every person can and does make a difference to the political process."

And it also makes history fun, both the teaching and the learning of it.

The social studies and history supplementary resource, comprised of 10 self-contained units, is designed to provide students in grades 7 to 9 "with a vibrant context for all those names, places and dates" many of us consider part and parcel of the study of the history. And the children learn experientially, not by rote.

Like all the Heritage Project's

myriad endeavors, present and planned, *We Are Canadians* hopes to instill in young Canadians a pride of their country by heightening awareness of their heritage and by celebrating Canada's diversity.

And *We Are Canadians* is just the first "installment" of a long-term educational program developed by the CRB (Charles R. Bronfman) Foundation to increase young people's sense of pride by stimulating greater interest in Canada's past.

Developed by a team of experienced educators at Queen's University, under the direction of Dr. Alan King, the learning package includes a range of materials (teaching guides, videos, broadsheets, newspapers, passports, journals, role-playing biographies, etc.) to attract and inspire learners of different abilities, skills and styles.

The resource encourages students to become actively engaged in learning with 55 to 60 hours of student centred, activity-based exercises. "With *We Are Canadians*, teachers have the recipes they can use to make possible the kinds of skills development, content acquisition and problem-solving that administrators, parents and society need," writes Dr. King.

A module aimed at later high school focusing on Canada in the Global Context is presently in development. This version will fit nicely into many areas of the curriculum: computer studies, civics, environmental studies, etc.

Role Models

What might Charles Darwin, David (as in David and Goliath), your sister, your fifth grade teacher, and your father all have in common? Well, they might all make excellent role models. On January 24th thirteen adults sat down together to explore the possibilities. What did we find out? First, there seemed to be two sets of role models. One set came to us in our adult lives: the leaders we see around us. The other set came from our youths, but it's surprising how many of these we had overlooked when we were growing up. It's only in retrospect that we see their real value. But that's part of what makes us adults. Experience. Years of living. Facing some of the challenges our role models have faced. One challenge we shared was that of being parents. And that's what makes this topic so important to us now. Our children. It's part of the reason we met. For this was a Parent Involvement Training session and Pat Waters and I were sharing the parent resource kit with eleven other parents who would then go on to share this information with others.

Role models. Pat Waters and Anna Marrett. Role models. Jocelyne Pickler and Marion Daigle. Role

models. The fifty people we've trained. FIFTY??? Yes, that's right. In fact, there is undoubtedly someone in your neighbourhood who has received training. Someone you know who could come to your school, church, or community centre to talk to other parents about topics like homework, discipline, self-esteem, or even being a role model. Discussing topics like these will help us to be better parents. Meeting with others will help us to build a partnership between adults who are concerned about the welfare of children. Besides, it's fun! If no one in your neighbourhood has yet been trained, don't delay. Call the Home and School office and it can be arranged. If you would like a workshop facilitator to come make a presentation, don't delay. Call the Home and School office and it can be arranged. Don't wait for someone else to do it. Remember, you're a role model. Your children are following your example for you are their most important role model. And they are watching what you do, not necessarily what you say. So pick up the phone!

Anna Marrett
Westmount High Home and School



Three Stages of Canadian Pride

By now, most Canadians have seen those Heritage Minutes, the 60-second biographies of notable Canadians produced by the Project and played on television and movie screens across the country. These mini-movies represent the first stage of CRB Foundation's grand plan to celebrate Canada's heritage. (Power Broadcasting and Canada Post are also behind the initiative.) The learning program represents the second stage and Heritage Fairs, a community-based program designed to link the material students learn in the classroom to what they see and hear at home, on television and in the

community around them, represents the third. (See our next issue for more details.)

The Heritage Project also plans to extend its "mission" into the broader-based public community by creating an Internet-based heritage database, linking museums and historical sites across Canada to the classroom. (If you are down at the Museum of Civilization in Hull, check out their interactive heritage kiosk.) Students and other interested parties will be able to use the database to research issues, personalities, events, and to create their own multi-media presentations. E-mail

support for teachers using their program is also planned.

We Are Canadians or *Nos histoires du Canada* is available to schools for \$334.00 through Prentice-Hall Canada. (50,000 teachers across Canada already receive the Heritage Post, the Project's beautifully rendered magazine, for free!) Should any Home and School or individual choose to donate a package to a school, a tax-deductible donation of \$350 to the CRB Foundation will do the trick.

For more information phone 1 800-340-3247 or in Montreal phone 849-3247.

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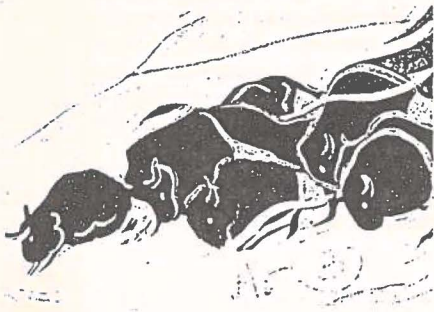
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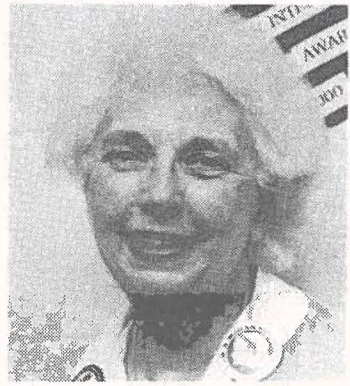
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situations, solve problems and make decisions • Understand and solve problems involving mathematics and use the results • Use technology,

Social Affairs/Support Services Committee



by Pat Lewis

Gun Control: Federal Justice Minister Allan Rock's efforts for a better gun control law went into effect in January, while a bill to the same effect was introduced in February. The proposals are the toughest in Canadian history and could require that all guns be registered. When we read about one young boy shooting his friend to death accidentally while the two played with guns not locked up by one father, we can understand Rock's concern. Both the Canadian Teachers' Federation and the CEQ of Quebec have spoken out against the troubling rise of violence in our schools and called for stricter controls of weapons as part of a society-wide stand against violence. Teachers' groups representing 350,000 teachers said that schools across Canada are confiscating

record numbers of weapons from students. Teachers are convinced also that violent T.V. programs are causing their kids to act violently and self-regulation among broadcasters is not working. All the more reason that teachers are supporting Rock's new regulations on guns and increasing jail terms for gun crimes. The MUC police held a drive in December to collect guns, knives and/or ammunition from people to reduce the number of weapons – no questions asked.

Children and War: The international relief agency called Save the Children reports that children are the main victims of war worldwide. In the last 10 years, 1.5 million kids have been killed – more than soldiers. Ten million children have been traumatized by the effects of war and five million have been forced to live in refugee camps. About 200,000 young children have been recruited to become soldiers.

Handgun Ammunition: Despite objections by police groups, gun-control advocates and the largest doctors' organization in the U.S., Signature Products Corp. of Ala-

bama planned to put a bullet, Rhino-Ammo, on the market in mid-January. Another bullet, Black Rhino, is intended to penetrate body armour such as bullet-proof vests worn by police. The Rhino-Ammo is designed to do maximum damage to human tissue. Death for humans would be instantaneous, according to the company. On December 29th,

and hurled them out of the windows! Presto – no more violence and no more T.V.

Update on Smoking

A world study recently predicted that deaths from cigarettes are likely to triple over the next 25 years to 20 every minute. In terms of prevention, the Health Minister of Canada and the Surgeon General of the U.S. decided to team up to strengthen the international effort against smoking.

A recent study from Canadian Health Department shows that a cancer-causing compound banned in Canadian workplaces was found in the smoke of domestic cigarettes. This might lead to smoking bans in practically every workplace. A federal survey indicated that 6.5 million Canadians still smoke, or 30 percent of the population over 15 years old.

Faced with shrinking markets and more attacks by anti-smoking groups, R.J. Reynolds Co. plans to market a cigarette that produces little smoke or odour and no ash, but still contains as much nicotine as regular cigarettes. Watch for this!

Faced with a threat to ban cigarettes in pharmacies, some phar-

macists say it's better not to sell cigarettes so that better services may be given.

In the U.S., the State of Mississippi is in court seeking reimbursement from tobacco companies for billions of dollars in MEDICAID costs. Look for an attempt to turn this into a jury trial.

A former lobbyist for the Tobacco Institute in the U.S., Victor Crawford – a smoker now dying of cancer – is speaking out against youth smoking and the tactics of the industry. He joined U.S. Surgeon General C. Everett Koop in radio ads for a higher federal tax on cigarettes to discourage youth smokers.

As of January 1st all Ontario drugstores were required to be smoke-free.

AIDS UPDATE A new report tells us that because of inadequate education about AIDS and poor access to health care, it is difficult for aboriginal people to fight disease. Alcoholism and drug abuse also make it hard for these people to fight AIDS, too.

In Canada, the number of deaths cause by AIDS climbed by 28 percent in 1992 to 1,358, StatsCan says. Still, Canada is one of the countries least affected by AIDS. Here, it is still a disease mainly affecting males with more than 60% of cases being men, 30-44. AIDS could soon surpass cancer and heart disease as the leading cause of death for men in this age group!



however, Signature decided to put production on hold in view of the great amount of criticism from police and government bureaus. Watch for developments.

Violent End to Violent T.V.: Although the Social Affairs Committee does not recommend following the lead, you might be amazed and amused at the effective means of protest illustrated by some citizens of India. They were disgusted and fed up with the violence on T.V. sets

Sexuality Books for Parents and Children



by John De Nora

There are many wonderful informative books on sexuality education. The books mentioned in this article come from my own library and annotated bibliographies that SEICUS (Sex Information Education Council of the United States) publishes.

A. For the One-to-Five Age Group:

1. *Did the Sun Shine Before You Were Born?* by Sol Gordon.

This book, by one of the deans of sexuality education, focuses on the family. The story begins with the magic moments of conception and progresses to the miracle of birth over the years. The familiar family situations of this book have been enjoyed by countless parents and their children.

2. *Where Did I Come From?* by Peter Mayle

This popular volume has been on the market for at least twenty years. It covers anatomy, intercourse, orgasm, fertilization, pregnancy and

birth. The author uses humour, sensitivity, and brightly coloured illustrations to convey his message.

2. *Baby Brenda's Busy Day: A Sexuality Primer* by Donna A. Jennings

Parents and their roles as the principal sexuality educators in the lives of their children is emphasized. Mothers and fathers are also presented as sharing parenting tasks in an equal fashion. Masculine and feminine sexual anatomy, family affection, infant development are all found in this book.

Baby Brenda's Busy Day: a book for girls, is presently in the "gestation" state – or may even have given birth by this time.

4. *Bellybuttons Are Navels* by Mark Schoen

Does the subject of sexuality make you tense? This may be the book for you! Here, sexuality is discussed in a comfortable, low-key fashion.

B. For the Five- to Eight-Year-Old Set

1. *A Kid's First Book About Sex* by Joani Blank

This book is different in that it does not deal with the typical topics of sexuality education. Sexual feelings and behaviors, self-esteem and body image are among the themes covered in the volume.

2. *Let's Talk About Sex and Loving* by Gail Jones Sanchez

Designed to be read to children, the book covers puberty, gender differences, intercourse, reproduction, masturbation, slang words, sexual



abuse, adoption and love.

The volume includes a glossary, a bibliography, and a foreword addressed to parents.

3. *Where Do Babies Come From?* by Susan Meredith.

This might prove an especially useful book for families who already have their first child as, it covers the far-reaching effects of the arrival of a new baby on the family.

C. For the Nine to Twelve Set

2. *Period* by Jo Ann Gardner-Loulan, Bonnie Lopez, Marcia Quackenbush.

Here's a basic book for girls approaching menstruation. Physical changes, emotional aspects of menstruation are covered alone with care and from a gynecological viewpoint. A removable parent's guide comes with this volume and it is also available in Spanish.

2. *Asking About Sex and Growing Up* by Joanna Cole

A question and answer format is used here. Puberty, masturbation, intercourse, pregnancy, sexual abuse, homosexuality are included.

3. *Understanding the Facts of Life* by Susan Meredith, Robin Gee

This two-book set contains information on puberty and reproduction. It includes a comprehensive index and glossary.

D. Some books about AIDS: For the Interested and the Uneasy

1. *Come Sit By Me* by Margaret Merrifield, M.D. and Heather Collins

The story revolves around a young girl who discovers that another pupil is living with AIDS. The subject matter is dealt with in a sensitive and realistic manner. For the 4- to 8-year-old crowd.

2. *Alex, the Kid with AIDS* by Linda Walvoord Girard

For children six to ten years old. Alex makes friends with another pupil who begins to understand Alex's illness. The book's central aim is to demystify Alex's life and to observe the responses of his new friend.

3. *Whisper, Whisper Jesse; Whisper, Whisper Josh: A Story About AIDS* by Eileen Pollack.

This is a book for children aged five and up. Jesse, the young boy, is not told about his uncle Josh's illness. He knows something is going on because of adult whispers. Neither

Josh nor Jesse's parents talk with him. The lack of communication is resounding.

Once again, if you find AIDS an awkward subject to discuss, using books might be the way.

E. Parents of Senior High Schoolers

I have just received from the Montreal Health Press their pamphlets on "Sexuality Transmitted Diseases" and "Birth Control."

These 50-page booklets contain invaluable information for males and females clearly conveyed in both text and diagrams. Put these two handbooks on the top of your shopping list! The cost is \$4 per book, GST and postage included. Phone (514) 282-1171 or Fax (514) 282-0262.

If you have been searching for sexuality books for your older children, give these two serious consideration. They are also available in French.

Special Note to Teachers

On November 25th, Shirley Walker from Concordia, Bill Ryan from McGill and I held a one-day workshop on Comprehensive Sexuality Education. During the morning session we reviewed and recommended curricula. We also had many examples to show and discuss. The SEICUS, Guidelines For Comprehensive Sexuality Education booklets were handed out and used to open the discussion.

If you are looking for curricular information, please contact me and I will be happy to share with you what was covered at our workshop.

tools and information systems effectively • Access and apply specialized knowledge from various fields. **LEARN:** Continue to learn for life. •



SCIENTIFIC LITERACY E-MAIL TO EINSTEIN?

Not quite, but the University of Alabama's Integrated Science Program sure seems the stuff a science teacher's dreams are made of!



"You've changed my life," exclaimed an acquaintance of Robert Moore at a chance meeting a while back in a local eatery.

Moore was somewhat taken aback. After all, he isn't a New Age practitioner or an infomercial financial guru. Moore is an educator who, along with Kevin O'Donnell, works with Radio Quebec's English Language Service.

His enthusiastic friend was also a teacher, one enrolled in an exciting pilot project, Integrated Science, being delivered with the help of modern telecommunications technology into classrooms within 9 school boards across the province by Radio Quebec.

Helping Teachers Find Their "Second Wind"

Yet Moore wasn't entirely surprised with the teacher's reaction: Many teachers involved in the pilot project seem to have found their pedagogical second wind with it. The high-tech, cutting-edge science program, with roots in the deep South and antennae into Space (to aptly mix metaphors), seems to inspire both teachers and students, alike.

"It is certainly the most exciting project Kevin and I have ever been involved with," said Moore, at a special presentation to the Board of Directors of the QFHSA, January 26.

Spiral Staircase Approach

Integrated Science is about "less is more," encouraging students in later elementary and early high school (when their interest in the subjects scientific is still percolating) to THINK rather than learn by rote long lists of facts. It's so named because science, in the real world, is "integrated" and not neatly packaged into disciplines. The program, filled with hands-on experiments, employs a "spiral staircase" approach to

learning, with students studying science theme-by-theme over three years, returning to themes from time to time at increasing levels of difficulty. This format affords the program's designers a certain Information Age flexibility with respect to content. Earthquake in Japan? Then let's talk earthquakes.

State-of-the-Art Teaching Resources



Originating out of the University of Alabama, Integrated Science supplies teachers with 35 one-hour videos, each divided into three 20-minute segments, produced never more than two weeks prior to delivery. Radio Quebec records the satellite feeds and replays the programs for teachers to tape in the classroom. The program includes an accompanying text in 4 volumes, filled with flashy bits and bytes of science information, as well as lesson plans, activity sheets, homework assignments and assessment sheets, to be used with state-of-the-art science resources; boffo software, interactive video, microscopes with camera, etc.

The program takes a cooperative approach to learning, with children of mixed abilities working in teams on subjects of uncommon appeal to them. For instance a module with an "investigation" theme includes topics such as sleuthing with your sens-

es, fossil clues and secret codes and secret messages.

Only "a team" could create such a sophisticated yet user-friendly program, it is claimed, just what today's teachers need to inspire their media savvy students. And it is no longer enough to hand a teacher a video and say, "Good luck." U of A backs up their curriculum with e-mail and a toll-free number for teachers to communicate with the program's developers and other teachers involved in the project.

"For the teacher, especially at the elementary level who may suffer anxiety at the prospect of teaching science, this program is especially wonderful," said Kevin O'Donnell.

And judging by the video footage he supplied, filled with glowing testimonials from student participants, the boys and girls love it, too!

Although the program has caught on like wildfire, mostly from word of mouth, it is not without its drawbacks. It is only in English, for obvious reasons, and it is costly. If all components of the program are purchased, the cost can reach \$1,800 U.S. per teacher for the first year with a depreciation in cost each of the two following years.

Travel costs to special instructor training sessions in Tuscaloosa are over and above that, although efforts are being made to provide training in Quebec, perhaps at McGill.

Seek Corporate Funding

O'Donnell and Moore are hoping to attract major funding from concerned corporate sponsors. They are also looking at smaller community firms as benefactors. And then there is the Home and School, so clever at finding computers for the classroom, so used to sponsoring enrichment programs. Radio Quebec is hoping that we might help foot the bill for a program that will provide our children with the kind of science-based stimulation they crave, and the kind of science training they will need to survive and thrive in tomorrow's competitive global economy.

EXPLORATIONS '95 McGILL SUMMER SCHOOL



Explorations '95 is now accepting early registration for their program which runs from July 3rd through July 28th, 1995. This four-week enrichment experience gives bright children opportunities to be active, creative learners in an environment that responds to their needs. The program serves children aged 6 through 17 and will be located at McGill University and another location to be determined.

Credit courses for teachers.

For further info, please call 514-398-4252

MEDIA LITERACY AND THE PRE-SCHOOLER

Parents should be encouraged to monitor their pre-schoolers' T.V. viewing

by MARGIE GOLICK, Ph.D

In our concerns about media literacy we should not overlook the needs of the pre-schooler. This age group spends hours in front of the T.V., often from the very first year of life. For this reason, it is as important to prepare pre-schoolers for media literacy as it is to prepare them for basic reading literacy.

As a long-time educational consultant for Sesame Street, I feel it to be extremely important that pre-schoolers watch programming that takes their abilities into consideration, that lets them enjoy the medium, learn from it, that does not exploit them or frighten them, or make them aggressive or bigoted.

Appropriate themes for pre-schoolers include love of parents; mastery of all the motor, language and social skills that they see in the world around them; power (who calls the shots); possession; personal routines, eating, dressing, sleeping and family living, cooking recreation, celebration. From the stories that unfold, or from the characters that are portrayed, children learn - that children are valued and can take pride in their competencies - that friends and neighbours are nice to each other, share, cooperate and say supportive things - that friends are accepting of each other's foibles - that there is diversity in people - and that the world is full of interesting things to do and see.

Programming for this age should help children develop skills on which academic learning depends - attention, language, memory, active

possessing of a story, interest in reading. There is also an opportunity to teach specific skills like letter and number recognition.

All programming for this age should:

- 1) Counter gender stereotypes;
- 2) Model standard grammar;
- 3) Use language appropriate for the group;
- 4) Refrain from zapping or smashing animated characters;
- 5) Model safe and responsible behaviour;
- 6) Keep humour at child's level;
- 7) Encourage parental watching with occasion humour aimed at them;
- 8) Use well-established attention getters for this age range;
- 9) Encourage active rather than passive viewing;
- 10) Keep plot lines simple and introduce scene changes that allow children to develop early TV literacy skills.

Parents should be encouraged to monitor their pre-schoolers' TV viewing, to watch them as much as possible, and to expand and reinforce the themes.

With the experience of television as a friendly medium that makes sense, that entertains and teaches, that invites their participation, that leads them into a world they can share with grownups, they are getting ready for critical viewing, for making choices, for developing scepticism, for learning how to resist negative influences and to take advantage of all the riches T.V. has to offer.

The secret of Integrated Science's success:*

- training: a week-long inservice session as well periodic team meetings in Montreal;
 - print resources: handouts, resource books, etc
 - television programs: three one-hour programs for each level are broadcast each week;
 - online networking: an E-mail link to the project center in Tuscaloosa;
 - up-to-date pedagogical strategies: with the takes to implement them in the classroom.
- * for a cost of \$1,800.

Get Involved in "Integrated Science" FOR FREE

Any school can copy the programs off-air and use them in class!

Integrated Science is broadcast three times a week on Radio-Quebec between 1:00 and 2:00 p.m. The broadcasts are in English and are aired across Quebec.

For more info: Kevin O'Donnell at (514) 521-2424 ext. 4245 or toll-free anywhere in Quebec, at 1-800-361-4301

Back to the Future... (or la plus ça change)

Imagination must take a big leap forward from the horse-and-buggy viewpoint that some of us remember to the limitless horizons of the space age now upon us... Our minds must stretch to comprehend that yesterday's science fiction is today's spinning satellite... Our spirits soar when we realize that our children, in all probability, will live in a world of which we have only bright, fleeting glimpses... The scientific spirit demands a willingness to change and to see possibilities beyond those that have already been tried... Young people who grow up with a strong inner core of confidence - in themselves, in others and in their world - have faith in their ability to keep on growing and developing real competence as persons.

from: Quebec Home and School Magazine, Youth Prepares for a Scientific Age, July-August 1959

FOCUS on the LOCALS

FIRST ANNUAL PARENTING CONFERENCE TO BE HELD IN HULL APRIL 1

No Foolin' - It's a QFHSA outreach initiative

"Learning begins at home, at birth" is the theme of the First Annual Parenting Conference to be held at Philemon Wright High School in Hull, Saturday, April 1, from 8:30 to 3:30.

The important conference is being sponsored by the QFHSA, Aylmer Elementary Home and School, the Aylmer Elementary School Committee, WQSB Parents' Committee and the West Quebec School Board.

Richard Meades, Principal of Westmount High School in Westmount, Quebec is the guest speaker for the event.

Local parents are being asked to choose from a list of ten topics, the three with the most appeal for them. The 6 "winning" topics then will be chosen as conference workshops. Topics to choose from include

Discipline; Communication; Kids and Television and Building Self-Esteem and are borrowed from the PALS program.

Debi Browne, Aylmer resident, QFHSA Treasurer and conference organizer, anticipates a healthy turnout for the event. Area parents, she claimed, were signing up even before any promotional material had been sent out!

The Western Quebec First Annual Parenting Conference is one of QFHSA's outreach initiatives.

Registration fee is \$10.00 and that includes lunch, nutrition breaks, kits and workshop materials. Deadline for registering is Friday, March 10, 1995.

For more info, phone Debbie Brown at (819) 684-1061.

MACDONALD HIGH SCHOOL

The school has had a change of administration. Mrs. Grant, our ex-Principal, has been transferred to Beacon Hill Elementary school. We wish her well and hope she continues to provide the students with a home away from home. We congratulate Mr. Buckley on his promotion to principal at our school. We are sure that he will continue to do a great job. We would like to take this opportunity to welcome Mr. Bulow to the position of Vice-Principal. After only a few weeks on the job, he has helped both students and parent associations and we all know that we can count on him for further support.

The H&S held its first ever scholastic book fair which was a great success. They donated many books, in both French and English, to the school. The fair was held at lunch and during the Open House. Many students and parents attended.

The Open House was held on January 19th. Parents of both high school and elementary school students were present. Everyone had an opportunity to visit the science labs

and see several experiments in action. The math department had an exposition of projects done by the students. The grade 10 Histoire class put on a fun round of Jeopardy displaying their students knowledge. Mac's ever-popular debating club presented a debate on the topic of "Be It Resolved That Christmas is no longer a religious holiday."

Francis Walsh and Jenny Grossman won the Nancoo cup at a debating tournament held by the Royal Commonwealth Society. Preeti Prasher and Melissa Nolet were presented with RCS participation certificates by Lady Marjory Chetwynd, wife of Sir Arthur Chetwynd, the national chairman of the Royal Commonwealth Society of Canada.

Mac's community club, Do-Unto-Others, hosted its annual Seniors' Fall Tea. They also invited students from John F. Kennedy school to come and spend a day of fun and excitement for Christmas. The students participated in activities such as gymnastics.

The H&S held a wine and cheese



party to wish the staff members happy holidays. They were visited by a very special Santa Claus!

The homerooms of the school provided Christmas baskets for 21 families on the island.

The annual Macdonald Talent Show was held on January 27th. and the students demonstrated that there is indeed a great deal of talent in the school. Thanks to teacher Mr. DiMauro everything went off smoothly and the audience was treated to skits, dancing and music of every type.

The H&S organized a Line/Country Dancing event for February 11th. Everyone was welcome to the second country dancing event of the academic year!

Preeti Prasher & Melissa Nolet

WILLINGDON



Parents and children alike are invited to browse at Willingdon's Book Fair. All proceeds go to the library.

THORNDALE

Our H&S membership campaign, "The Family Tree" has proved to be a successful one. Our tree is full and strong, boasting 151 colourful leaves (one leaf per member).

Our chocolate bar fundraiser took place in September. This was a two week campaign and, thanks to our hard-working students and their families, we raised \$6,800. This amount will be put to good use in the school.

Lunchtime Activities Popular

Lunchtime activities got underway in October. During this first session, the children enjoyed arts and crafts, Mad Science, Chess, cartoon drawing and piano. The next session began in early February with the addition of some new activities, such as Tole painting, drama, "street safe", and magic.

Through bake sales and other fundraising activities, the Student Council has raised enough money to sponsor a foster child in Kenya for another year. What a thoughtful, caring and unselfish decision the children have made in opting to spend their profits this way!

Christmas — A Time To Give

For several years now, during the Christmas season, the children are asked to donate food to our "Christmas Basket". This food is then distributed to local needy families. This year was no different and, once again, the generosity of Thorndale's families was overwhelming. We hope that through this program we have made Christmas a little brighter for some less fortunate families.

In keeping with the spirit of giving, for the past three years, the teachers and other staff members of Thorndale have requested that rather than offering them a Christmas gift, students make a donation to a charity. This year donations were made to The Gazette Christmas Fund. Thorndale H&S also made a donation to the fund in honour of our Principal, Secretary, and Janitorial staff. Total donations sent to the Fund amounted to \$2,050. Once again, the teachers and other staff members at the school have proven that they know the true meaning of Christmas!

Carol McCarty and
Cathy Rogers

MOUNT PLEASANT

H&S volunteers are ever-present in the school. They start bright and early in the morning, doing the attendance check so we're sure all children are accounted for. Then, they are busy in the classrooms helping out with computers or special class projects, or volunteering their time in the library. Lunch-time and after-school activities are also organized by H&S.

H&S is also involved in enriching the school community. Funds raised from the Ski and Skate Sale, the sale of school fashions and photographs, Scholastic Book Fair, and the Holiday Gift Shop are used to purchase equipment for the use of the students. Without parent volunteers and support, many services would not be available.

Responding to the Principal's Report at the School Committee meeting, Sally Janson Cook, the Chairman, congratulated the Student Council on a job well done. She pointed out the maturity and leader-

ship exhibited by the thoughtful planning of projects such as the one which resulted in getting the entire school involved in cleaning up the premises.

For the third year, the school welcomed the Seniors of Hudson. The Seniors are a very integral part of the school's extended family. For some of our lucky students, the Seniors have become a very special component of their lives. For our Seniors, the feeling is mutual. These special grandparents give an hour a week to help with computers, reading, story telling, French acquisition, science, math or art.

On November 10th, at the Hudson Gazette sponsored auction in aid of Rwanda, the school handed over a sizable cheque representing the students' fund-raising effort. Earlier in October, two guests from CARE Canada attended a short assembly and showed the children a few slides depicting exactly what the living conditions in Rwanda are like.

EVERGREEN

December came and with it the anticipation of the upcoming Holiday, as well as the excitement generated by the Christmas season. The Student Council called on the generosity of the community to enable the school to support a number of families through the Women's Shelter and the Hudson Fire Department.

Each year the students and families of schools in the Lakeshore School Board somehow manage to assist a large number of needy individuals and families. Once again, Evergreen students were able to bring in gifts to assist people having a difficult time at this festive season. A canned food drive was held in November and books and/or toys, in good condition, and non-perishable foods were collected in December.

Thanks to the H&S who shared the cost of materials, and M. Richard

Ayotte, who designed and built them, the school has flashy new soccer nets.

The Evergreen float won First Prize in this year's Santa Claus Parade. A huge thank you to all the students, staff and parents who helped make a wonderful "Who Ville", and a special thank you to the Fauteux family!

KEITH

This year, the school is supporting two local groups. Non-perishable food items were collected around the Christmas tree and donated to the HOPE Society. A cash donation from the raffle of "Le Ice Show" tickets was given to the LaSalle Black Community Association.

The traditional Carol Sing-a-longs with all the students, took place around the Shark Pool between December 16th and 22nd.

WESTMOUNT HIGH

Thursday, January 12th. There's not much to do around school. Exams start in two weeks so things are really quiet. Review is taking place in every classroom. Winter has definitely set in. It's cold outside, so instead of going out for a walk to break the day, I decide to take in a little lunchtime theatre. The National Improvisation League (NIL for short) is performing in Philip Corcos' drama room. I take my lunch and drift down. The room fills quickly. The two teams don their green and yellow pinnies as the referees, scorekeeper, coaches and timekeeper take their places. Everyone who comes to watch gets green and yellow cards with which to vote after each scene. The audience decides who wins each round so every one present participates. We were treated to 4 skits entitled "A Masterpiece," "The Dangerous Game," "\$ 6.20 a Pound" and "A One-Way Street." Lunchtime flew by. The action takes place every Thursday and everyone is welcome to attend. Some days the room is so full, some people can't get in! So if you want to see the show, you'd better get here early!

Meet me in The Lobby

I know you are asking yourself this question. Where have the parents been since Meet the Teacher Night? The answer? Everywhere!!! We've found them in the lobby meeting with each other before events start and then back again for a few last minutes of conversation before going home. Taking advantage of this logical place to meet, they even run events in the lobby! The Book Fair fills the lobby with parents, students, staff, visitors, books and light refreshments. One thousand, eight hundred seventy two dollars later, it's the place where parents pack up the remaining books and call it a day!

I Heard it in the Staff Room

Parents have been found in the staff room. At night, they attend Home and School meetings. During the day, they can be found folding and stuffing envelopes while chatting with the staff. We used to hold these

"mailing parties" in the Parents' Lounge and staff would drop by to say hi. However, we found that we could really spread out to work in the staff room. An added bonus — it was pleasant to work side by side with the staff.

What Did You Learn in Class Today?

Open House found parents in the classroom attending regular classes alongside the students. Want to know all about mirrors, lenses and focal points? Just ask me! Other parents attended English classes, ecology classes, French classes. We found ourselves exchanging information about school, teachers, textbooks and classrooms. It positively made us feel young again! The evening found the parents back in those same classrooms watching their children perform, admiring displays, asking questions and even answering questions for visitors to the school. One brave mum was busy dissecting a pig. Next to her, a student was examining a frog. It was a powerful image of partnership — parents and students learning together! It was a powerful image of science — for science is driven by curiosity and science can capture the imaginations of young and old alike. Another evening found parents from different schools attending class together to hear candidates for the school board election present their views. As the boundaries of the district had changed, we started to form a partnership with new parents by sharing our interests and our concerns.

Assembly in the Auditorium

Parents were found in the auditorium. It's a place they are welcomed on the first day. Their nervousness is perhaps greater than that of their children. By October, parents are confidently attending "The Transition to High School" discussion. It's such a great topic, some of us attend every year. It gives us the opportunity to welcome new parents and it's a great excuse to meet with each other!

At the other end of the spectrum, parents were found in the auditorium listening to representatives from

CEGEPs and Universities as they prepared for their children to leave High School. But there were light moments, too! Music filled the air as parents, staff and students attended the band concerts together. Applause filled the air as athletes were recognized at the Athletic Awards Ceremony.

Meanwhile, Back in the Kitchen . . .

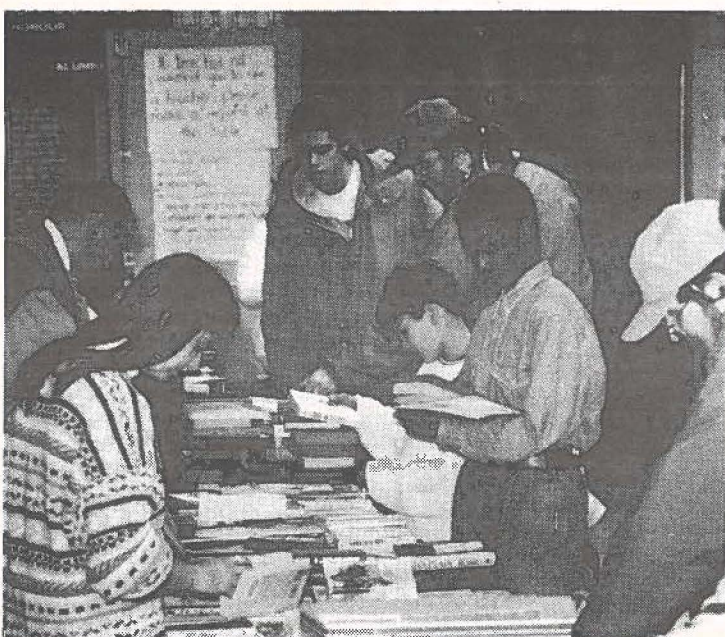
And then there's the kitchen. The traditional home court of Home and School. Ah yes. We've come a long way from being the cookie bakers. Ah yes. The kitchen is still a warm, comforting place for conversation. We want and need the nurturing that food provides for both body and soul. And where else does pitching in to help make us family?

*Anna Marrett
Westmount High
Home and School*

CARLYLE



Our annual Citrus Drive was a big success again this year. Profits from the sale will maintain our music program for one more year. We would like to thank all the students, parents and staff who made our campaign possible. A special note of thanks to our dedicated Home & School members who volunteered for the unpacking of the truck and pick-up and delivery.



Hitting the books! Students browse at book fair.

Question Period

Q: How many French and how many English publicly funded elementary and secondary schools are there in Canada?

A: There are 2,281 French schools and 10,361 English schools. Some 666 of the French schools are outside Quebec.

Source: Statistics Canada: Minority and Second Language Education: Elementary and Secondary Levels 1991-92, pp. 16-17.

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MORE FOCUS

ELIZABETH BALLANTYNE

Santa Claus Early at E.B.

During the last school year Mrs. Morrison's Grade 3/4 class adopted a pet bunny called "Sunshine". Towards the end of the school year Sunshine passed away and was replaced by Mugsy. Then came the summer holidays and Mugsy was given a new home. When this school

year started the classroom seemed "empty" without a classroom pet. Enter "Miss Elizabeth Ballantyne", a dark grey dwarf rabbit, called Lizzy for short. The children were thrilled to have a new class pet. Then, on the morning of November 1st, 1994, Mrs. Hamilton, Mrs. Morrison's teacher's aide, walked into the classroom to find 5 baby bunnies had been born overnight! What a surprise and what great excitement.

In the circle of life, the children had witnessed everything come full-circle, from Sunshine's death to Lizzy giving birth. The children kept journals on the rabbits' progress—weighing them, watching them

develop, and finally saying good-bye to the five bunnies in December when they went off to separate homes.

Lizzy is on her own again; but, I have heard through the grapevine that she could be off to visit a "buck" sometime soon. Could this be a sign of more bunnies to come? I'll keep you posted.

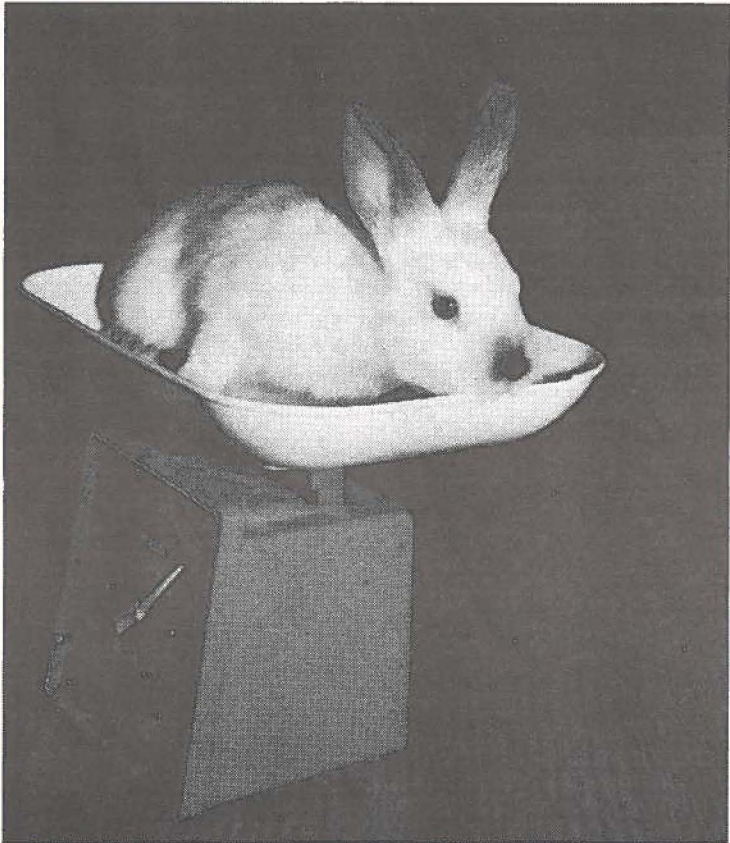
In other EB news, Moms Alexia Prudhomme and Lorraine Waugh put together a wonderful Holiday Fair in November, raising \$2,688.50 for our Academic Enrichment Program. Arts and crafts, baked goods, the ever popular bottle table, and second-hand toys were all available making for a very successful day.

Well done ladies!

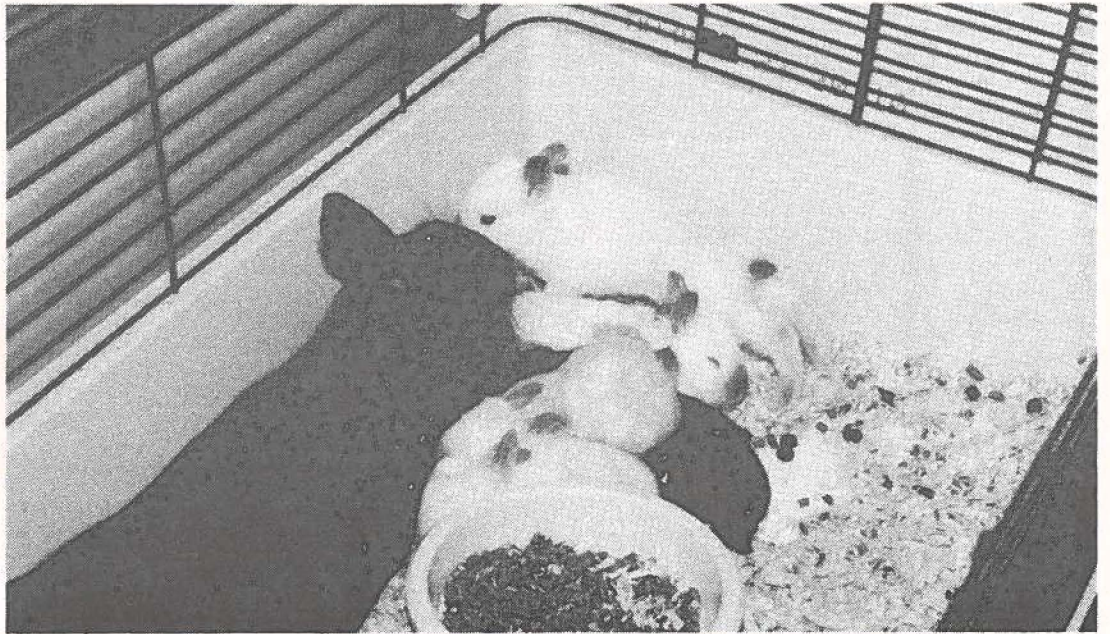
The School Committee held its annual Food Drive and Caroling Night around the streets of Montreal West in December. Some 20 boxes of food and approximately \$80 was collected for Sun youth and the NDG Food Depot.

Correction: In the last issue it was incorrectly stated that H&S organized the Terry Fox Run. It is, in fact, organized by grade 4 teacher, Miss Sheila Fredason. Our apologies to Miss Fredason who has been organizing the run at EB for many years—with great success I might add!

Ann Bishundayal



Bunny Weigh-In



Lizzie And Her Babies

SEIGNIORY

Off and Running

The first half of the school year has just flown by at Seignior! In September we kicked the year off with our New Parent Tea and Grandparents' Day. Our 2nd annual Terry Fox run took place at the end of the month. Thanks to the efforts of volunteer Deborah Hay and our staff, we not only had a great day for running, but were also able to give more than \$3,000 to the Terry Fox Foundation.

Extra-curricular activities got off to a great start in October. We offered many different courses this term: cartooning, crafts, gymnastics, and karate, just to name a few. Sincere thanks to Heather Poirier for all her hard work. The children enjoyed

them immensely and looked forward eagerly to the January session!

Our children were very lucky to have two visits by Canadian authors. In September, Sheree Fitch came to talk with our grade 2 and 3 classes. In November, a workshop for our senior students was given by Marisol Sarrazin. A good time was had by all on those two days!

The Christmas season brought a flurry of activity to our school. Our annual Santa Shop was held on December 6th and 7th. On these two days the children were able to do their Christmas shopping. All the gifts were wrapped at Santa Shop and then taken home to wait for the big day. Thanks to our coordinator Sue McCooye for a job well done.

It is More Blessed to Give than to Receive

Our senior classes organized and held a very successful craft sale on December 14th. All kinds of hand-made crafts were available for everyone to buy, and all proceeds went to The Gazette Christmas Fund — over \$3,000. Congratulations seniors!

Through the generosity of our school community we were able to provide 12 needy families with Christmas baskets. Thanks to Vikki Kouri for organizing everything, and also to everyone who was able to help us out with food donations.

Anne Griffiths

FRANKLIN

Monarch Watch

The school's students were involved in a unique science project netting, observing and tagging Monarch butterflies.

In September, the students and staff welcomed Mr. Ken Brown from the Adirondack State park, Paul Smiths, N.Y. Mr. Brown demonstrated the tagging method now used to successfully identify Monarchs.

He also invited the students to ponder a question that is presently puzzling experts such as himself: how do the Monarchs find their way to Mexico, their roosting area in winter? Because, in fact, the Monarchs migrate to Mexico from late August to mid-October. All Monarchs find themselves within a very limited range in the mountain tops of Mexico without ever having been there before.

The children were supplied with four yellow post-it papers and asked to stick two over their eyes and with the remaining papers to design a wing. Mr. Brown then told the students to imagine they had to fly to a place they had never seen before and make a successful trip on wings no larger than the post-it papers.

Tagging a Monarch would appear to be the affair of experts; but, don't be fooled. Primary students are perfectly capable of catching, tagging and releasing butterflies without causing any harm to the delicate insects. The result is a feeling of great awe and amazement for such beautiful and ethereal creatures.

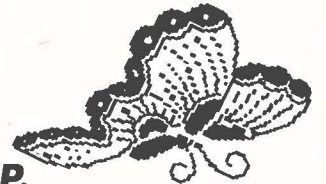
In tagging a monarch, many aspects are taken into consideration. To begin with, the tag itself consists of a tiny piece of paper on which a number is inscribed. The tag is applied to the inferior wing of the butterfly. Using a little acrylic glue, the tag is affixed to the largest cell of

the wing. The tag number is recorded, as well as the date, the weather conditions, the sex of the insect and the direction of its flight. This information is then sent to the Department of Entomology at the University of Kansas.

The Monarch Watch is a national search to solve the mystery of the Monarch migration in the United States. The Chateaugay Valley happens to be within the region where the butterflies reside during the summer and early fall.

In participating in such a project, the students become sensitized to the mysteries of nature and ultimately to their whole environment.

Paula Dolphin



E.P. BEACONSFIELD

A Special Welcome

For the first day of school, home-room teachers prepared a special name card for each of their students and decorated the school yard wall. As the children arrived, they searched for their name and matched it to the teacher with the same design. A creative and fun way to start the year!

On Peace Day, September 20th, the school formed a human chain around the complete yard and observed one minute of silence. A large box near the entrance of the school was used to collect peace messages. During the course of the afternoon, students from all grade levels came to pick a peace message from the box.



A bush plane being packed.

BEACON HILL

With most homerooms, and some groups set up for the H&S Enrichment program under the leadership of Mona Hanscamp, the school celebrated the International Peal for Peace Day with a special assembly in September.

H&S sponsored the visit of children's author, Sheree Fitch, in early-November. A large collection was made for UNICEF at the end of October, while in the middle of November, the Enrichment organizers had an open house exhibition for students and parents.

This semester we received many letters from teachers thanking H&S

for satisfying their wish list, which included such things as books, games, chairs and tables, and even some electric pencil sharpeners. A donation of \$2000 was made to the Library.

On December 14th, an assembly was arranged to honour a former Beacon Hill student. Local H&S President, Maggie Tietjen, presented Robin Corsiglia who, at age 13, won the Bronze Medal for relay swimming at the 1976 Montreal Olympics. Beaconsfield Mayor Roy Kemp and Ellen Wernecke, of the Lakeshore School Board, also offered their congratulations to Robin as the

youngest person ever to win such a medal.

Our gift wrap was most successful with a profit of about \$3500. For the Christmas season, Kathy Lange coordinated several projects, including the Helping Hand and the Roxboro Food Bank. The tree was decorated with mittens and hats which were given to the needy. Non-perishable food was also donated. Through the West Island Volunteer Bureau, some classes, including those of teachers Steiner, Weller, Colyer, Meredith and Morrison, adopted families for Christmas and helped make their holidays happy.

Pat Lewis



Danny Wong, Cassie Steenhorst, Joshua Wald, Charles Cummings, Shan Saroya, Chandra Potter and Monique Plourde at the "Mitten Tree" in the lobby of Beacon Hill School. The mittens, hats and scarves were all donated by Beacon Hill families to be distributed to less fortunate families.



Robin Corsiglia signs autographs December 1994 at assembly at Beacon Hill for presentation of special plaque to Robin by Home & School.

MEADOWBROOK

Splendid Community Spirit

The H&S Christmas Fair raised \$4,400. Ciba-Geigy, the school's partner in business, once again generously donated \$2,000 resulting in a total of \$6,400 for worthy causes. The C.I.B.C. also made a donation. The funds were used for Christmas baskets (33 in all) for the needy of the school, as well as support for outside charitable organizations and some necessities for the school.

The school's Adopt a Family Program was once again in force this year. The school has a list of families (identified by number) who will be receiving Christmas Baskets. In

order to provide the children of these families with gifts, volunteers are encouraged to adopt a family. A list of the number, gender and age of the children is available. Those adopting an entire family can spend whatever they like, however, if they share a family with someone else then they must agree on an amount to be spent so that each child is treated equally.

I Love To Read Week was celebrated by hosting two special guests. On November 16th, author Toloma Molle read, followed on November 24th by Rosie Emery, of Dreamtime Production, who entertained the grades K-3 with her wonderful music and story-telling.

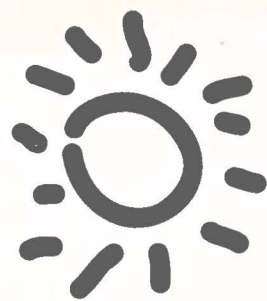
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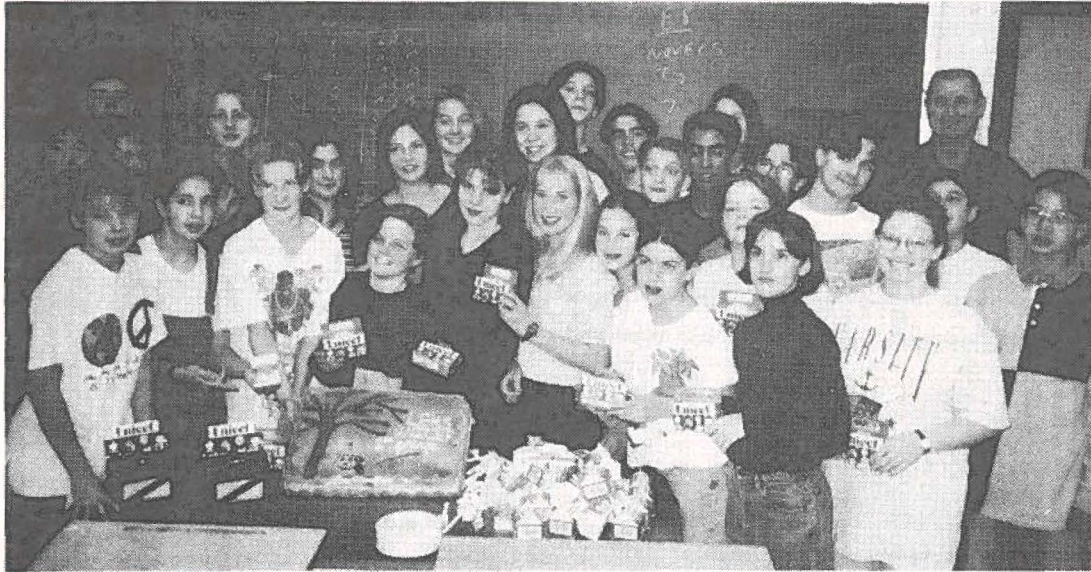


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LINDSAY PLACE HIGH SCHOOL



Mr. Warner's Grade 8 class won the UNICEF inter-room contest by raising/contributing an average of \$21.45 each. Fabulous.

A Winner Again!

LPHS students raised over \$10,000 for UNICEF in an all out campaign. Again in 1994, UNICEF declared that LP "will surely be the school contributing the most to UNICEF in all of Canada."

The winner of the Unicef box contest among the 45 homerooms was Mr. Warner's grade 8 class. Students from the "Français, langue maternelle" program, put an average of \$21.45 each, in their orange boxes in

just 10 days. This wonderful group of youngsters also won the contest last year. Their teacher was very proud of their accomplishments. First prize, a huge Halloween cake, satisfied everyone's sweet tooth.

Besides the contest between homerooms, some of the inventive ways in which the school contributed to the UNICEF campaign included a Halloween raffle, a football game, volunteers manning booths at shopping centres, the sale of Solid Gold

and Entertainment books, selling UNICEF cards.

Yves Vaillancourt, a coordinator for UNICEF, wrote the students and said, "We are proud of being a part of Lindsay Place — A SCHOOL THAT CARES."

Nancy Leithman

NEW RICHMOND H.S.

Wednesday, December 21st, 1994 was a day of busy excitement at the school.

The H&S held its annual Christmas turkey dinner for students and staff; but, there was an added bonus as the teachers organized a special day full of activities for parents and children alike.

There were rooms for story telling, making Christmas decorations, even Christmas carols. Parents were generous in donating Christmas cookies, and, to top it off, a visit from Santa with goodies, as always, donated by the H&S.

A big thank you to all the workers in the kitchen for making our meal such a success. Hope to see you all there next year!

Elaine Sexton

MERTON

The November 2nd Open House was a resounding success. The new format, which included classroom visits, was a very effective way to introduce the school to prospective parents.

Many fund-raising events have taken place: the Terry Fox Run collected \$2,173; the Regal catalogue sale raised \$2,458; the Book Fair/Bake Sale in November resulted in \$1,012; and, the collection for the NDG Food Bank for "Feed Thy Neighbour" Month was a big success.

Not all the money collected through Merton fund-raising activities goes to the school. A portion of these funds is donated to charitable organizations. By being involved in these activities, our children learn that there are others less fortunate than themselves. As the teachers can attest, our children's enthusiasm to share is a reward to the whole Merton community.

a different dimension to the concept of the puppet show.

Once again "The Family" was the theme of our annual Christmas Show, as part of our year-long tribute. Parents got in on the acting and also took part in the singing. And as we start off the new Year, I send out my good wishes to all the readers in Baie Comeau and afar.

Pauline Kaye

SHIGAWAKE-PORT DANIEL

Assisting Learning

A group of twenty highly motivated parents met on December 3rd at New Carlisle H.S. to participate in a PALS facilitator-training workshop. This was the first such workshop given on the Gaspé coast, and only the third given in Québec.

PALS, or Parents Assist Learning and Schooling, is an innovative training program designed to enable parents to play a more active role in their children's education. Workshops such as these have been designed to train parent "facilitators" who will then organize workshops for groups of parents in their own communities.

Pat Waters and Jocelyne Godard Pickler travelled overnight train from Montreal to give the workshop, bringing plenty of materials and a wealth of resource material with them.

After giving some background information about the program, Pat and Jocelyne discussed some of the social changes affecting families and

schools. Participants talked about the changing role of parents in today's society and shared ideas about how parents can be involved in their children's education.

Pat introduced how the PALS resource kit worked before going on to explain the role of the facilitator. He advised participants to think of a facilitator as someone who "shares ideas about helping kids, not as someone who singles out 'bad' parents."

In the afternoon, participants broke up into teams to plan model workshops, such as "Responsibility and Homework" and "Kids and Television". Pat and Jocelyne made suggestions and everyone contributed in evaluating the workshops.

All those involved agreed that implementing the PALS program will be a real challenge to facilitators; but, at the same time, it has the potential to make a real difference in the education achievement of children wherever it is used.

Becky Smith

NEW CARLYLE HIGH SCHOOL



Pals workshop held at New Carlyle High School Dec. 3.

JOHN RENNIE H.S. E.P. HARWOOD

In the fall, parents participated in the school publicity campaign by sending a letter to all the grade 6 parents in the feeder schools and welcoming them with refreshments at the Open House. Our purpose was to give prospective parents an opportunity to talk to parents of children currently attending the school.

We were pleased to have our help with last year's citrus drive acknowledged by the student council and its coordinator in the form of a contribution to our bursary fund. Parents continued their support this year by helping to supervise the distribution of fruit.

Our membership campaign has wound up and the names of our 125 members has been posted on the new parents' notice board in the Great Hall.

Several John Rennie parents attended a lecture by Dr. Gordon Neufeld on Handling Aggression in Children, held at the school on November 26th. A series of excellent lectures by this Vancouver developmental psychologist was organized by the Lakeshore School Board for its commissioners and teachers. A special session was held for parents and they very much appreciated being included.

At Christmas, we had a joint meeting with School Committee and enjoyed a get-together afterwards hosted by the principal.

Plans for 1995 include a special meeting to introduce the PALS program to parents.

Esther MacLeod

Harwood students participate in a variety of inter-school events and competitions against other schools. They are organized by Nancy, our gym teacher. One such event was an Elementary Cross Country Run in which grades 4, 5 and 6 were participants. The competition was held at the Morgan Arboretum.

There are also organized lunch time sports activities for the children, such as, chuck ball, cosmo hockey, basketball, handball and skiing, when the weather permits.

This year's Christmas Pageant was entitled "le Carnaval". The children sang songs from different Carnivals from around the world and put on puppet shows depicting the different activities which go on at the different carnivals. The songs and puppet shows were very much enjoyed.

Upcoming events include "Love to Read Week" at which time different authors will be at Harwood to autograph books for the students. There will also be "Nutrition Week" where the emphasis will be placed on teaching the students the importance of eating healthy foods.

In the month of February, the H&S students showed their appreciation to teachers during "Teacher Appreciation Week" with different events each day.

School bus drivers will have a day dedicated to them in April. It will be celebrated with a special event for the drivers.



NRHS celebrates Christmas.

BAIE COMEAU



A "travelling duo" at Baie Comeau H.S. Family Halloween Dance.

Family Fun and Festivities

Our Book Fair was a success, thanks to all parents, teachers and students who were involved by way of service or purchase.

A few weeks prior to the Book Fair, we enjoyed a Family Halloween Dance. All BCHS students and their parents were invited to this fun-filled event as part of our year-long celebration for "Year of the Family". Jack-o-lanterns on the tables watched the humans dancing and playing. Games, such as "unwrap the parcel

whilst wearing boxing gloves" and "pass the balloon between your knees", produced a gymful of laughter. The photo shows one family somewhat altered. It was a delight to watch this travelling duo as they wheeled round and round the gym.

In December our local (along with our School Board) sponsored a visit to Théâtre de Baie-Comeau, for the puppet performance of "La Crèche de Bethléem". The medieval technique of having a visible puppeteer on stage working the puppets, added



National Teacher/Staff Appreciation Week 1995



The Governor General Recognizes TAW

Teachers and educators make unique and important contributions to our society by guiding our youngest citizens as they learn to explore the world. The intellectual, social and emotional development of our children is a fundamental cornerstone of our country and certainly their vast potential is our best hope for the future. Teachers help to channel the natural curiosity of youth and strive to nurture young minds that are open to the broad range of possibilities and opportunities that the world has to offer. This responsibility is not only a tremendous challenge, but also places great demands on the many Canadians who have devoted themselves to educating our children.

"You Care We Care" reminds us that the education of our children rests with the entire community"

Through the years, Canadians have been fortunate that so many talented and dedicated individuals have chosen to accept the responsibilities and have performed their duties professionally and compassionately. Educators instill self-confidence in our children, create an understanding of the similarities we cherish and the differences that we tolerate and help Canadian youngsters to unlock the magic treasures of the world of learning. While there will always be difficult issues and situations for teachers and parents, the well-being and growth of our children remain the primary focus of educators throughout the country and for this Canadians should be grateful.

The theme of this year's National Teacher/Staff Appreciation Week – "You Care We Care" – reminds us that the education of our children is a responsibility that rests with the entire community. National Teacher/Staff Appreciation Week provides parents and guardians with a splendid opportunity to express their gratitude for the efforts of teachers and to commit themselves to the ideal that is expressed by "You Care We Care". As Governor General, I am honoured to join with Canadians in every region of our country in extending my best wishes for continued success and fulfilment to all the teachers across the country.

Ramon John Hnatyshyn

Editor's Note: Ray Hnatyshyn's tenure as Governor General has since ended. We wish him all the best.

Teachers and Staff:

How are you appreciated? Let us count the ways...

1. At Westmount's Roslyn Elementary School, parents and students collected \$900. in honour of their teaching staff and donated it to the Montreal Diet Dispensary.
2. At Harrington School they decorated the school with posters and a Thoughtful Apple Tree, and gave teachers a small gift each day and had a Parent-Teacher Tea on the final day.
3. At Christmas Park School parents did recess-yard duty for teachers, baked treats each day and on Valentine's Day gave corsages to all the staff along with invitations to a Pancake Recess on the Friday. They also presented teachers and staff with apple pies at a special Thursday assembly.
4. At Dr. S.E. McDowell Elementary, parents had a tablecloth signed by all 464 students and decorated the staff lounge with flowers and a basket of jams. They displayed handmade posters and a computer banner in their honour. They gave teachers daily gifts – and provided recess snacks.
5. At Elizabeth Ballantyne school parents showed their appreciation with recess treats, Valentine Baggies, and large Valentine cards created by the children.
6. Your school's way of showing how much your teachers and staff are appreciated. Tell us for the next issue of *Home and School News*.

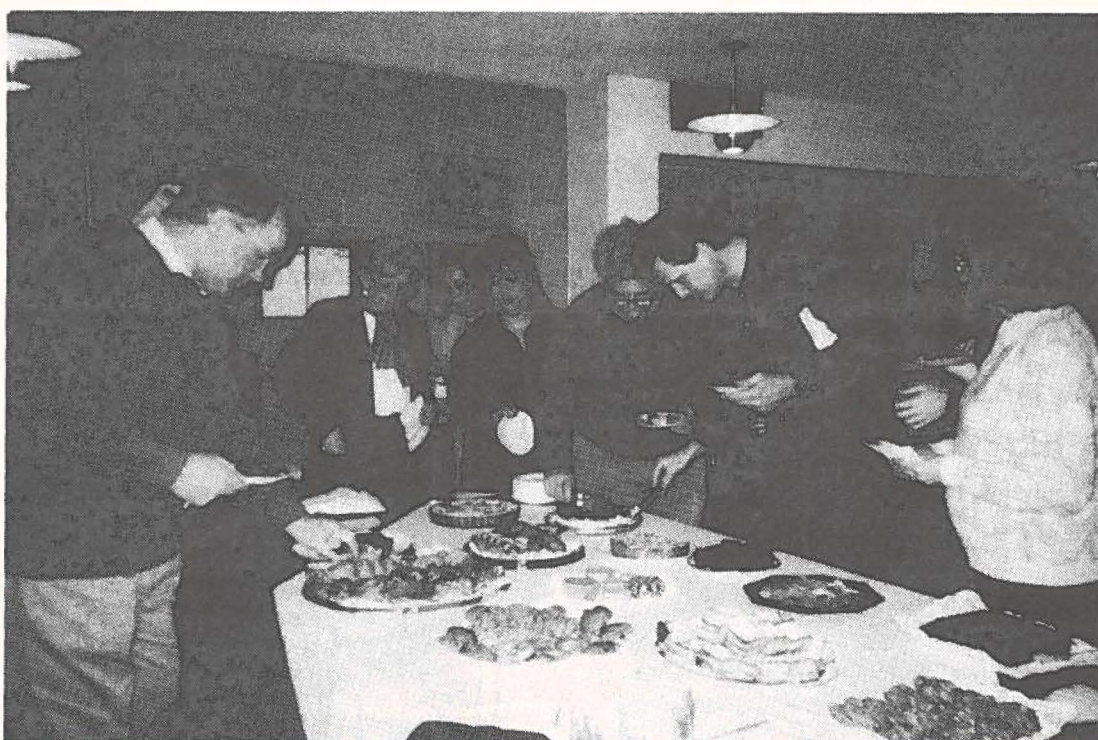
The Prime Minister Acknowledges TAW

Cameras flashed and Prime Minister Chrétien exuded his customary warmth as he posed with the beaming recipients of this year's Prime Minister's Awards for Teaching Excellence in Science, Technology and Mathematics (see cover photo). And in a very real way all Canadian teachers were being honoured on this crisp day in February at the West Block of Parliament, for the awards were held deliberately this year to coincide with our Teacher Appreciation Week. Prime Minister Chrétien spoke of the importance of honoring teachers and specifically mentioned TAW. "Teachers, like the ones we honour today, play a vital role in shaping overall attitudes, career choices and commitment to lifelong learning," he said. "Through their dedication and teaching skill, they are ensuring that our young people are prepared for the challenges of the 21st century."

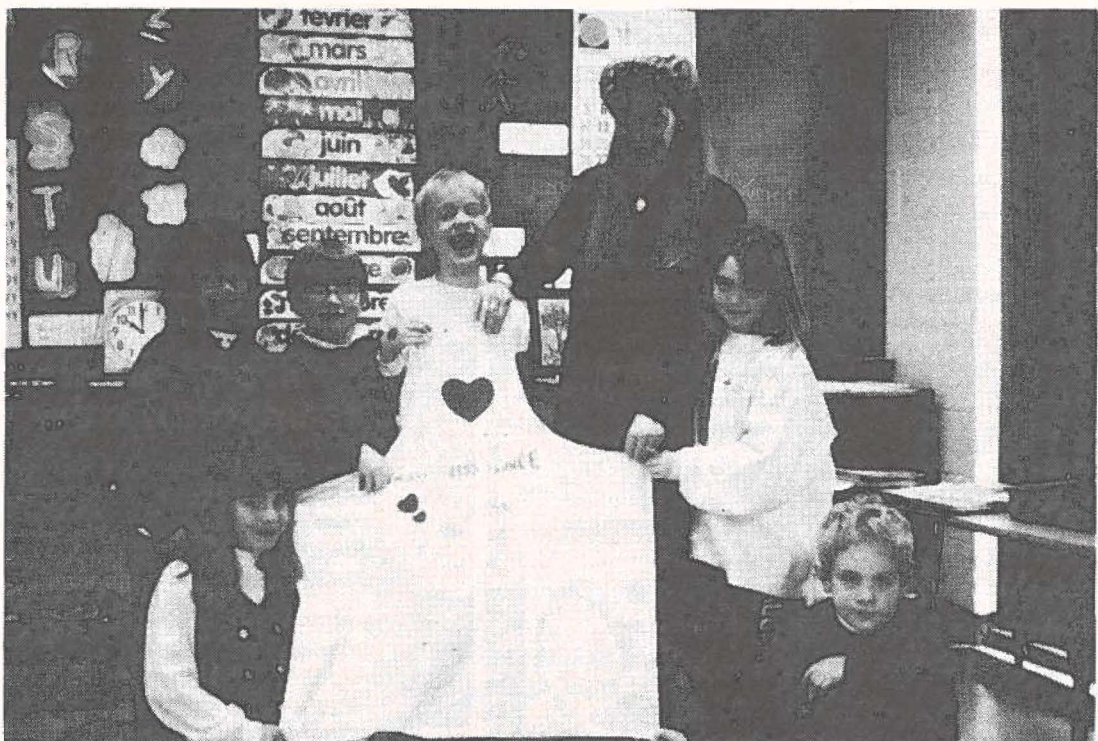
"Teachers, like the ones we honour today, play a vital role in shaping overall commitment to lifelong learning."

Prime Minister Jean Chrétien

The Prime Minister's Awards for Teaching Excellence in Science, Technology and Mathematics are an initiative of Industry Canada, and Industry Minister John Manley spoke prior to Chrétien claiming, "Science and Technology are the keys to Canada's successful future. "These teachers (the award winners) are the door." The eight honorees were chosen from a total of 87 award winners; 8 national, 26 regional, and 53 local; who were in turn chosen from a total of 222 nominations. The Awards recognize elementary and secondary teachers who have had a major proven impact on student performance and interest in science, technology and mathematics. Award recipients at the local and regional level will be honoured in their turn by their MPs, their principals, peers and students at local events across Canada. But as we well know, all of our teachers deserve an award and thanks to Teacher Appreciation Week (and those hardworking parent/volunteers) this is more and more the case each year!

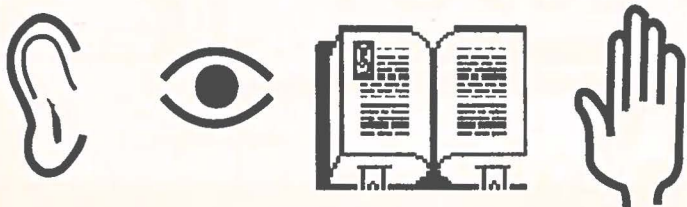


Westmount High teachers getting their just desserts on Friday, February 17.



Children from Mrs. Weller's grade two class at Beacon Hill present their French teacher with a special apron which they all signed for Teacher Appreciation Week.

LEARNING STYLES



NOT ALL CHILDREN LEARN ALIKE

A "learning style" is each person's preferred method of receiving and processing the thousands of bits of sensory stimuli, or information, that bombard us each day.

In one model of learning, approximately 45% of the adult population learn best from what they see (visual learners), 15% learn best from listening (auditory learners), 35% need to move their body to process information (kinaesthetic learners), and 5% make sense of the world by talking to themselves about what they see, hear, touch, smell and taste (digital learners).

The visual learner benefits from printed text and diagrams, from blackboard work and from video presentations, and can either process information randomly or absorb what unfolds in sequence before his or her eyes. S/he can visualize information and thus take in what the mind's eye sees. If your child is a visual learner, s/he will let you know what s/he means by saying, "I see what you mean," or "It's pretty clear to me."

The auditory learner needs to be able to focus on what is being said, and may find other senses distracting. Often this student must close his/her eyes or look away in order to learn. The auditory learner processes new information in the sequence in which it is presented, but also benefits from verbal discussion following the presentation. This child will tell you, "That sounds right," or "I hear you," to let you know s/he understands.

The kinaesthetic learner processes information as his/her body moves, and if required to remain quietly seated will usually tap a pencil, doodle, or tirelessly swing a leg back and forth all through the lesson. The student might be a natural in instrumental music, industrial arts or physical education, and usually does well in practical and lab work. Because the entire body is involved, the student will take longer to process new information and will usually tell you "It feels right," if s/he understands.

The digital learner is able to process information that comes in through any of his/her senses, by constantly telling him/herself how all this data fits together. The student can usually absorb knowledge quickly and is usually identified as "bright" or "gifted". To let you know s/he understands, s/he will say such things as "That fits," or "That makes sense to me."

For a lesson in school to reach all students it must contain something for everyone. It should make use of diagrams and the written word, in a textbook, in a handout, and/or on the board. Important points should be visually highlighted - underlined, circled, or made a different colour.

For the auditory learner, it should present the new information verbally and the give students a chance to dis-

cuss it. Speaking, and listening are key to the students learning style.

For the kinaesthetic learner, it should allow for some physical movement in the classroom. Students can move to different parts of the room to learn in groups, for instance. Resource materials can be spread around the room so that the student has to move to make good use of them. Language arts students can dramatize, or math students can be sent out to take measurements.

The digital learner is assembling a global understanding of reality and needs to know how each lesson relates to everything else s/he is learning. The student will have many questions and the teacher should make every effort to answer him/her or else assign the student to do research in the library and then share his/her observations with the class.

Students should be **ENCOURAGED TO IDENTIFY THEIR OWN LEARNING STYLES** in order to find their strengths and select the most effective studying techniques for them. Self-knowledge, in this case, is power!

Teachers: For Information on Summit Educational Services' acclaimed class-room ready programs phone (416) 883-9427 or fax (416) 770-8576

The Kids for Peace Club

On the first day of Peace Club we met each other and spoke about peace in the world and sang songs of peace, and what it would be like if the world got together and made peace and laughter and how much a better place it would be. Bradley Share was the secretary, Kathy Robertson and Joshua Wald were Co-Presidents and Colin Babin was Vice-President.

Before the last few meetings there was an accident, Mrs. Lewis fell and broke her arm. Mrs. Buchanan and Mrs. Weller took over the peace club. We sent Mrs. Lewis some "get well soon" cards.

The Peace Club recited a poem at the

Remembrance Day assembly - "Never Again." We made posters to put on the walls in the school about how we don't want war anymore.

We discussed some different religions of the world and how they celebrate the holiday season. We again made posters about peace and no more wars.

The last meeting came very fast. We organized a bake sale and raised \$82.10 to go to the Marie-Eve Lariviere Foundation which works to help get rid of violence on T.V. and in the world. We got a lot of help from our parents to bake or buy cookies to sell. The sale was on December 13.

Bradley Share, Peace Club Secretary. 12/94



Kids for Peace at Beacon Hill recite "Never Again" for Remembrance Day assembly, 11/94.

The Classroom of the Future as imagined by Apple

Imagine a classroom in which several classroom computers are networked so students can work collaboratively on the same project at once, and where the teacher's portable is also networked to other classrooms and the administrator's office. Imagine a classroom in which students use video technology to go into the community to collect data and bring it back to the classroom for analysis and presentation. Imagine a classroom in which every student has a voice-activated computer. Yes, just imagine!



Extra-Curricular Programs After School & Lunch Time

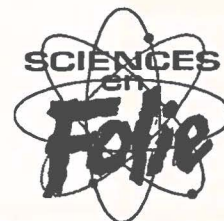
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Nous sommes fiers d'oeuvrer, auprès des écoles, dans ces deux principaux domaines:

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 - Aucun coût ou obligation de la part de l'école.
- ② **Spectacles & Journées à thème**
 - Présentations spectaculaires de 25-60 minutes,
 - Offertes durant les journées d'école,
 - Programmes flexibles s'adaptant à votre budget ou horaire.

N'hésitez plus! Appelez Marie-Claude!

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KENNETH RADU'S CORNER

Celebrations of Life and Renewal

As spring approaches, my thoughts turn towards gardening, renewal, the efflorescence of fruit trees, and the celebrations of two of the world's great religions, the Easter of Christianity and the Passover of Judaism.

Rituals, symbols, music and food play fundamental roles during both holidays, but I should like to focus on two recent books for children which describe the Jewish Passover, its origins and its rites.

Passover As I Remember It (Alfred A. Knopf, 1994) written and illustrated by Toby Knobel Flueck, and **A Wilderness Passover** (Northern Lights-Red Deer College Press, 1994), written by Kathleen Cook Waldron and illustrated by Leslie Gould, are narratives built around the preparations for and rituals of the *Seder*, "a feast of traditional foods, songs, prayers, historical stories and games in which everyone participates" (Waldron).

Given the details and explanations in both texts, one would assume that the books are designed for a non-Jewish reader who may not be familiar with the history and importance of Passover. In that regard, they successfully serve an admirable purpose.

But there is a special poignancy to **Passover As I Remember It**, a quiet beauty arising from personal tragedy and historical catastrophe, which is missing from the more prosaic text of **A Wilderness Passover**.

Toby Knobel Flueck was born in the Lvov region of Poland and lived in the village of Czernica until she and her family were driven out by the Nazis in 1942. Her parents were poor farmers but "they saved every penny they could" for the Sabbath and holidays like Passover.

The close-knit Jewish communities of eastern Europe were wiped off the face of the earth by the Nazis. Of her family, only Flueck's mother and the author herself survived.

As we read about the specific preparations for the *Seder* and related activities, we are nonetheless aware of the compelling significance of Passover for Jew and Gentile alike in the light of the horrors of twentieth-century history.

Passover As I Remember It, however, is not a dirge, but a joyful book about family, food, faith, and community. In spare, evocative prose, Flueck describes the fattening of the geese for Passover, the gathering and storing of 200 eggs, the making of borscht, the rigorous spring cleaning, the communal baking of *matzos*, the ritual of *boydek chometz*, or "the search for bread" the night before the first *Seder*.

We walked from window to window looking for pieces of bread that Father had placed there earlier. Father recited a benediction while he brushed the bread and crumbs from each window. The next morning, the wooden spoon, feather, and bread were burned in a special fire in the stove.

The lovely, uncluttered watercolour paintings accompanying each activity (the wine-making, the giving of charity, unpacking the Passover Dishes, for example), are a fine visual parallel to the text and remind readers of a world lost and of the possibility of love and renewal symbolized by food and deeply connected with tradition, beliefs and values.

Both books provide information about the origin of Passover during the time of Jewish captivity in, and release from, Pharaoh's Egypt. Specific elements of the *Seder* like Elijah's cup, the *gargale*, or chicken neck, the bitter herbs (*maror*), the Four Questions which include "Why is this night different from all other nights?" are all clearly explained.

As its title suggests, Kathleen Cook Waldron's **A Wilderness Passover** takes place in the mountains, presumably on the West Coast. Even as the father and children prepare for the Passover festivities, their mother is not happy because this is the first *Seder* away from the city, without the required food and without her entire family.

Lacking the precise documentary details of Flueck's book, **A Wilderness Passover**, nonetheless, demonstrates the same values of family love, the importance of tradition, and community participation, even if the community is not an eastern European *shtetl*, but a mountain community in Canada.

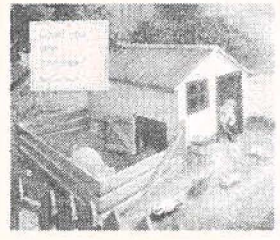
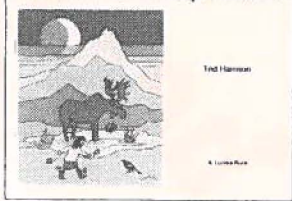
How the mother is brought into the proper spirit of Passover and how her family manage to make do with what they have and with what they find, and how they elicit the help of Gentile neighbours are the driving forces of this particular narrative.

Waldron's prose style is serviceable, if uninspired. The illustrations, also watercolours, lack depth and resonance and also appear to be technically deficient at times. Not as satisfying as **Passover As I remember It**, **A Wilderness Passover**, nonetheless, could well serve as a useful introduction to the history and rituals of Passover for young children who don't know very much about it.

Mary of Mile 18



a northern alphabet



Tundra Books - A Canadian Publishing Treasure

Mary of Mile 18, *The Hockey Sweater*, *Could You Stop Josephine?*; many of us recognize the titles. These are the kind of bedtime storybooks that make us pause between paragraphs to let our eyes soak in the exquisite artwork. These are books published by Tundra, Books As Work of Art, and just plain wonderful bedtime story material, to boot, many with penetrating, poignant and uniquely Canadian themes.

The small-scale publisher was founded by May Cutler 25 years ago with a bilingual series of six books about Expo 67. Over the years, Cutler earned

an international reputation for publishing books of lasting value and launching the careers of many world-renowned authors and illustrators. 80 beautiful books now comprise Tundra's active list. "If a book is not as fresh and relevant 10 years after publication," Cutler has said, "we consider the book has failed."

Cutler sold Tundra last year but her spirit at the publishing house lives on, in the many beautiful volumes available to parents who want to give their children the best - without breaking the bank - as well as to collectors of all things precious and enduring.



Left to right: Mathieu Larochette; Michael Héon; Michael Bernardin; Marc Carignan; Jonathan Rose Crête; and Samuel Caron pose with Mrs. Smith's current quilt project - from *The Nutcracker Suite*.

Reading Month at Three Rivers

January was reading month at Three Rivers Elementary and High Schools. The school board sent reading material to the school for teachers to use in the demonstration of the values of reading.

The Grade II teacher, Mrs. Nina Whiting, chose some reading material and asked different people to come in and read to her students. Browsing through the material, Mrs. Whiting noticed a book *Patchwork Quilt*. Mrs. Barbara Smith, the school secretary, immediately came to mind, a dyed-in-the-100%-cotton quilter.

With the principal's permission, Mrs. Smith was invited to read about quilting to the Grade II class. To give the students a feel of what quilting was all about, Mrs. Smith brought in quilts that she had made for her daughter Jackie, a recent graduate from Three Rivers High School and her other daughter Allyson, a Grade IX student at the same school.

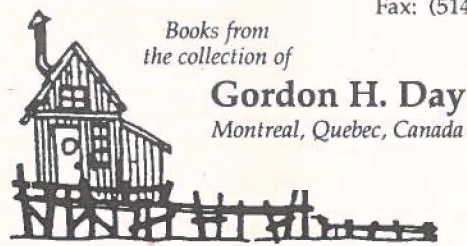
The enthusiasm of the Grade II students was greatly increased by the

fact that Mrs. Smith brought in some scrap cotton pieces, thread and some needles. The regular quilting needles, being rather sharp, were substituted with tapestry needles which worked just as well. Mrs. Smith was very impressed by the children's enthusiasm, especially the boys. A very good job was done in stitching the blocks together. Mrs. Smith will put the finishing touches to the quilt so that it can be hung in the classroom for "reporting-to-parents" in early February.

The enthusiasm did not stop there. Mrs. Smith got each of the students to sign a block, and a quilted wall-hanging will be made especially for the teacher, Mrs. Whiting. The students will present her with the quilt for Teacher Appreciation Week. (Actually, the presentation will be made on the Thursday preceding Teacher Appreciation Week in order that Mrs. Whiting can display the quilt, along with the children's masterpiece at reporting-to-parents.

Don Smith

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BETTER SAFE A case for vaccination against hepatitis B

by Shirley Straughton

In October 94, the Quebec government began a program of free Hepatitis B vaccinations to all grade 4 students throughout Quebec. Three injections were to be administered by CLSC nurses over a six-month period.

While the government is to be commended on this initiative, thousands of children will remain at risk. Recommendations have been made that everyone, especially pre-teens and teenagers who are not yet sexually active, should be vaccinated. By restricting the program to Grade 4 students only, the remaining children will receive vaccinations at their parents' discretion. If parents are not well informed about the disease, they may not feel that immunization is a priority. The cost of the vaccine may be prohibitive for some families, especially if health insurance is not available.

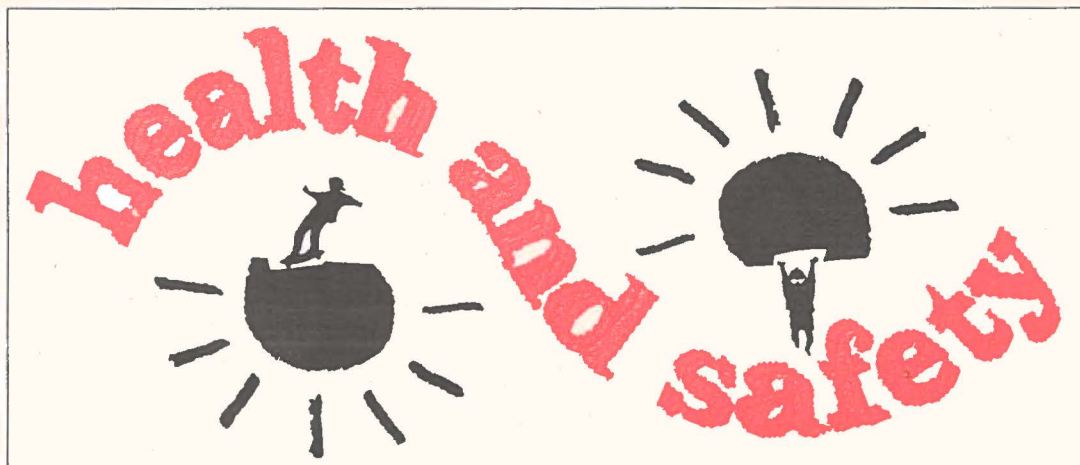
Hepatitis B is a virus that affects the liver. It is spread through blood, semen, and vaginal secretions via sexual intercourse or by transfusions, similar to the AIDS virus. However, Hepatitis B is much more contagious than HIV. The Centre de Santé Publique in Quebec City estimates there 6,000 new cases and 15-20 deaths every year in the province due to Hepatitis B.

Symptoms may appear 6 weeks to 6 months AFTER infection causing fatigue, fever, nausea, aching joints in some people. Others may show no symptoms until serious complications such as cirrhosis or cancer of the liver develop.

With the information on this disease, the Quebec statistics, and the fact that infections are increasing annually, why is the government choosing to vaccinate only one group of our children? The cost of prevention is always cheaper than the cost of treatment and there is NO CURE for Hepatitis B.

Concerned parents who want their children protected against this disease have some options:

- 1) Contact your pediatrician or family doctor - the vaccine may be available through his/her office though a cost will likely be involved.
- 2) The vaccine (Enjerix-B or Recombivax - same vaccine, different companies) can be purchased at a pharmacy with a prescription from your doctor and administered by a CLSC nurse.



3) Write your local MNA and the Quebec minister of Health and Social Services requesting free vaccines for all of our children.

Depending on your health plan, if you are fortunate enough to have one, you may be reimbursed for the cost of the vaccine. The series of three injections over a six month period could cost \$90.00 - \$150.00 per child. The cost is high - but what price can you place on your child's health?

GROUP B STREPTOCOCCUS

At the Quebec Federation's annual general meeting in April 1994, a resolution requesting testing of all pregnant women for Group B Streptococcus bacteria was passed. This bacteria is carried unknowingly by 15-35% of all healthy women who can pass it on to their infants during labour. In Canada, Group B Strep is responsible for the deaths of 200 newborns each year and leaves hundreds with physical and/or mental handicaps.

The Canadian Group B Strep Association was formed "in memory of all the babies who have died: In sympathy for all the babies left handicapped: For the sake of all the babies yet to come."

They have been lobbying for testing during pregnancy to prevent this tragedy from happening to others. The test is a simple vaginal swab. The cost of prevention is far cheaper than the costs involved in treating newborns with life-threatening pneumonia, meningitis, blood or bone infections as well as the long-term costs to society to care for children with special needs.

Recently, the Society of Obstetricians and Gynecologists of Canada and the Canadian Pediatric Society have recommended testing of all pregnant women for the Group B Strep bacteria. They have also recommended antibiotic treatment of all high-risk cases during labour if testing has not been done. High-risk cases are women who have premature labour, premature or prolonged rupture of membranes, fever during labour, or a history of GBS.

It should be noted that these recommendations are not mandatory and doctors may or may not advise their patients to be tested. All pregnant women should speak to their doctor and insist upon being tested. Prevention can be the best way to protect you runborn child.

LET THEM EAT CAKE

The case against controlling what your children eat

Let Them Eat Cake is an important and timely book for parents who are concerned about what their children eat. Good nutrition during childhood, many parents believe, is an important determining factor for health and longevity in adulthood. To this end, some children are "allowed" to chew only sugar free gum and eat only low fat ice cream, for instance.

Doctors Kleinman and Jellinek, the book's authors, suggest that such practices are based on myth in that, "there is no clear proof that what a person eats in childhood will prevent disease and death later on."

Herein lies the main point of *Let Them Eat Cake*, published by New York's Villard Books and written with Julie Houston. (It sells for \$27.95) The book sets out to dispel many of the myths that surround children's nutrition. *Let Them Eat Cake* tackles controversies such as pesticide use in food production, nitrates and nitrites, monosodium glutamate, sulfites and cholesterol testing for children. It calls on parents to put the controversies surrounding nutrition in their proper

perspective in relation to what is in the long term best interest of their children. In order for parents to do this, however, they must become literate with the jargon used by the nutrition-industrial complex.

Let Them Eat Cake explains much of the jargon used today. It is written in user-friendly language and has an excellent index.

Drs. Kleinman and Jellinek have a special message for parents: If your child is healthy and his/her growth and development are normal, there is no need to become obsessive about the food s/he eats.

I highly recommend *Let Them Eat Cake*.

Deo Bishundayal

Elizabeth Ballantyne School

Ed. Note: This article underscores the importance of scientific literacy. Consumers, today, bombarded with information from all sides, must have an understanding of science in order to better judge for themselves what is "true" and what is "myth" about any product, so that they can make informed choices based on their values and concerns.

It's hard to believe, but there are still some people who think cycling helmets were invented by some killjoy obsessed with safety. In fact, the real purpose of a helmet is to ensure riding is always a pleasure, since even a moderate impact on the head can cause impairment of brain functions. No doubt, it's this fact which leads world-class athletes to make sure they're wearing smart protection when they're practising their sport.

Did you know?



An average of 33 cyclists are killed each year on Québec roadways; 80% of these are the result of head injuries.

A large number of bike accidents occur near the home: at driveway entrances, near parks, etc.

In a crash, a helmet protects the head by absorbing part of the impact and distributing its force over the entire skull.

Wearing a helmet can cut the risk of brain injury by more than 50%.

Peer Mediation comes to Three Rivers

by Don Smith

Three Rivers Elementary and High Schools are two schools in one. Some 235 children from kindergarten to secondary V share the same building in this English protestant school in a city half way between Montreal and Quebec City on the north shore of the St. Lawrence River.

A great place to educate our children is a reflection made by many parents. English is taught, but many languages are spoken. The school boasts having many students from different ethnic, racial and religious backgrounds and the teachers and administration take pride in using these differences to everyone's benefit. It certainly makes it easier having teachers who share differences similar to the students.

These differences help enrich our children's education and it is comforting to see how well the differences "disappear" in the eyes of the students.

Differences are a part of everyday life, but differences must be sorted out in order to prevent them from becoming conflicts.

This does not prevent the students from having differences. Differences are part of everyday life, but differences must be sorted out in order to prevent them from becoming conflicts.

What are the possible solutions? Teachers can impose, but are the differences really settled? Even the principal can get involved, but is that the answer? How about peer mediation? W. Dousett, principal at the Trois-Rivières school, thought it was worth a try. Obviously, organization and supervision are required. Joyce Caldwell, Grade IV teacher and Gail Reed, student counsellor/special ed teacher volunteered to look after the programme.

Now it's great to have two staff volunteers, how about students willing to help in mediating problems that confront their peers. Twenty-four students make up the team of *Peacemakers*.

So we have our supervisors, we have our volunteers, go to it kids? No, this peer mediation business is serious. Mr. Ivan Roy, a coordinator in crisis-solving programmes, was called in to give the *Peacemakers* a basic training in peer mediation.

All set to go? Not quite! How do we know who is a peer mediator? The School has supplied the *Peacemakers* with appropriately worded T-shirts, and a sash that can be worn in the winter months when they are outside.

The programme has been in place since early in the school year. At this point in time, staff and administration feel it was well worth it!

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