



QUEBEC HOME & SCHOOL

# NEWS

"The Voice of the Parent in Education"

VOLUME 25  
NUMBER 1

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# HEALTH REPORT IGNORED We need suggestions

Gouvernement  
du Québec

La ministre de la Santé et des Services sociaux

Québec, November 24, 1987

Madam,

I acknowledge receipt of the document you addressed to me last August 25 concerning the medical services offered in the schools by nurses working out of the CLSCs.

I have closely examined your document and would like to thank you for bringing it to my attention.

I would also like to inform you that the representatives of my Department are now looking into all the activities offered by the CLSCs, in order to elaborate comprehensive programs for the entire network.

They will also analyse the various services offered in the schools, giving particular attention to the risk clientele.

I have therefore submitted your document to the appropriate department within the ministry. Please be assured that the matter will be given careful consideration.

I appreciate your interest in improving the services offered to young people as I too share these same preoccupations.

Yours truly,

Thérèse Lavoie-Roux  
Minister

/cder

1075 Chemin Ste-Foy  
Québec, QC G1S 2M1  
(418) 643-3160

### Dear Parents:

You will all recall the QFHSA Questionnaire/Survey on Health Services in Schools which we carried out, throughout all the English schools and school boards in the province, in the Fall of 1986.

We had a fantastic response from every corner of the province, including several nurses involved in trying to provide school health care under the present CLSC set-up.

From your answers we drew up a brief on "Health Services in the School" (April '87) and sent it to all who had replied to the questionnaire.

Following the passing of a resolution on the "Allocation and Deployment of School Nurses" at our 1987 Annual General Meeting, we sent a copy of the resolution and the brief in June 1987 to the Ministries of Health & Social Services and Education requesting a meeting.

After numerous follow up phone calls and correspondence we received the letter below from the Minister of Health & Social Services Dec. 2, 1987.

We are disturbed that we have been unable to arrange an appointment with Mme. Lavoie-Roux and Mr. Ryan to discuss the problem(s) in depth. We are interested in your comments and any suggestions you may have for further actions we might take.

This is a very serious problem and one that deserves a more adequate reply from the ministries concerned than "be assured that the matter will be given careful consideration"

At the very least, we feel that both ministries should have wel-

comed a meeting with a provincial organization that took the time to assess and point out the current serious and deplorable deficiencies in the area of preventive health care.

We would also be interested in hearing from you as to whether you have noticed any change, for the better or worse, in your own school(s) situation since the Fall of 1986. Thank you in advance for your help and advice.

Helen Koeppé  
President

## MEECH LAKE DISCUSSED

AT THE AGM IN 1985, QFHSA unanimously approved a resolution welcoming Prime Minister Mulroney's declaration that the various linguistic and educational rights provided by the Canadian Constitution are a minimum guarantee and that his government would oppose any provincial attempt which would diminish the language rights now in place.

In the Meech Lake Accord of 1987 there was not a trace of improvement for minority educational rights in Quebec.

Those rights, should QFHSA's court action against Quebec's Law 101 fail, will be more limited than the minimum minority official language rights in all other provinces in Canada.

Thus the provincial minority that, for over 100 years was deemed to be ideally protected, has under current constitutional changes become the least protected of all provincial official language minorities.

Colin Irving, in the article on page 15, suggests in this regard that Canadian political representatives have abdicated their fundamental trust.

See Meech Lake story on page 15.

## Make a date to be at the Quebec Federation of Home & School Associations Annual General Meeting and Conference

**THEME:**

### PROMOTING PARENT POTENTIAL

Expert workshop leaders will discuss such diverse topics as:

- Helping Parents to be More Assertive
- We're All in This Together, a look at an M.R.E. class
- Self-Esteem: A Gift We Can Give Our Children
- Are We Killing Our Planet? and what can we do about it
- Should We Close Our Eyes? to child abuse and its consequences
- Falling Through the Cracks, a look at literacy/illiteracy and are we failing our children
- Possibly — a play on the drug scene and high school students

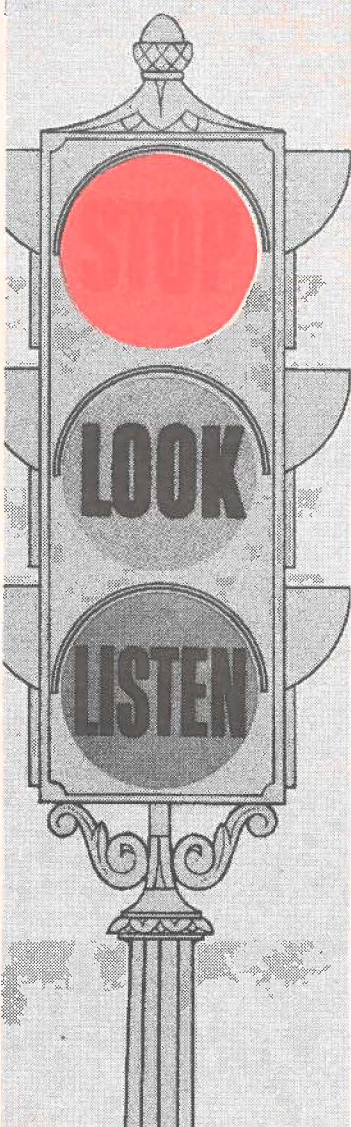
**WHEN:** Saturday, May 7, 1988

**WHERE:** The Protestant School Board  
of Greater Montreal

For a preview book and more information, send a  
7 1/2 x 10 envelope (with 43 cents postage) to our office:

**QFHSA**

**2535 Cavendish Blvd., Suite 212  
Montreal H4B 2Y5**



We ♥ our Teachers!

Let's have every local Home & School Association, as well as School Committees, join together to celebrate our teachers' contributions in shaping the youth of this country.

Quebec Federation of Home & School Associations wants to hear from you. We want to highlight your teachers and your celebration activities. Send a feature and pictures for the Quebec Home and School NEWS. Deadline for the March issue is February 17.

**The most exciting-project ever launched  
by The Canadian Home and School  
and Parent-Teacher Federation:  
NATIONAL CAMPAIGN  
FEBRUARY 7 to 14, 1988**



## OTHER PEOPLES OPINIONS

# Thank you, Westpark H&S

Mrs. J. Siegel,  
President, Westpark Home and  
School Association

Dear Mrs. Siegel:

On behalf of the students and staff of Westpark School, I would like to thank you very much for your association's generous donation of \$1,000 to our school library.

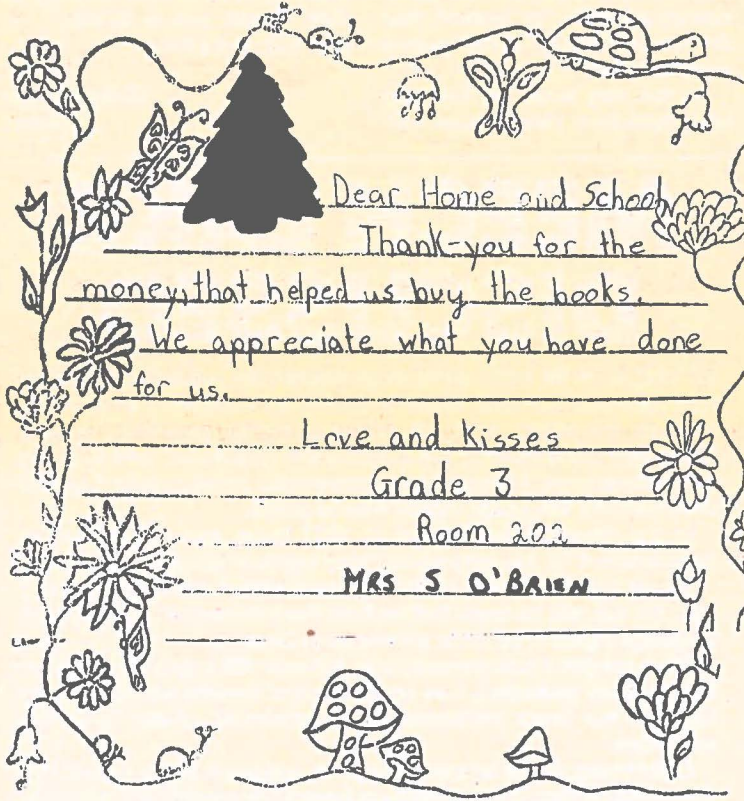
Although we have a budget set by our board, we are, as you know,

limited to purchase our library books from "accredited dealers" in Quebec.

The donation will enable me to purchase a variety of books from any book company in Canada. I know I will enjoy selecting these books and the children will enjoy reading them!

Once again, many thanks.

Sincerely,  
T. Elich,  
School Librarian



## DEAR PARENTS OF THORNDALE

TO: ALL PARENTS OF THORNDALE SCHOOL

My name is Debbie Ryan. I'm new to the community and to Thorndale School this year, and I feel that I've just got to try to reach some of you out there.

Support for our school has reached rock bottom. Attendance for Home and School and School Committee meetings is terrible. I can't believe that a school of approximately 340 families can't get more than 13 people for a meeting and information (10 of which were committee members) night.

WHERE IS EVERYBODY? WHY IS SPIRIT FOR OUR SCHOOL SO LOW?

Perhaps it's because parents don't realize what an important role they can have in their children's education.

For me, just being able to understand our school system was a blast, and then, to be able to help make decisions that directly affect what my child does in school was the ultimate.

**AN INVOLVED PARENT IS TRULY AN INFORMED PARENT.**

Know first hand about educational decisions. **HAVE YOUR SAY, GOOD OR BAD. BE A PART OF IT.**

We all need to make Thorndale the best school we can. We have a great school, but we can't make it great without support from you. **You can make a difference.**

So come on. Come to a meeting and "Roar". Attend an information night. They're open to YOU. Get to know your school. Who knows, you may even like it.

Do it not only for your children, but also for yourself. Believe me, you'll be glad you did . . .

Thank you.  
Mrs. Debbie Ryan

Ed. note: Could this letter be written about your school, too?

# Editorial . . .

## Parents honor their partners in education

THE WEEK of February 7 has been set aside by the Canadian Home and School-Parent Teacher Federation as **Teacher Appreciation Week** — a national celebration of the role teachers play as "Partners in Education" and a recognition that may be long overdue.

One sometimes gets the impression that our educational system is mass production dealing with a clientele that does not lend itself to mass production.

In reality the classroom embraces a group of children with individual needs and wants and varying skills coming from a myriad of backgrounds.

It is the task of the teacher to assimilate all these factors and come up with a viable teaching plan. Teaching then becomes not so much a job as a sacred trust.

There is no segment of our society more "people intensive" than education where effective human inter-action is so important and where dedication of the individual teacher is so essential. The success of the endeavour is dependent upon the amount of "self" one is willing to invest.

No one disputes the importance of a progressive and alert Ministry of Education nor the need for strong and dynamic leadership from the local school board. But when the smoke clears a large portion of the responsibility for the delivery of quality education falls to the teachers. They are the ones who manage the classrooms day by day and have the continuing intimate contact with the children.

The classroom is a community all its own and the values, lessons and attitudes taught there help to shape the lives of our children and determine whether education is to be a happy, exciting experience or simply an endurance contest.

We rely so heavily upon the teacher to

make this a positive experience.

The school, and particularly the classroom, are one of the most sensitive barometers of what is going on in our society. It does not take long for changes in the community nor discord at home to show up in the faces and in the attitudes of the children.

The phenomenon of the single parent family has thrust upon the educational system a whole new set of challenges with which it is sometimes hard pressed to cope.

Important as the subject matter is, most of us can look back upon our school experience and the images of certain teachers come to mind. You may not be able to remember much of what they taught you but you do remember them and that they carved a niche in your awareness.

You may have resented the admonition at the time but on reflection you conclude it was intended to be constructive and made out of a feeling of genuine concern.

Then there was the athletic coach who could get that little bit out of the players through a feeling of respect and affection.

There is a long list of reasons why we should pause and pay tribute to our teachers — because the happy experiences we have had and now for the service they are providing for our children.

All the duties performed by our teachers are not contained in any job description — it is not that kind of a job — it is one that requires a strong feeling of commitment.

Maybe it is time some of us got to know our teachers a little better so together we may equip our children with an educational experience that will prepare them to take their place as assured, useful and happy citizens.

Teacher Appreciation Week will be observed in different ways across the nation but whatever form the celebration takes in your area, make sure that your teachers know they enjoy your support and encouragement.

## Lyrics change but the melody doesn't

**TEENAGERS . . .** If you are tired of being hassled by unreasonable parents, now is the time for action!!— Leave home and pay your own way while you still know everything!

To make the point that "the more things change, the more they remain the same. . ." In the third century B.C., Socrates said: I see no hope for the future of our people if they are dependent on the frivolous youth of today, for certainly all youth are reckless beyond words. When I was a boy, we were taught to be discreet and respectful of elders, but the present youth are exceedingly wise and impatient of restraint. In the eighth century B.C., Hesiod stated that: Our adolescents now seem to love luxury. They have bad manners and contempt for authority. They show disrespect for adults and spend their time hanging around places gossiping with one another. . . they are ready to contradict their parents, monopolize the conversa-

tion in company, eat gluttonously, and tyrannize their teachers. In the second act of *A Winter's Tale*, one of William Shakespeare's characters says: I would there were no age between ten and three-and-twenty, or that youth would sleep out the

rest. For there is nothing in the between but getting wench with child, wronging the ancients, stealing and fighting. **THE LYRICS MAY CHANGE, BUT THE MELODY LINGERS ON AND ON . . .**



Quebec  
Home & School  
NEWS

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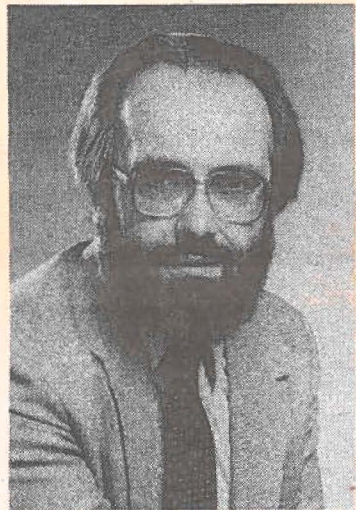
# COMMITTEES ASSURE THE CONFSSIONAL CHARACTER

(The final article in the three-part series dealing with the Superior Council, its Committees and Commissions.)

By ANN CUMYN  
Protestant Committee Liaison

PRIOR TO THE establishment in 1964 of the Ministry of Education, the Quebec system of education was regulated by the Catholic Committee and the Protestant Committee of the Council of Public Instruction.

The Law of the Superior Council of Education reaffirmed the existence of these committees but confined their powers to assuring



Pierre Lucier, chairman, Superior Council of Education

the continuation of the confessional aspect of the system.

Whereas the Superior Council's role is entirely advisory, the confessional committees have retained some regulatory powers. These powers are stipulated in the Law of the Superior Council of Education where the Protestant and Catholic Committees are given the responsibility for:

- Making regulations for and undertaking the recognition of educational institutions as Protestant or Catholic, and to assure their confessional character;
- Making regulations regarding Christian education, moral and religious education, and religious services in educational institutions recognized as Protestant or Catholic;

## PERSONNEL

- Making regulations for the qualification, from a moral and religious point of view, of management and teaching personnel in these educational institutions;
- Approving, from a moral and religious point of view, programmes, texts and didactic material for use in these educational institutions;
- Approving, for Protestant or Catholic moral and religious education, manuals and didactic material, and making regulations

for the qualifications of teachers of Protestant or Catholic MRE in schools other than those recognized as Protestant or Catholic;

- Making recommendations to the Superior Council or to the Minister on all matters within their competence.

To help these committees carry out their work each committee is provided with a permanent secretary and furthermore the law enables them to receive and hear requests and suggestions from interested groups and from the general public on matters within the competence of the Committees; they may also undertake the studies and research necessary for their work.

The Catholic and Protestant Committees are each composed of 15 persons, and each elects its chairman from among its members.

## EQUAL NUMBER

The members of the Protestant Committee represent the churches, parents and educators. The proportion from each of these groups is not stipulated in law and, while parity is desirable, other factors such as regional representation determine the composition of the Committee at any given time.

The Catholic Committee, as determined by the law of the Superior Council, is composed of an equal number of representatives from Catholic religious authorities, who are named by the assembly of Catholic Bishops of Quebec, parents and educators.

We have addressed the work of the Superior Council of Education and its commissions, and in this article the mandate of the Catholic and Protestant Committees.

We now come to the question of selection of members. How are people chosen to sit on these bodies?

It is the Superior Council itself which appoints the members of the four commissions, following consultation with the milieu.

A part of this consultation is requesting the relevant organizations to submit names of suitable candidates.

The members of the Protestant and Catholic Committees are appointed by decree. The Superior Council has the responsibility for selecting the names which are proposed to the government for all the members of the Protestant Committee and for the members of the Catholic Committee other than those selected by the Assembly of Catholic Bishops.

The Superior Council undertakes consultation with the respective communities, part of this action being the request to the relevant organizations to submit names of suitable candidates.

In the selection of names for submission to the government the Law of the Superior Council requires, for each of the confes-



## President's Message

Helen Koepe

# Our first goal is quality education

We are living in interesting times. There are so many important issues confronting us all, as concerned and involved parents, that we are in danger of losing sight of our goal, that of **QUALITY EDUCATION FOR ALL CHILDREN**. The start of a new year gives us an excuse to pause and reflect, and to reexamine our priorities.

Those of us who attended the Dec. 3-5 midterm meeting of Canadian Home and School in Ottawa, were able to gain a national perspective on issues concerning parents and to share our ideas with delegates from across Canada. It was particularly exciting to have the Home & School president of British Columbia along after an absence of several years.

One of the lunchtime speakers at the midterm meeting was Dr. David Walters, director of the Canadian Public Health Association, who gave an update on the uphill battle of AIDS education in Canada.

The AIDS epidemic is still in the growth stage and the ongoing challenge remains to design, evaluate and to carry out programs which concentrate on prevention. School boards in Quebec are in the process of forming policy and programs, and informing administrators, teachers, parents as well as students.

It was gratifying to note that the Superior Council of Education, an advisory body to the MEQ, in its annual report stated that "quality education is won and lost in each educational establishment."

The vice-chairman of the council, Lucien Rossaert, stated in part in an interview following publication of the report that "school spirit can only truly be developed in each individual school."

This sentiment ties in well with the decision taken at the annual general meeting of Canadian Home & School in Moncton last June, that a National Teacher Appreciation Week is

long overdue. Quebec Federation supports this national priority and has instituted a plan of action locally.

Our teachers are the vital link in the chain binding together the school structure and the home. We applaud the role that our teachers have assumed and the courage it takes to carry out this nurturing task on a day to day basis.

Sheena Hanley, president of the Canadian Teachers Federation, also addressed the Canadian Home & School midterm delegates. She reiterated the many concerns she expressed at the QFHSA annual general meeting last May (see Quebec Home & School NEWS June 1987 'Canada must set national educational goals') and was soon engaged in a lively debate regarding the sea of change and challenge in which we are all embroiled.

Schools are being asked to assume an ever increasing role in society and must be flexible enough to meet the challenges presented.

Illiteracy is one of the problems also examined at midterm in Ottawa. Delegates learned that the most successful programs are those initiated at the local level.

Strategies to reach those in need of the programs have to be tailored to fit each individual situation. There are no pat solutions to eliminate illiteracy.

Quebec parents have been provided with a challenge of their own. The new education act, Bill 107, introduced by Education Minister Claude Ryan a few days before Christmas, must be examined carefully by all concerned and its provisions tested against the premise that education is a right and is to prepare our children to cope with whatever lies in the future; budgets, politics, rules and regulations notwithstanding.

Seasons greetings to all and may you all have a happy and healthy 1988.

sional committees, that the Council's decision be supported by a majority of the members representing the same confession. For example, if there are four Protestant members of the Superior Council then three of these four members must be in agreement with the Council's decision on the names to be submitted for membership of the Protestant Committee.

## ENDORSEMENT

For the Catholic Committee not only must the names be supported by the majority of the Catholic members, but these names must have the endorsement of the

Assembly of Catholic Bishops.

Finally, the members of the Superior Council of Education are appointed by the Council of Ministers on the recommendation of the Minister of Education. It is the Minister who undertakes the consultation with the community regarding possible candidates.

Those organizations who are consulted receive each year two requests for nominations: one request comes from the Superior Council of Education asking for nominations for positions on its four commissions and for the two confessional committees.

A separate request comes from the Minister asking for nominations to the Superior Council itself.



Lucien Rossaert, vice-chairman, Superior Council of Education

# CPHA looks at AIDS at work

**THE CANADIAN Public Health Association (CPHA) has issued a statement regarding AIDS and the workplace.**

"Since the Human Immunodeficiency Virus is not spread by ordinary casual, social, workplace or school activities, there is in general no basis for screening tests or exclusion of anyone known to be infected in the work or school setting," said Dr. David Walters, Director of the CPHA AIDS Education and Awareness Program.

"While the majority of workplace settings have managed the issue well, the exceptions where infected people have experienced discrimination must be discouraged."

Dr. Ian Gemmill, Chairman of the Sexually Transmitted Disease Division of CPHA, and Chairman of the CPHA AIDS Program Advisory Committee, stated that "the maintenance of strict confi-

dentiality about HIV infection at work or at school is crucial to prevent discriminatory action against persons who pose no risk to others."

Dr. Gemmill went on to say that "education about HIV infection in schools and the workplace can set a positive, supportive attitude toward this disease."

Public reaction concerning HIV infection in some settings can be exaggerated when risks to others are perceived to be higher than actually exist.

"Since no one has ever been infected by casual contact, the risk is only 'theoretical,'" said Dr. Walters, and he said that educational efforts to inform the public about protection from the real risks of transmission by sexual activity and the sharing of contaminated needles when injecting drugs are effective measures to limit spread of HIV infection.

Policies that are restrictive and discriminatory are counterproductive.

# PEOPLE AND RESOURCES What's the answer?

A mini-skit submitted by Peter Derry, adapted from a cartoon by Clive Offley, from the "State of the World Population" Report from the United Nations Fund for Population Activities.

**Scene:** A very small garden plot somewhere in the Third World.

**Cast:** Mr. Wilson: A business man. Owns a factory. Dressed in a suit and tie. Concerned about the world's population. Afraid we're overcrowding.

Mr. Sanchez: A farmer. Owns a very small piece of land. Considers himself lucky to have the land to support some of the needs of his wife, six children, his mother and father, and wife's mother. Wears a straw hat, cotton pants, no shoes.

(Mr. Wilson walks up to Mr. Sanchez who is hoeing his garden)

**Mr. Wilson:** I don't wish to interfere, but do you realize that world population is going to increase by nearly 50% in 20 years? Mr. Sanchez, what are you going to do about it?

(Mr. Sanchez stops his hoeing)

**Mr. Sanchez:** What's wrong with people? I like people.

**Mr. Wilson:** Well so do I, of course. But you see, the

world's resources can't support the ever-increasing population.

(Mr. Sanchez leans on his hoe)

**Mr. Sanchez:** I see. So it's a problem of resources as well as people?

(Mr. Wilson looks perturbed)

**Mr. Wilson:** Yes.

**Mr. Sanchez:** So the answer is resource control as well as birth control?

(Mr. Wilson looks somewhat flustered at the realization)

**Mr. Wilson:** Ye...es.

(Mr. Sanchez starts hoeing again)

**Mr. Sanchez:** Well then, I don't want to interfere, but do you realize that the rich 10% of the world consume about 90% of the resources? What are you going to do about that?

**Some suggested follow-up questions:**

- 1) Who is right? Mr. Wilson or Mr. Sanchez?
- 2) Why? Support your answer with facts from the play, your notes, your own feelings and observations about fairness and luck.
- 3) What can you do to help Mr. Wilson's fears of overpopulation?
- 4) What can you do to help Mr. Sanchez's fears that the world's resources aren't well shared?

## "HELP THE NEXT GENERATION BE SMOKE-FREE"

USING THE new Home and School parent brochure on smoking, together with a meeting guide due to be published this spring, Home and School associations are being encouraged to implement local programs on "Children and Smoking" for parents, particularly those whose children are receiving smoking prevention education at school.

Research shows that classroom programs to educate youth about health and lifestyle issues are more effective when parents communicate their support.



## PARKSIDE RANCH

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MAGOG, QUEBEC  
J1X 3W9



## A CHRISTIAN YOUTH CAMP

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**Magog (819) 843-6748**

**Montreal (514) 676-5923**

## The Thirteenth Annual QACLD International Conference on Special Education

March 2, 3, 4, 1988 

Queen Elizabeth Hotel, Montreal

Wednesday, March 2, 7:30 p.m.

### AN EVENING FOR PARENTS

**Madeline Hardy and Grant McMurray**

*"Should You Insist on Success for Your Children?"*

What constitutes success for young people? What are the critical incidents in the lives of young people which contribute to their feelings of success? What can parents do to ensure that their children, even those who have difficulties in learning, experience success?

**Admission Free — Open to the general public**

Friday, March 4, 9:00 a.m. — 3:30 p.m.

### PARENTS ALL-DAY WORKSHOP PROGRAM

**William Crook — Solving the Riddle of Your Hard-to-Raise L.D. Child**

Dr. Crook's talk will address some of the hidden elements in children's diet as well as environmental factors which contribute to learning and behavioural problems.

10:45 a.m. — 12:00 p.m.

**Wendy Roberts and Thomas Humphries — Focus on Attention**

What are attention deficits? What is their impact on academic and social performance? What can be done to manage attention difficulties, both at school and in the home? Some answers to these puzzling questions will be presented.

1:30 — 3:30 p.m.

**Carolyn Melmed — 1) How Can I Help My Child Become a Better Learner?**

Parents will discover some ways to help children with skills to control their own learning, to motivate them to achieve higher grades and to want to learn.

**Queenie Rich — 2) Life Skills... A Lifeline to Success**

Helping young people 'bridge the gap' to life outside the classroom is of concern to parents. How can we as parents teach the life skills needed to act and react appropriately in various life situations?

**Cost: \$30 for the full-day session**

For further information contact the conference office at (514) 485-0855  
or the QACLD office at (514) 861-5518

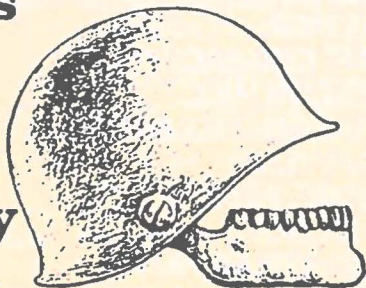
**AQETA  QACLD**

"If peace is subversive, in God's name, what is war?"  
— Margaret Laurence

Internationalist

The money required to provide adequate food, water, education, health and housing for everyone in the world has been estimated at \$17 billion a year. It is a huge sum of money

...about as much as the world spends on arms every two weeks.



**Development Education**

- 1) **Rich World, Poor World** A curriculum Resource on Youth and Development, a social justice program for grades 7-10. Topics include human rights, poverty, hunger, under-development and colonialism. \$39.95 plus \$2 postage. CUSO, 135 Rideau St., Ottawa, Ontario, K1N 9K7.
- 2) **It's Not Fair** A handbook on world development for youth groups about world resources, human rights, refugees, arms, and suggestions for activities. \$8.75 including postage from Anglican Book Centre, 600 Jarvis St., Toronto, Ont., M4Y 2J6.
- 3) **The Valentine Tree** Children at Work in Jamaica. A series of stories and 20 activities.  
**The World of 100** A simulation game demonstrating the manner in which the resources of the world are distributed. For use with large numbers of students, an entertaining way to learn about the world of haves and have-nots. For information on the above, contact Canadian Save the Children Fund, 1450 City Councillors, Montreal, Quebec, H3A 2E6, (514) 844-9349.
- 4) **World Food Day Kit** (Oct. 1987) Free for elementary and secondary schools; **The Question of Food** Filmstrip Teaching Unit for use in secondary schools. Comes with teacher's guide. \$10 plus \$3 handling. World Food Day Committee, 10766 - 97 St., Edmonton, Alberta, T5H 2M1.
- 5) **Peace Through Sharing** A program plan and resource for use with children; prepared by YMCA International. \$1.00.  
**The Peanut Game** A game for children to help understand world resource distribution, as seen in the film "Question of War". \$5.00. Both of the above available from W.I.N.D., 401 St. John's Rd., Pointe Claire, Quebec, H9R 3J3.

**War Toys:**

- 6) **CESSEZ LE FEU** Guide pédagogique — Les Jouets Militaires. Suggestions for addressing the issue, from preschool to adult. Available in French from Pacijou (514) 527-2611, 3584 rue Chambly, Montreal, Quebec, H1W 3J9. \$9.95 (\$10.42 including postage).
- 7) **Toys Are For Fun — Not For Fighting** The Canadian Council of Churches has produced this pamphlet to draw attention to religious concern about war toys and the militarization of children which they promote. 100 folders for \$15.00. United Church Publishing House, 85 St. Clair Ave. E., Toronto, Ontario, M4T 1M8, 1-800-268-3781.

**Peace Education:**

- 8) **Viens Découvrir** For ages 5-8; a series of 4 very positive stories in French:
  - Catherine et le mur de haine: How children succeed in breaking down a wall of hate.
  - Lysanne et la mystérieuse Mme B: A positive comparison of the capacity of a nuclear bomb and the strength and ability of a child.
  - Marie-Hélène et les héros qui valent zéro: Discussion about qualities that make for real heroes.
  - Samuel et les idées dangereuses: A comparison of attitudes that wound and kill, and those that protect, nurture and enhance life.
 Available for \$7.95 from Éditions fides, 5710 ave. Decelles, Montreal, Quebec, H3S 2C5, (514) 735-6406.



# Making the link between development, disarmament

By SUSAN HAWKER LUSSIER

AS WE celebrate the results of the Gorbachev-Reagan summit, with the small but significant step of reducing our nuclear arsenal by 3%, we are again warned of an impending famine crisis in Africa.

Again, our resources are challenged. Surely with our advanced technology and considerable agricultural know-how, we should now be able to feed the world's hungry! Are famine and militarization related?

War has obvious effects on development. In a war zone, the economy is destroyed, food cannot be produced and distributed, and any remaining resources are diverted to the war effort.



Susan Hawker Lussier

Responsibility (USA), and featured participant in the NFB film *If You Love This Planet*.

They pointed out some harsh realities:

- That 2/3 of the arms sales from the developed countries end up in underdeveloped countries — about 2/3 of our world.
- That most wars are fought in underdeveloped countries.
- In underdeveloped nations, millions die with our arms, and because of the billions spent on our arms.
- Of the 16 million people killed in war since 1945, most have been civilians. Millions more have been injured, maimed and left destitute as war destroys crops, housing, etc. The world has well over 10 million refugees, mostly women and children, in flight from conflict and oppression.

Militarization ensures poverty, and perpetuates injustice and inequality. The military has a way of permeating many aspects of our lives, from investments to war toys. There are other connections, including unemployment and human rights. The more aware we are of the connections, the wiser and, hopefully, more adept we will be at creating a saner and healthier world.

It will be a great day when the schools have the resources they need, and the military has to hold a bake sale to buy a missile!

Further reading: Much available at the YMCA International Program Resource Centre, 1441 Drummond, Montreal, Quebec, H3G 1W3, (514) 849-5331.

## COST OF MILITARIZATION

- Half a year's current military expenses can provide ten years worth of basic needs for the poor (i.e. minimum decent housing, health, education, hygiene).
- The cost of one modern tank could provide 1,000 classrooms for 30,000 children.
- The price of a single jet fighter can provide 40,000 village health centres.
- Just 8 hours of military spending, worth \$680 million, could eradicate malaria, which affects 200 million people worldwide.
- A single nuclear submarine costs as much money as the annual education budgets of 23 developing countries with 160 million school-age children.

Militarization — the production and build-up of conventional and nuclear weapons and equipment — also affects development.

It takes scarce resources and funds away from vital development efforts such as providing food for the hungry, decreasing poverty and ensuring a clear, safe water supply.

Military expenditures are around \$800 billion U.S. per year. This is more than the entire income of over 1.5 billion people living in the 50 poorest countries of the world.

Recognizing that worldwide, 450 million people suffer from hunger and 120 million children have no schools, think about how much food could be produced and how many schools could be built with \$800 billion! If only it wasn't spent on guns, tanks, missiles...!

In November I attended a conference entitled "Development and Disarmament", organized by McGill International. The speakers were David Macdonald, the Canadian Ambassador to Ethiopia; Julian Payne, Director General of the Canadian International Development Agency (CIDA); Krishna Ahooja-Patel, Deputy Director, United Nations International Research and Training Institute for the Advancement of Women; and Helen Caldicott, former president of Physicians for Social

## RECYCLING — A School Project

BESIDES THE VITAL issue of war and peace, there is another critical global crisis — the destruction of our environment. As we squander and deplete our resources, we pollute our environment with our wastes.

Nature teaches us by example that the answer is simple — recycling. A practical ecological project which enforces the theory of ecology and can easily be incorporated into the school environment, is paper recycling.

With practical containers for

separation, the process is made simple. Several schools already participate successfully in this program.

To find out how your school can become involved, contact M. Boisvert, of FERRR (Fonds Éducation Récupération Recyclage RéEmploi) created through the CEQ, Fédération des Commissions Scolaires Catholiques du Québec, at (819) 758-4789, 42 rue Monfette, C.P. 553, Victoriaville, Quebec, G6P 6V7, or in the Montreal area, Susan Lussier at 630-4454.

## PEACE ACTIVITIES CALENDAR

- Jan. 30:** School Day for Non-Violence and Peace  
Founded in Spain, 1964, as a starting point for a pacifying and non-violent education, of a permanent character.
- March 1:** Nuclear-Free-Pacific Day
- March 4:** World Day of Prayer
- March 8:** International Women's Day
- March 20:** Spring Equinox
- March 21:** International Day for the Elimination of Racial Discrimination & Service Day "Think Globally, Act Locally" — Helping Others
- March 22:** African Liberation Day
- June 2-6:** Healing Our Planet — Eighth World Congress of International Physicians for the Prevention of Nuclear War; Palais des Congrès, Montreal. Info: IPPNW 8th World Congress, c/o GEMS, P.O. Box 367, Snowdon Station, Montreal, H3X 3T6, (514) 485-0855.



# FOCUS on MEMBERSHIP



WELCOME TO BIENVENUE A

Beaconsfield High School

QFHSA's newest local association

President --- Diane Spencer  
 Secretary --- Lynn Morrison  
 Treasurer --- Erica Schlesinger  
 Principal --- Ellen Wernecke

## 1987/1988 GROUP AFFILIATE MEMBERS

### School/Parents' Committees

Allancroft School  
 Aylmer Elementary School  
 Beaconsfield High School  
 Buckingham Elementary School  
 Campbell's Bay and District School  
 Carlyle School  
 Cecil Newman School  
 Cedar Street School  
 Dr. S.E. McDowell School  
 Dorset School  
 Ecole Primaire Pointe Claire  
 Gault Institute  
 Jubilee School  
 Lasalle High School  
 Laurentia School  
 LeMoynes d'Iberville High School  
 Lindsay Place High School  
 Macdonald High School  
 McCaig School  
 Morin Heights School  
 Mountainview School  
 Netagamious School  
 North Hatley School  
 Northview School  
 Ormstown School  
 Parkview School  
 Rosemere High School

Royal Charles School  
 St. Augustine River School  
 St. Francois Xavier  
 Secondary School  
 St. Patrick School  
 St. Paul Junior High School  
 St. Veronica School  
 Ste. Agathe Academy  
 Souvenir School  
 Spring Garden School  
 Thorndale School  
 Three Rivers High School  
 Valois Park School  
 West Hill High School  
 West Park School  
 Wilder Penfield School  
 William Latter School

### School Boards

Baie Comeau Dissident School  
 Board  
 Eastern Townships School Board  
 Greater Hull School Board  
 Lakeshore School Board  
 Ormstown School Board  
 Protestant Regional School  
 Board, District of Bedford  
 Protestant Regional School Board  
 of Northwestern Quebec  
 Protestant School Board  
 of Greater Montreal

Protestant School Board  
 of Western Quebec  
 Richelieu Valley School Board  
 South Central Protestant  
 School Board  
 South Shore Protestant Reg'l  
 School Board  
 St. Lawrence Protestant  
 School Board  
 St. Maurice Protestant  
 School Board  
 School Board of Bonaventure

### Teachers

Alymer Elementary School  
 Edinburgh Elementary School  
 Gaspesia Teachers' Association  
 Lakeshore Teachers Association

### Others

Association for the Advancement  
 of Jewish Education  
 First Nations Education Council  
 Jewish Peoples & Peretz  
 Schools H&S  
 Kahnawake Education Center  
 Loyola High School  
 Quebec Association for Children  
 and Adults with Learning  
 Disabilities

## Home & School MEMBERSHIP LEDGER

	1986/87	Jan./88
ALLANCROFT	172	145
ANDREW S. JOHNSON MEMORIAL	43	33
AYER'S CLIFF	17	22
AYLMER	57	49
BAIE COMEAU	40	33
BEACON HILL	164	166
BEACONSFIELD HIGH	-	52
CARLYLE	23	—
CEDAR PARK	127	98
CHELSEA	17	21
CHRISTMAS PARK	169	170
COURTLAND PARK	127	—
DORSET	72	72
DUNRAE GARDENS	148	166
EARDLEY	55	—
ECOLE PRIMAIRE BEACONSFIELD	225	253
ECOLE PRIMAIRE PEIRREFONDS	23	—
ECOLE PRIMAIRE POINTE CLAIRE	149	218
EDGEWATER	206	172
EDINBURGH	206	177
ELIZABETH BALLANTYNE	173	176
GARDENVIEW	50	—
GREENDALE	140	125
HAMPSTEAD	67	74
HOPETOWN-SHIGAWAKE PORT DANIEL	41	29
HOWICK	5	10
HUDSON/MT. PLEASANT (includes high school)	243	137
JOHN RENNIE HIGH	166	168
KEITH	86	42
LACHINE HIGH	78	52
LINDSAY PLACE HIGH	143	179
MACDONALD HIGH	146	151
MARY GARDNER	4	—
MEADOWBROOK	116	105
NEW CARLISLE HIGH	64	40
NEW RICHMOND HIGH	14	27
NORTHVIEW	116	115
PRINCESS ELIZABETH	43	42
ROYAL WEST ACADEMY	128	64
SEIGNIORY	135	137
SOUTH HULL	70	32
SUNNYDALE	144	151
THORNDALE	146	95
VALOIS PARK	125	124
WAGAR HIGH	64	—
WESTPARK	172	136
WILLINGDON	83	80
WINDERMERE	227	193

Above membership figures include Associate Members at local Home & Schools, i.e. families who have joined more than one school.

## APPLICATION — QFHSA

Supporting (Family Membership) . . \$ 9.00   
 Affiliate (Group) Membership . . . \$35.00  eg. School Board, School Committee  
Parents Committee, School Council

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Postal Code: \_\_\_\_\_

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

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

Quebec Federation of Home & School Associations  
 2535 Cavendish Blvd., #212  
 Montreal, Quebec H4B 2Y5  
 (514) 481-5619

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



### What is the Value of One Member?

Ten little members standing in a line,  
 One disliked the president, then there were nine.  
 Nine ambitious members offered to work late,  
 One forgot her promise, then there were eight.  
 Eight creative members had ideas good as heaven,  
 One lost her enthusiasm, then there were seven.  
 Seven loyal members got into a fix,  
 They quarrelled over programs, and then there were six.  
 Six members remained with spirit and drive,  
 One moved away, then there were five.  
 Five steadfast members wished there were more,  
 One became indifferent, then there were four.  
 Four cheerful members who never disagree —  
 'Til one complained of meetings, then there were three.  
 Three eager members, what do they do?  
 One got discouraged, then there were two.  
 Two lonely members, our rhyme is nearly done,  
 One joined a bowling league, and then there was one.  
 One faithful member was feeling rather blue —  
 She met with her schoolmate and then there were two.  
 Two earnest members each enrolled one more,  
 Doubling their number and then there were four.  
 Four determined members just couldn't wait,  
 'Til each signed up another and then there eight!  
 Eight excited members signed up 16 more,  
 In another six verses there'll be a thousand twenty-four!!!!

(Borrowed from the "Canadian Scene", a publication of 3rd and 4th British Women of Canada.)

# COMMITTEE AND LIAISON REPORTS

## SOCIAL AFFAIRS/SUPPORT SERVICES COMMITTEE

By PAT LEWIS

Among the many issues being considered by this Committee at this time are the following:

### Smoking prevention and children

The Quebec government has already banned smoking, except in designated areas, in all schools. National Non-Smoking Week was January 14-20, 1988, and our locals were encouraged to participate in this week through activities in the schools. Information on upcoming activities will be sent to locals.

### Drug abuse campaign aimed at students

The International Council of Shopping Centres is sponsoring an anti-drug campaign at five West Island shopping centres to encourage kids to say "no" to drugs. The program is called Kids Say 'Know' To Drugs, and pamphlets and counselling are available.

Two million brochures giving telephone numbers have been distributed to high schools, pharmacies

and clinics in the Montreal area for a new phone line system to give callers information on the hazards of drugs and alcohol.

The Jean Lapointe Foundation sponsors this service, which is called DIAL-A-FACT.

The number in the Montreal area is 288-0800. The toll-free number for the rest of Quebec is 1-800-361-4640.

### Child abuse is always a concern

Kits with several pamphlets — some aimed at parents, some at children — are available to H & S locals, and several schools already have these packets available to teachers for use in the classroom.

Items include a Spider-Man comic book for children, giving tips on how to prevent sexual abuse. There is also, for parents, a guide to prevent abduction, entitled Child Lures.

The Protestant School Board of Greater Montreal has a special program for grade 3 students

which aims to help students recognize and protect themselves from abuse.

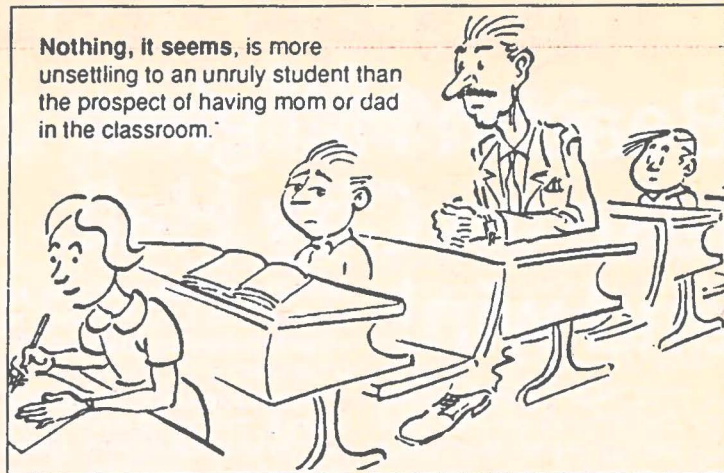
At this time teachers and other professionals are being trained for this program by workers at the Quebec Association of Social Service Centres. Local H & S associations should try to see that their schools are involved in this program.

### PEACE

The campaign to have more municipalities become Nuclear Weapons Free Zones continues.

Sixteen councillors from West Island cities recently became signatories to a declaration to this effect. The city of Montreal became a Nuclear Weapons Free Zone last year, and is now considering ways to make sure this is effective.

For more information on peace issues, please read our "Peace" column.



## Kids straighten up if parents go to school

**BRINGING MOM OR DAD to school can often be effective in helping students with discipline problems.**

It's effective because the most uncomfortable person in the classroom will be the student whose parent is there, too.

John Lazares, principal of a Hamilton, Ohio, junior high school, decided to invite parents to classes after a student begged him not to have his mother come in.

"One of the worst things that can happen to a child is to be suspended from school," says Lazares. "It's a waste. He spends three days at home for some little misdemeanor, and it makes him happy to be out of class."

"I decided to tell parents: 'Okay, if you'll come in and spend one day in class with that kid, I'll take the suspension away.'"

A typical reaction from parents is a better understanding of their child and what the teacher goes through when the child is late, talks in class, forgets materials and

drives teachers crazy.

Kids seem to improve dramatically when their parents come in, says Lazares. In his school, detentions dropped from 20 a day to zero on some days and expulsions dropped too.

Only a handful of parents have refused to join what Lazares calls his Parent Involvement Program. Many are eager to come.

"For a lot of them, it's their first time in a school building since they graduated," he says.

One child cleaned up his act when his parents simply met with the principal and threatened to go to class with him.

"This is a tool for preventive discipline," says Lazares. "Kids who have seen other kids' parents in school stop causing problems, because they don't want their own parents to sit with them all day."

Lazares personally calls the parents of every child who makes the honor roll — 200 phone calls one week.

"I want to notice those kids who do a good job," he says.

## Official Languages in Education Committee

By Marion Daigle

**ON OCTOBER 26, 1987, a Regional Consultation on the orientation and objectives of the Secretary of State's Official Languages Programs was held in Montreal.**

QFHSA was interested in two main areas: The first was the Official Languages in Education programs involving the Quebec/Canada agreements re federal grants for minority language education, and second language instruction.

The present agreements expire March 31, 1988, and negotiations are already underway for new agreements.

QFHSA reported on the lack of consultation by the provincial government with school boards and organizations concerned with the educational needs to be met by these funds, particularly for the English speaking minority.

There is still a lack of real accountability by the provincial government to the federal government about the expenditure of these funds.

Of particular concern to many

participants is the drain of funding from the English language system to provide for second language instruction in French, particularly for French immersion (not recognized by the provincial government).

The second area of interest to QFHSA is the Official Languages Communities Programs providing grants to minority language groups and organizations.

QFHSA receives a small grant from the Secretary of State's program to promote special projects for the English speaking minority Home & School organizations off-island.

It is feared that under both programs mentioned above the English speaking minority population in Quebec will receive less funding than in previous years. It is clear that QFHSA must continue to study and monitor the situation very carefully.

## PAPT/PACT Convention

By MARION DAIGLE, Publicity Chairman and ANGELIKA REDAHL, QFHSA Workshop Coordinator

**QFHSA PARTICIPATION at this Convention is vital and a very positive experience.**

Our display booth was located on the Convention Floor level close to the exhibition hall, close to the refreshment areas and close to the various workshop rooms.

As a result, we were able to talk to more teachers, distribute more information, and be more clearly identified than ever before. It was noted that, of all the non-profit groups, QFHSA definitely had more teachers seeking information.

Based on observations this year, we should have plenty of handouts:

- "Kids Are Worth It!" buttons are a BIG attraction. Many people do wear them and others find the table as a result.
- Home & School BAGS were appreciated by many as we did have several handouts to fill them!
- The new "Children Learn What They Live" were extremely popular. Many teachers were keen to

give them to their classes.

- Bookmarks and bumper stickers — always popular.

It was good to see so many of our Gaspé teachers and fellow Home & Schoolers at the conference.

**Report on the Workshop sponsored by QFHSA entitled "Social Skills: A Luxury or a Necessity?"**

Mr. David Nadler, principal at Beacon Hill Elementary School, was the resource speaker at this workshop, with approximately thirty participants.

Mr. Nadler covered his topic very well. The participation and exchange were animated and Mr. Nadler supplied a good number of excellent resource materials.

### Recommendations

- 1) For future workshops we consider sponsoring, the PAPT/PACT Convention Committee should make it a priority to give our resource speaker his/her first, or at least second, choice time slot. Mr. Nadler was given his third choice.
- 1) The title of our workshop should appear in full in the PAPT/PACT Program Book. This workshop was listed only as "Social Skills".

**FRENCH-LANGUAGE DISTANCE EDUCATION NETWORK**  
IN 1986, A NATIONAL conference on post-secondary distance education for francophones originated the idea of a cross-Canada distance education network.

The association for education in the French language (ACELF) was mandated to look into the possibility of such a network.

With a grant from the Secretary of State, ACELF contracted for a feasibility study and has now set up a committee with representatives of French-language post-secondary institutions in Alberta, Manitoba, Ontario, Quebec and the Maritime provinces to plan the operation of a post-secondary distance education network from Canadian francophones.



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# KIDS ARE MAKING A DIFFERENCE

## Beacon Hill girls take on City Hall and win!

IN JULY, 1987 the Beaconsfield City Council voted down a resolution presented by W.I.N.D. (West Islanders for Nuclear Disarmament) that the city become a Nuclear Weapons Free Zone.

In early October students at Beacon Hill School, who had formed a peace club called Kids for Peace, wrote to the City Council asking the group to reconsider the issue.

In November Raluca State and Alicia Barratt, (President and Secretary of Kids for Peace), went to

the council meeting and made an eloquent plea to the council to adopt a resolution opposing nuclear weapons.

These two girls were well received, and on December 14th, the City of Beaconsfield became a Nuclear Weapons Free Zone.

A certificate to that effect was presented to Mayor Pat Rustad by Alicia Barratt on behalf of Kids for Peace. The club meets regularly at Beacon Hill, and is sponsored by the local H & S.

Students are now working on puppet plays which they hope to have made into videos.

**Pat Lewis, Teacher Co-ordinator, Kids for Peace, Beacon Hill School**



Alicia Barratt and Raluca State show certificate that declares a site is a Nuclear Weapons Free Zone.

## 11 tips to make better writers

By SUSAN CURTIN, GREENDALE

**A PARENT'S MOST important responsibility is to provide a role model for children. Writing should be natural and spontaneous.**

How can parents provide the best conditions to ensure that writing matures and flourishes? We can:

**Set a good example** by letting your child see you writing as much as possible. Expose your child to many reasons for writing, including your own pleasure.

**Provide an area** where your child can write comfortably, stocked with a good selection of pencils, pens, erasers, crayons, paints.

**Surprise your child** by typing some of the writing he/she has done or make a special book where it can be rewritten and collected.

**Send away for information** and "give-aways" frequently advertised.

**Write to famous personalities** — sports, entertainment, political — and enjoy the replies.

**List grocery items** needed and check them off as picked up.

**Encourage your child** to keep a daily diary (that need not be shared) to practise expressing feelings and opinions.

**Record in a journal** the details of

trips taken, including records of accommodation and mileage, purchases and souvenirs.

**Dramatize** plays written by your child — puppet plays are especially popular — to be performed for the family.

**Collect** cartoons for which children can write new dialogue — or keep the dialogue and have the children illustrate with new cartoons.

**Clip** pictures from magazines and newspapers. Children can write new captions, headlines and stories to accompany the pictures.

**Allow** your child to use a typewriter and word processor if one is available. This will make writing seem more important.

With the school year well underway, it is a good time to remember the school's mission — 'An Environment for Growth'.

### CHARLOTTE'S WEB

This play has had the longest tour in Geordie's history. To date it has been seen by more than 27,000 students. Geordie Productions is presently considering another tour in May, 1988. Interested schools should contact Geordie Productions, (514) 845-9810, 4001 Berri, 2nd floor, Montreal, Quebec, H2L 4H2.

## Dear homeless child . . .



**A YOUNG 14-YEAR-OLD** Montrealer, Stéphanie Ouellette, has been awarded first prize in a national letter-writing contest organized last spring by Canada Post Corporation.

The theme "Letter to a homeless child" was chosen following the announcement by the United Nations General Assembly that 1987 was "International Year of the Homeless".

Two other finalists are from Montreal: Wanda Allan, 12, of Hudson, Québec, and Nancy Benoit, also 12, of Saint-Michel-des-Saints.

The contest was open to all young Canadians aged 12 to 15. Participants had to submit an essay of a minimum of 500 words, giving their views of how to help improve the quality of life of homeless children.

The contest, now in its third year, was publicized through schools and more than 2,000 youngsters submitted entries.

Wanda Allan's prize-winning letter is printed below

## . . . I've seen you trying to survive

"Letter to People in Charge

Dear People in Power,

As you probably know, about one-fourth of all the people in the world live in bad conditions and do not have homes and enough food.

Since you are heads of state, such as prime ministers or presidents or kings, you should have the power to do something about this. Why don't you get together, such as at the United Nations, and make a plan to help these poor children — and then carry it out?

Last year was the International Year of Peace by the United Nations. We learned from UNICEF that the money that goes to build one submarine would be enough to build 450,000 homes for homeless children. The price of one jet fighter plane would be enough to equip 40,000 village pharmacies to fight diseases among children.

What I'm trying to say is this: Instead of using the money for war equipment, you can save millions of lives, instead of killing millions. How about using the money to build homes and schools?

We kids might not have a lot of power, as you have, but if enough of us write letters to you or speak up in some way, maybe you will listen. Maybe you will help the children who need it. We kids — the lucky ones with enough food and homes — will be watching what you are doing, and hoping for the best for our friends who live on the streets.

Sincerely yours,  
Wanda Allan"

Homeless child, I am one of the lucky ones, a girl who was born in Canada and who has always had a home and family. But I want you to know that you have not been forgotten. "Homelessness" must stop, or half of our world could be wiped out.

I just don't feel as if we can go on being so cruel to helpless, unfortunate people, like you. I am sure there are many other boys and girls who feel as I do. We all want things to be better for you, and we intend to do what we can to help you.

We want to make sure that "homeless" becomes "homes" for all children.

Meantime, please know that you are on my permanent correspondence list, and will be one of my penpals from now on.

Sincerely yours,  
Wanda Allan

Dear Homeless Child,

What I have seen and heard about you is absolutely unthinkable! In my imagination I've seen you huddling over heating vents outside on the streets of large cities, such as Montreal or New York.

I've seen you on the driest land in Africa, trying to survive on your own, looking for shelter and food so that you can survive.

I've watched you, wrapped in rags, trying to sleep on the filthy roads and streets of most of the countries of the world.

Some of you have been abandoned by your parents, and you must try to live by stealing.

Every day I have seen 50,000 like you die from malnutrition and disease, and a lot of these deaths come about because you did not have shelter. Many of these diseases could be cured, but you die because you don't have the money for a home or medicine.

I realize that there are millions like you on this earth who are not being helped. In some cases, lucky people who have homes are sending money to help you, but the money never reaches you. Sometimes the money stays with the people who run your governments, and they become richer — not you.

Another reason that some of you are so poor may be because of unemployment for your families. And this unemployment may be caused by prejudice. Maybe it's because of your race or religion. Whatever the reason, I think we must stop acting so selfishly and unfairly.

With all the things that homeless and hungry people need, there ought to be enough jobs just making those things.

I get very upset when I hear about hungry, homeless children dying every minute while most people just forget about it and just pretend that it doesn't matter.

Sometimes I wonder how it must be to have to watch the suffering of other family members or to see close friends dying. I do not understand how the fortunate people in our world can let these tragedies happen.

Perhaps this letter should not be addressed to you at all, homeless child. Perhaps this letter should go to the people who can do something about getting a home and food for you. So, I am going to write another letter below, so that you can see that there may be some answers for your problems.



# OUR RURAL SCHOOLS

## Board faces serious problems

**IN APRIL, 1987, some 200 representatives of education, social services, seniors, community organizations, etc., from the Outaouais region met at Low, Quebec, to discuss the serious problems facing rural schools in their area.**

The Assembly of Rural Schools felt certain that their concerns were shared by all rural sectors of the province.

The focus was on the conditions affecting rural schools — school closures, budgetary rules and regulations, transportation of pupils, the effects of school closures on community growth and development, and the list went on.

The working committee of the Assembly of Rural Schools met again to ratify the many resolutions of the general meeting and to prepare a package of information for Claude Ryan, Minister of Education. Below is a summary of the Committee's actions and the two main resolutions presented to the Minister.

The 1987 Quebec Federation of Home & School Associations Annual General Meeting accepted these resolutions and Mrs. H. Koeppel, President, has advised the working committee of the Assembly of Rural Schools of QFHSA's decision.

Further action by QFHSA was taken by the Board of Directors at their September 19, 1987, meeting.

QFHSA intends to lend its support to the cause of rural schools through the School Reorganization Committee. Anyone interested in this topic should contact Sylvia Adams, Chairman.

The Assembly of Rural Schools was a "first", a new beginning for rural education. Hopefully, it will prove to have been a worthwhile undertaking.

The Committee of the Assembly of Rural Schools hopes you will advise them of your continuing interest in the ongoing endeavours of this group.

A meeting of this Committee was held on April 25, 1987, in Campbell's Bay to ratify the many resolutions of the general meeting.

The two main resolutions which were ratified and later presented to Mr. Claude Ryan, the Minister of Education, are listed below for your information.

We also presented Mr. Ryan with the petition (approximately 1700 names), and a copy of the fourteen (14) briefs which were submitted at the April 11 meeting.

Mr. Ryan declared during this meeting in Hull on May 2 that there would no longer be three grades per class, except for a few

exceptions where enrolment would be very low. He also stated that this would create some 75 additional teaching positions. Mr. Ryan also declared that the space allocation would be increased from \$8.00 per

finances and the existence of schools in the case where students must not have to travel more than two (2) hours per day."

A representative also attended the "Colloque Provincial sur

### Report to QFHSA Board of Directors meeting, Jan. 23/88 ASSEMBLY OF RURAL SCHOOLS

by NANCY PEPPY, off-island V.P.

In January, the Assembly on Rural Schools launched a membership drive.

The group, which includes representatives from Protestant and Catholic schools, as well as anglophones and francophones, are still waiting to have their issues addressed by Education Minister Claude Ryan and Premier Robert Bourassa.

Anyone interested in joining the Assembly can write to the "Assembly on Rural Schools," St. Michael's School, Low, Quebec, J0X 2C0.

square meter to \$12.00 per square meter.

Subsequent to an invitation, a representative of our Committee addressed the general meeting of the Quebec Federation of Home and School Associations in Montreal on May 8.

A representative of our Committee also attended the general meeting of the Federation des Comités de Parents de la Province de Quebec Inc. in Cap Rouge on May 29, 30 and 31 where the following recommendation was supported:

"To recognize the special needs of the rural sector concerning the

l'Organisation Administrative et Pédagogique dans les Petites Ecoles" sponsored by the North-Shore Regional Office of the Ministry of Education held in Tadoussac on October 14, 15 and 16.

A telegram was sent to Mr. Ryan on July 2 regarding a reply to our earlier request for a one-year moratorium on the closure of rural schools until a thorough study of rural education could be completed.

No reply has been received to date, and apparently the little Harrington School has passed into history...

So, much work needs to be done to ensure the rights of rural children and the continuing existence and the improvement of rural education.

Quebec Alliance, Outaouais Alliance, the Quebec Federation of Home and School Associations, are considering rural education as a priority... So, hopefully, with everyone doing his share in promoting rural education in his own milieu, together we may see positive results.

(Two main resolutions ratified at April 25 meeting):

14-1: "It is resolved that we, the Committee of the Assembly of Rural Schools, request that the Minister of Education impose a moratorium on the closure of rural schools for the academic year 1987-88."

14-2: "It is resolved that we, the Committee of the Assembly of Rural Schools, request that the Minister of Education undertake a comprehensive study, in consultation with the rural population, regarding the quality and availability of education in rural areas and that we would hope that this would lead to a province-wide colloque which would address the following issues: 1) Quality of education; 2) Special needs; 3) Transportation; 4) Language programs; 5) Special education; 6) Elected representation."

# EASTERN TOWNSHIPS

## BOARD OFFICE

Following the recent school board elections, the Eastern Townships School Board Council of Commissioners met for its first meeting on November 24, 1987 at St. Francis Elementary School. The eleven wards will be represented by the following Commissioners, each with a mandate to serve for three years:

- WARD 1: David Drew\*
- WARD 2: William Stevens\*
- WARD 3: Jean Warnholtz\*
- WARD 4: John Devries\*
- WARD 5: Colleen Wilkin\*
- WARD 6: Margaret Paulette\*
- WARD 7: Duncan Eastman\*
- WARD 8: Kay Olson\*

- WARD 9: Rita Hawketts\*
- WARD 10: Rudolph Nelson\*\*
- WARD 11: Jeremy Dutton

- \* by acclamation
- \*\* reelected
- PARENT REPRESENTATIVES:
- Elementary: Margaret Faulks
- Secondary: Sandra Roberts

## STUDENT ENROLMENT 1987-88

Based on the official September 30 figures, the enrolment in our schools shows an encouraging increase at the Kindergarten and Elementary level. At the high school level, Richmond Regional numbers are up while Alexander Galt's student population is still declining. Another boost resulted from the merger of Marymount and Sherbrooke Elementary schools.

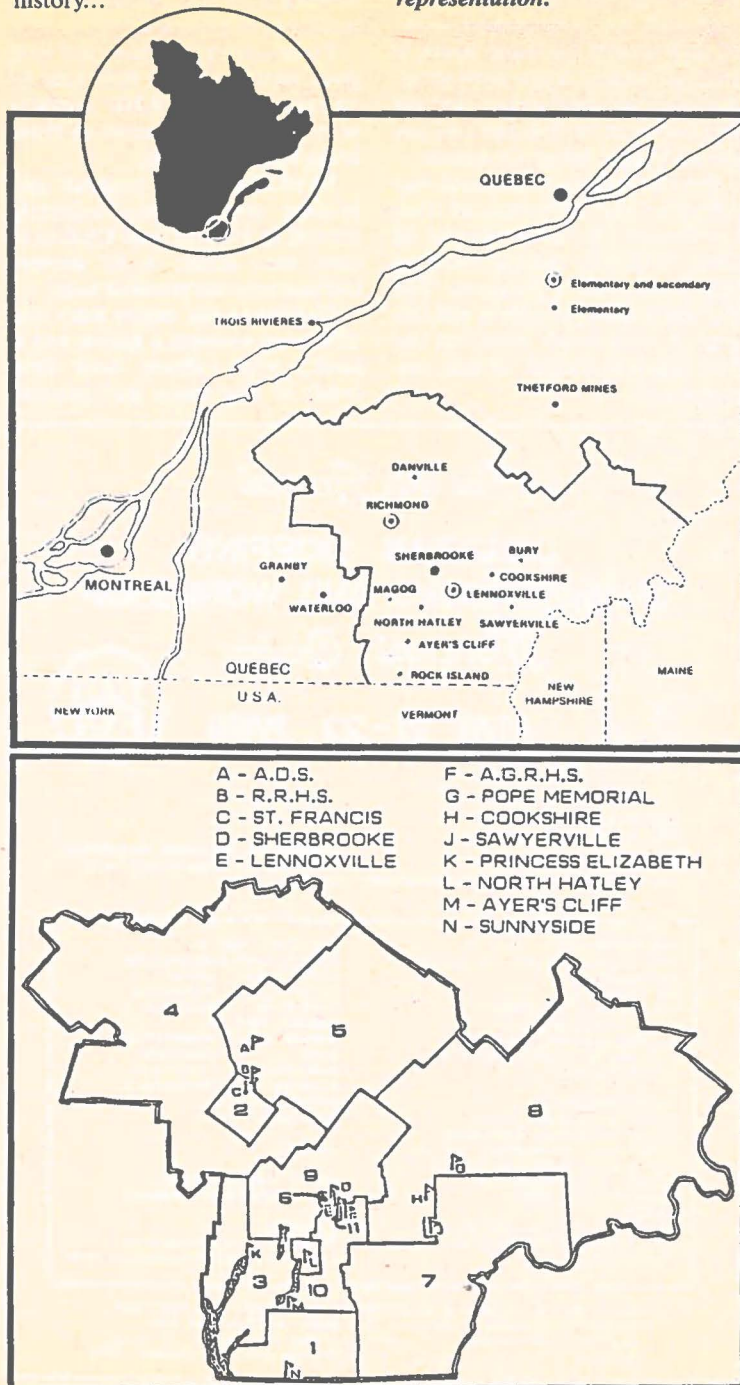
### ELEMENTARY

	1986-87		1987-88	
	K	1-6	K	1-6
A.D.S. ....	11	61	16	61
AYER'S CLIFF. ....	13	86	19	93
COOKSHIRE. ....	—	75	—	76
LENNOXVILLE. ....	49	276	71	303
NORTH HATLEY. ....	18	81	15	85
POPE MEMORIAL. ....	22	62	18	56
PRINCESS ELIZABETH. ....	36	189	29	191
SAWYERVILLE. ....	19	62	21	61
SHERBROOKE. ....	20	137	50	277
ST. FRANCIS. ....	40	310	42	303
SUNNYSIDE. ....	24	145	30	149
<b>TOTAL</b> .....	<b>252</b>	<b>1484*</b>	<b>311</b>	<b>1655**</b>

Included in the elementary enrolment figures are \*50 and \*\*86 Special Project students.

### SECONDARY

	1986-87	1987-88
A.G.R.H.S. ....	1238.71	1124
R.R.H.S. ....	350	355.57
<b>TOTAL</b> .....	<b>1588.71</b>	<b>1469.57</b>



# Center gives people bird's eye view of raptors

By ANDRÉ LAIRGNE

For several years, the MacDonald Raptor Research Centre has been actively engaged in a structured public education program designed to stimulate awareness in the general public of raptors and their conservation.

In fact, the centre has been actively involved in promoting raptor conservation since the early 1970s when the centre's director, Dr. David Bird, began publicizing the research being done here. As a means of further educating the public, the centre has always opened its doors to the general public, particularly to school groups.

Until recently, the centre's public education program was run on a volunteer basis, with both graduate and undergraduate students, as well as volunteers, taking the time to guide visitors through the facilities and explain the biology and ecology of the unreleasable birds on display.

Many people have contributed to this effort, each bringing his or her own perspective and experience to the content of the talks. And while this arrangement worked well enough for many years, it became obvious that a more structured and standardized service was required as more and more school groups began visiting the centre.

For this reason, a proposal was submitted to the Province of Quebec Society for the Protection of Birds (PQSPB) inviting them to help fund such a program. The PQSPB responded with a \$18,000 grant to completely subsidize the first year's operation of this new endeavour.



Center Director David Bird shows off "Cia" the Peregrine Falcon.

The main goal of the program is to familiarize the public, especially school-aged children, with raptors, their conservation and the role they play in a healthy natural environment. In order to achieve this aim, a set of carefully planned presentations was developed to cater to different groups of visitors.

These are offered in both French and English to ensure that the message reaches most Quebec school children. In addition, an in-class service was instituted wherein staff members go to schools and meeting halls with live birds and an audio-visual presentation.

These innovations have met with great success. In its first year of operation, nearly 4,500 contacts were made — 90 percent of these being school children.

Word of our new program and in-class presentations evidently spread; in 1984-85 over 8,500 contacts were made, a 95 percent increase over the previous year.

Visitors to the centre learn the difference between a falcon and a hawk, why vultures have bare heads or that many owls possess

extremely acute hearing, enabling them to locate prey by sound alone.

A number of trained birds are used to illustrate the special characteristics of each type of raptor. A peregrine and an American kestrel represent the falcons. The female kestrel is very receptive to being courted in the spring, allowing us to demonstrate some of their special calls and breeding behaviours.

Two owls, one a great-horned, the other a saw-whet, help illustrate the special features that enable these nocturnal raptors to cope with the unique problems of hunting at night.

Out in the yard, several eagles, both bald and golden, a Turkey vulture and a red-tailed hawk make visitors aware of these species' presence in Quebec.

Some of these birds travel well and are regularly taken out to schools, scout and guide meetings as well as public lectures. In this way, the centre has been able to reach a great many more children with in-class presentations than previously.

Occasional presentations in provincial and federal parks round out the public presentation activities.

Of course, the centre fields a great number of calls concerning different types of wildlife. Each year, well over one hundred requests for information are received and processed.

Another very important objective of the program is to make it self-financing. To date, this objective has been reached.

As more people avail themselves of the education services offered by the centre, a greater understanding of the role raptors play in the wild and of the problems they face today is evolving.

Some visitors return periodically to keep themselves abreast of the latest developments at the centre. Others bring injured raptors they've stumbled across in the field.

But most importantly, they spread the word among their friends; raptors, those so often misunderstood predators of the air, are deserving of our respect and our protection.

All indications point to a very successful year for our program. Our success, of course, is a direct result of the patronage we've received from both the public and from conservation groups such as the PQSPB.

## GOOD BOOKS FOR A COLD EVENING

NOW THAT the long winter evenings are here, what is better than to curl up with a book. Here is a list of French picture books and story books, as well as the titles of a few collections of documentary books, suggested by Courtland Park's school librarian, Mrs. G. Elich.

### Collection: La Courte Echelle:

Cailloux, A. **Mon grand-père a un jardin** 6 years +  
Gauthier, B. **Zunick** 7 years +  
Gay, M. **De Zéro à minuit** 7 years +

### Collection: Lutin Poche:

Barrett, Judi **Il pleut des hamburgers** 7 years +  
Kellogg, S. **Le tétard mystérieux** 7 years +  
Stehr, T. **L'Abominable Guillaume des neiges** 7 years +  
Stevenson, J. **Qu'a-t-il sous le lit?** 7 years +

### Collection: "Neuf"

Groussard, V. **Caravane interstellaire** 10 years +  
Heide, F.P. **Banane** 10 years +  
Rivais, Y. **Ca alors** 10 years +  
Sureau, G. **Etoile, un renard parmi les hommes** 10 years +

### Collection: Rouge et Or Dauphine

Séjour, Comtesse de **Les deux Nigauds** 11 years +  
Séjour **Le mauvais Génie** 11 years +  
Séjour **Jean qui grogne et Jean qui rit** 11 years +  
Séjour **Le général Dourakine** 11 years +

### Éditions Duculot

Alexander, M. **Qu'allons-nous faire Anthracite?** 7 years +  
Alexander, M. **Je suis rudement content de te voir, Anthracite** 7 years +  
Alexander, M. **Tant pis pour me vilaine maman, Anthracite** 7 years +

### Collection: Les petits Débrouillards:

**66 expériences pour les petits Débrouillards**  
**66 nouvelles expériences pour les petits Débrouillards**  
**Les voyages fantastique de Globulo**

Suzuki, D. **Les insectes**  
**Les plantes**  
**Les sens**

## COMMITTEE CHAIRMEN LAKESHORE BOARD

The Lakeshore School Board Council of Commissioners was informed that four of its standing committees have met to elect their chief officer: Community Relations, Tom Merson; Education, Ann Cumyn; Executive, Christopher Campbell; Personnel, Grace Hone.

A proposal for a policy regarding the painting of schools, prepared by the Allcroft School Committee and endorsed for submission by the Parents' Committee, was referred to the Council's Executive Committee for study.

The Council elected its delegate to the School Council of the Island of Montreal (SCIM), Dr. Joel Hartt, and substitute delegate Tom Merson. One of the initial difficulties facing SCIM is a legal dispute over voting rights in the election of a SCIM chairman and members of the Council's Executive Committee.

Aware that the Minister of Education is seriously considering applications for admission to school on behalf of children who have not attained the normal age (five as of September 30 for kindergarten and six as of September 30 for grade one), Council has approved the submission to the Minister of a number of such 'derogations'.

On Nov. 30 the Council approved for submission four more kindergarten applications and one for grade one, bringing the totals to 21 (K) and 2 (gr. 1). These children are not attending classes until the Minister's approval is given.

Parent Representative (secondary) Kenneth Kalman took the oath of office as a member of the Council of Commissioners. Mr. Kalman and his colleague, Parent Representative Bruce Gill (elementary), have all of the rights, obligations and responsibilities of an elected School Commissioner except that they may not vote at meetings of the Council or of the Board's Executive Committee. Mr. Gill had taken his oath of office at the Council's Nov. 23 meeting.

### SMOKE FREE SPACES PROGRAM

FIFTY-ONE SCHOOL boards across Canada have declared themselves to be or to become "smoke-free", and 1,195 schools have been presented with 100 percent smoke-free awards under the successful Canadian Heart Foundation/HOME & SCHOOL "Smoke Free Spaces for Kids" program.

## The 4th Annual CANADIAN SKIPPING CHAMPIONSHIPS AND WORKSHOP Montreal, Quebec MAY 21-22, 1988



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REGISTRATION:  
Pre-registration is strongly encouraged.  
\$2.00/skipper  
Closes May 13, 1988  
Late Registration:  
Friday evening, May 20  
6-9 pm. at Centennial H.S.  
\$5.00/skipper

ACCOMMODATIONS:  
A group rate for hotel rooms is being negotiated. Price will be approx. \$60.00 for a room with two double beds. Ten minutes to competition site.

MEALS:  
The school cafeteria will be selling full meals at lunch-times.

SATURDAY, MAY 21  
SINGLE ROPE COMPETITION  
9:00-11:00 Speed  
11:30-4:30 Freestyle  
5:00-6:00 Workshop 1  
SUNDAY, MAY 22  
DOUBLE DUTCH COMPETITION  
8:00 Practice  
9:00-11:00 Freestyle  
4:30-5:30 Workshop 2  
MONDAY, MAY 23  
No Competition

AWARDS:  
TOP 3 OPEN (Ribbons)  
TOP 3 CANADIAN (Medals)

JUDGING:  
Teams are encouraged to bring one judge/counter/timer

WRITE TO THE CANADIAN SKIPPING ASSOCIATION, P.O. BOX 7165  
ANCASTER, ONTARIO. L9G 3L4 FOR MORE INFORMATION AND  
REGISTRATION FORMS. (Please include the number of team  
members with your group). In QUEBEC, contact Kevin Corbett, 5554  
St. Zotique, Montreal, H1T 1P6, (514) 255-4552.



# NOMAD's a travelling science class

BY ZONIA KEYWAN

AT CONCORDIA's Lacolle Centre for Educational Innovation, "innovation" is the operative word. And the Centre's interest in fostering creative approaches to teaching and learning is directed not only at Concordia staff and students, but also at the outside community.



For the last two years, the Centre has operated, in addition to its "in-house" seminars and workshops, a popular and growing outreach program.

"Instead of waiting for the public to come to us, we go out to them, onto their own territory," explains Centre director, Olivia Rovinescu. "We've realized we can reach a lot more people that way."

So far, most of the benefactors of the Centre's outreach program have been youngsters. They are the

main targets of the two educational experiences — "Storytelling in the Classroom" and the Nomad Scientists — currently offered through the Centre to schools, libraries and other institutions.

Storyteller Dan Daniels is a familiar figure to many Montreal children. A retired teacher whose background includes social activism and award-winning play writing, Daniels now spends most of his time visiting schools to recount — or rather, perform — stories of his own making.

In keeping with the Lacolle philosophy of promoting active learning, Daniels encourages the members of his audience to become involved in his performances and afterward, to create texts or pictures of their own.

"He has quite a reputation," says Rovinescu. "The children really love him. We get letters here all the time from students writing to him and sending their own stories."

Quickly acquiring celebrity as the most innovative science teachers in the province are the other educators in the Centre's outreach program, the Nomad Scientists.

The six Nomads, who are led by Concordia graduate Steven ("Mr. Science") Rosenstein, specialize in

a "hands-on" approach to instruction that breathes life into topics ranging from acid rain and the conservation of whales, to basic chemistry and pre-historic life.



"We try to take an area of science that people think is boring and animate it," says Rosenstein. "Any subject in science can be made interesting."

"For example, to make physics more entertaining, we do 'junk physics' — we bring a piece of junk into the classroom and use it to explain the laws of physics."

The Nomads also do astronomy skits, in which they take on the roles of astronauts and robots, and bring in displays of rocks, insects and animal bones, which the audience is encouraged to handle.

Many of the specimens and chemicals used in the presentations are donated by Concordia laboratories.

The Nomads' efforts have been seen by 14,000 people across the province, most of them pre-school and school-age youngsters, but also some hospital patients and senior citizens.

The success of the Nomads, Rosenstein believes, shows that "you don't need fancy equipment and expensive labs in order to teach science. What you need is love for kids and a willingness to keep constantly learning."



Describing himself as a "crusader" for environmental issues, Rosenstein points out that, in spite of their entertaining style, the Nomads are serious educators committed to filling the gaps left by conventional education.

"The present educational system lies to kids by not telling them about serious problems like pollution, acid rain and nuclear war," he says.

"Kids can handle these things. You have to give them the facts, and at the same time, a sense of hope. So we say to them, 'You guys do something, care about the environment!'"

In addition to their presentations for children, both Dan Daniels and the Nomads have given workshops at Lacolle's on-campus location for teachers, to assist them in applying creative teaching techniques to regular classroom activities.

## CHSPTF National Wrap-up

from the newsletter of The Canadian Home & School and Parent-Teacher Federation.

### PRESIDENT'S MESSAGE

Dear Friends,

One of the priorities of the Board of Directors of Canadian HOME & SCHOOL is an annual, national Teacher Appreciation Week.

National plans are well under way for such an event in 1988 and I urge all provincial and local associations to finalize a range of activities which will involve parents in all corners of Canada in "We ♥ Our Teachers" week, February 7 to 14, 1988.

Another priority, one which connects directly with the functioning of the Canadian Home and School and Parent-Teacher Federation, concerns increased membership, and implementation of the new fee structure.

I cannot emphasize too much HOME & SCHOOL's reliance on dues-paying members at the local level for its influence as a spokesman for parents and for the funds needed to keep HOME & SCHOOL organizations across Canada working together in national activities.

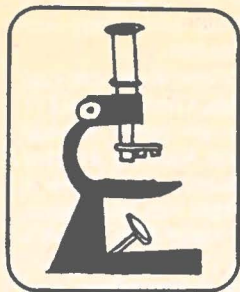
HOME & SCHOOL's concerns about the major health issues facing schools and children will find a forum for discussion next spring, when a proposed meeting of national organizations concerned with schools is to take place.

In a recent statement, Canadian education associations recognize publicly their responsibility in helping prevent child sexual abuse. Community awareness of this issue, they agree, must be raised.

Canadian HOME & SCHOOL has already taken the initiative in identifying the need for trained volunteers to deliver local awareness programs. A training project is being reviewed for funding.

On behalf of the Board of Directors of the Canadian Home and School and Parent-Teacher Federation, I wish all HOME AND SCHOOLERS and friends of HOME & SCHOOL a Bright New 1988!

Sonja Anderson



By RON VOSS

## SCIENCE SQUEEZE

AT THE SEPTEMBER 14 meeting of the Thorndale School Committee, Mr. Peter Gilson, science consultant for the Lakeshore School Board, spoke about the board's science curriculum for its elementary schools.

Before proceeding with a discussion of the content of the science curriculum, Mr. Gilson talked about some problems schools may encounter in bringing science into their curriculum.

The Lakeshore School Board has excellent teachers but most have received a language-arts-oriented training. Consequently many may not feel totally comfortable in teaching science and science can be a scary subject to a lot of people.

Gilson said a more serious problem is the difficulty in finding the time to fit science into the curriculum because of curriculum competition such as the increase of French instruction at all grade levels.

Time limits may squeeze science out of the overall curriculum.

Mr. Gilson then talked about ways parents and schools can increase students' exposure to the field of science outside of the formal curriculum.

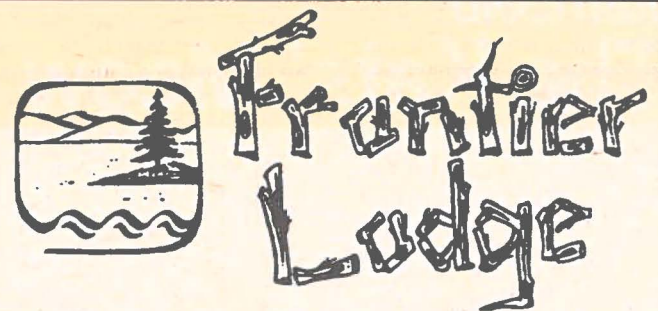
For example, naturalist Chris Adams or the Nomad scientists from Concordia University can be invited to the school and through their presentations and discussions, stimulate an interest in science.

At home, parents can play an important role by providing support and encouragement. Encourage children to read books related to science and be prepared to discuss the books.

There are also several excellent television programs with a science content such as 3-2-1 contact, Square One Television, Nova, and National Geographic specials. In response to a parent's query about places (museums, etc.) where parents could take their children to expose them to science, Mr. Gilson offered to prepare such a listing for parents.

Watch for this in a future issue of the News.

Mr. Gilson says there are probably a lot more science-related activities going on in the schools than parents are aware. For example, science topics are often included in the language arts program. Having said this, Mr. Gilson also quickly acknowledged that the Board was conscious of the fact that instruction of science in the elementary schools is "definitely an area that has to be worked on."



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Period two: July 17-30

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# FOCUS

# on the LOCALS

## SEIGNIORY

### Baking follows apple picking

**OCTOBER WAS a busy month at the school. Most classes went on apple picking field trips, then followed up with various baking activities**

Halloween was celebrated with lip sync contests, a pumpkin contest and haunted houses, which were set up all over the school.

H&S ran a "Bamboo Calendar Drive" and made \$400.

On November 28 H&S held its annual Christmas Bazaar. Tables were rented to artisans and there was a bake table, games, raffles and photos with Santa. The total profit was \$1177.61!

Two days after the bazaar we set up again, this time for our annual "Santa Shop". This is strictly for the children to do their Christmas shopping for their families.

All gifts are donated, and each child is allowed to buy two gifts ranging in price from \$1-\$5. Then

their presents are gift wrapped. This year we made over \$1000 profit.

Our fundraising this year totals over \$2800. So far we have purchased some computer software for our computer program; we sponsored two teachers to attend a computer workshop in November; we had some musical instruments repaired for our music program.

In January we hope to purchase more items needed for the school, as well as make a contribution to the library.

Our Christmas concerts were presented to the parents on December 15 and 16. Again this year we had a "Food and Fund" drive, and collected dry goods and money to be distributed by the West Island Volunteer Bureau.

The H&S and School Committee held a joint meeting on Dec. 9, followed by a wine and cheese party.

Cheryl Robinson



Seignior's book festival prizes were awarded to, from left, Alex McKeivie, grades 5-6; Heather Allen, kindergarten; Katie Kouchakji, grades 1-2, and Jiro Hidaka, grades 3-4.

## HOWICK

### Skipping skills pay off

ON NOVEMBER 18 the pupils from levels three to six entered a two-hour skipping marathon. This was the afternoon they had been practicing for since early fall.

Students were on teams with six members and all took turns skipping with the colorful ropes the Quebec Heart Foundation had supplied.

Earlier, they had received sponsor sheets and by Nov. 18, they had

collected over \$1500 in pledges for the Heart Foundation.

The afternoon was fast-paced and showed that the jumpers had acquired new and clever skills as they demonstrated many individual jump tricks as well as some creative team stunts that included acrobatic surprises.

Afterwards, refreshments were served by parent volunteers.

## GREENDALE

### Third World twinning

BY ASSISTING young people in the Third World to acquire the materials they need to get an education, and by the exchange of information with these young people, students in Canada can contribute directly to world peace and literacy.

They can acquire personal knowledge of a different lifestyle, a different culture. The School Twinning Program will help the young people involved develop life-long attitudes of tolerance and respect for the rich cultural heritage of others.

In other countries, as in Canada, education is a key component of development. In the Third World, however, resources are very limited.

## EDINBURGH

**A NO SMOKING POLICY was put into effect at the school. This applies to all parts of the building and to all people entering the school.**

Where do our fundraising dollars go? Through the combined efforts of the H&S the funds raised from the sale of chocolates, sweat-clothes (sale of gym suits) and last year's Spring Fair, we were able to provide the students and the school with the following: a stereo for the music program; human awareness program for grade 6, and library books, including encyclopedias.

Also purchased were humidifi-

This school twinning program offers an opportunity for students to extend the hand of friendship to their peers in schools in the developing countries, to expand their own knowledge of the Third World, and to act directly to extend the boundaries of peace.

There are five classes at Greendale involved in this project:

Level 4: Jamaica  
Level 5: St. Lucia  
Level 6: Sierra Leone, Africa; St. Lucia, and Philippines

"How can there be peace without people understanding each other, and how can this be, if they do not know each other?"

(The Right Honourable Lester B. Pearson)

## NEW RICHMOND HIGH

**STUDENTS in the grade 2-3 class read 417 books in five weeks. They weren't just reading for pleasure, they were reading to earn books.**

The school was involved in the 'Partners in Excellence' read-a-thon program to earn a set of World Book Encyclopedias for their school library.

Teacher Debra Quinn said the competition was proving to be an incentive to read. "The students in my own Grade 2-3 class have each read 20 or more books," Ms. Quinn said.

Through the program, each student is encouraged to read seven books in seven weeks with seven sponsors (friends, relatives or neighbours so children will not have to solicit support from strangers) being asked to contribute \$.50 per book.

World Book adds 50 percent to whatever is raised by the school for the purchase of encyclopedias and other library additions.

Students earned a set of World Book Encyclopedias and have credits left for the purchase of other books.

Sharon McCully, Spec, 24/11/87

## JOHN RENNIE

A new store has opened — in the school. Called Tops 'n Bottoms, it is operated by the Student Council and sells clothing, school bags, etc. at reasonable prices.

The school's new Keyboard Lab is a great success. Grades 10 and 11 students with no prior musical background are learning to play the piano with such success that a group of teachers has also begun piano courses under Miss Walsh's instruction.

A Resource Room where students can work, read, chat or relax is being operated by four teachers who give extra "free flow" help to individual students from 8 a.m. to 2:30 p.m.

## WESTPARK

Did you ever wonder what that delicious smell was around the Westpark area, sometime in October?

Parents of our grade ones were busy finding new ways of getting rid of bags full of apples the children picked and proudly brought home.

The Hallowe'en Frolic was enjoyed by the primary grades. Children presented Hallowe'en poems, songs and plays. Candle lit pumpkins decorated the gym.

French Immersion grade ones went to Westmount Park School in November to visit the Science Discovery Room where they enjoyed a "hands on" experience.

Students have been "Walking to Calgary" in our school yard 15 minutes (total 2,200 kilometres walked — as of December 5). We are aiming for 3,200 kilometres.

The orange and grapefruit sale was a great success. Westpark's gym was filled to capacity with cartons of fresh Florida fruit.

Our grade six students were busy unloading the truck and trying out novel techniques to determine the firmness of the fruit.

## COURTLAND

### The Kats' Meow



**THE SCHOOL has been very busy during the past few months, especially in the fund-raising department.**

Our annual "Country Fair" Oct. 24 was again a great success due to the efforts of a lot of hardworking parents and students.

Of course, all the kind people who advertised for us certainly deserve thanks too!

We have also had a Ski and Skate Sale and, most recently, a rewarding MacGregor Meat Campaign. This fund raising will assist us in our computer program in the school.

Halloween was a really fun time this year, with all the staff getting into the act of "make believe" and proving that adults enjoy dressing up too.

They all appeared as "Kats" and the children were treated to a very lively performance from the show of the same name. Bravo!

A special mention must be made about how well our students have

done since September with "Helping Others". Grades 3-6 collected \$1313 for tag day, and are receiving special certificates from the Quebec Society for Crippled Children.

They have also been very active with "UNICEF" and "Sleeping Children Around the World".

It goes without saying that everyone is very proud of our boys and girls!

### Farewell to "Part of the Team"

On Dec. 17, Mr. Superga, the school's head caretaker, retired after serving PSBGM schools for 27 years, the last 18 at Courtland Park.

During his years at the school, he has provided excellent service. Through his hard work and dedication, he has been responsible for maintaining our school, one praised for its cleanliness.

The teachers and staff who worked with Mr. Superga on a daily basis will miss him as will the children who have known him over the years.

Carol Milley

## BEACONSFIELD HIGH SCHOOL

# Welcome back!



**QFHSA welcomes Beaconsfield High. From left, Diane Spencer, Beaconsfield H&S president, Helen Koeppe, QFHSA president, Lynn Morrison, secretary, and Erika Schlesinger, treasurer.**

AT MEET THE TEACHER NIGHT, 56 parents signed a list indicating their support to re-establish the H&S. The last H&S at the school folded in 1980.

On October 21 a group of parents voted to re-establish this association and Diane Spencer was nominated as President, Lynn Morrison as Secretary, and Erika Schlesinger as Treasurer. Helen

Koeppe, President of the QFHSA, was on hand to lend support.

The association has been warmly welcomed back to the high school by the principal, Mrs. E. Wernecke, and the teaching staff. We look forward to a long and productive renewal of our association.

*Ed. Note - Welcome back, B.H.S. We've missed you.*

## NEW CARLISLE HIGH SCHOOL

The Annual Christmas Bazaar and Casserole Supper was held in late November and was a huge success, as in past years. New exhibitors added variety to the display and many folks took the opportunity to buy Christmas presents ahead of the rush.

Following the September 30th area meeting, a follow-up meeting was held in October to discuss the "Feeling Yes, Feeling No" awareness program concerning child abuse. Parents viewed the video and discussed items of concern with the school nurse and two social workers from the office in Bonaventure. This program will be used in the schools after the new year.

In November, local artist Elaine Almond showed interested parents a variety of Christmas crafts that they could make easily with ordinary items that are on hand in the home or easily found in the stores. At the January meeting, the program was centered on a drug awareness information session. Heading the discussion was a representative from the RCMP office in Carleton.

For an update on those follow-

## S.E. McDOWELL

DURING FEBRUARY the school plans to integrate Olympic activities into the school curriculum.

The natural enthusiasm of students for sport will be used as a motivator to develop concepts in Math, Science, Language Arts, Social Studies, French, Physical Education, Health and Art.

On December 16, as a "kick-off" to these activities, the school simulated the cross-Canada Olympic Torch Relay.

The students travelled in class groups to designated "Canadian Cities" throughout the streets of Shawville, beginning at St. John's, Nfld. (back door of school) and ending at Calgary (main door).

The event was supported by the Shawville Council and escorted by the QPP.

# MORE FOCUS

## EDGEWATER

IN SEPTEMBER our Home & School was given a bulletin board in the main corridor of the school which we share with School Committee.

Garfield (the board's design) prominently displays our current information that we receive from QFHSA and any upcoming events that would be of interest to our parents.

November 24 was SKIPATHON DAY with approximately 275 students participating. Home & School donated money towards the prizes that were purchased for the various skipping events. All the children enjoyed helping raise funds for the Quebec Heart Foundation.

December 5 was a fun day for all and a prosperous one for the H&S. Our first Christmas Craft Fun Day was a complete success. Sixteen Edgewater parent artisans filled our gym with an array of crafts and the Home & School manned a bake table filled with Christmas goodies, a book table where you could buy pocketbooks at a very reasonable price, a bottle table that sold in just a few minutes and a cafe where you could relax over a light lunch while the kiddies went downstairs and tried their luck in the Penny Arcade.

A new feature we tried this year was a card making centre where the children could make that special Christmas card for the family. This endeavor helped to raised \$2,000.

Our fall session of Enrichment Programs finished in November and plans for our Winter/Spring session are now underway. They are due to start in late January/early February with some new programs being offered.

Lynne Benjamin

## SUNNYDALE

THE SCHOOL FAIR was once again a tremendous success thanks to the overwhelming participation of parents, students, and teachers.

The Fair Committee lined up a fun-filled day which included puppet shows, a graffiti wall, snack bar, bake table, crafts, school supplies, Philip the clown (a former Sunnydale student), make-up table, children's games, popcorn machine, adult surprise, new booth, raffles, cookie monster table, make-it take-it booth, and much more.

Thanks to the Dollard Fire Dept. for their informative display on fire prevention and safety.

The H&S uses the profits of the fair to benefit the students. Some funds will help enrich our always expanding library.

On Jan. 26 the stage production of "Charlotte's Web" came to the school; the cost of this performance was covered by the H&S.

Sunnydale Park is very proud of its annual fair, and we're looking forward to seeing everybody there again next year.

Linda Muscant

# WE LOVE 'EM

WE WOULD like to know what our various schools did especially for their teachers during Teacher Appreciation Week, Feb. 7 to 14. So, for the next issue of the News, please be sure to include in your Focus on Locals reports the ways your school made the week special for your teachers.

Give us some of your teachers' reactions, too. We're looking forward to hearing how you made the week wonderful for your teachers.

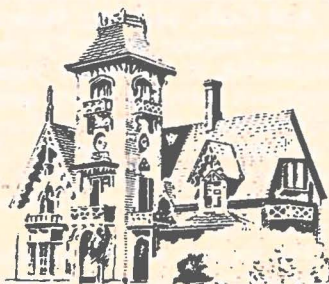
(514) 384-0430

PHOTOGRAPHIE SCOLAIRE



School Photography  
FRANK COBETTO  
Gérant des ventes  
Sales Manager

## SUNNYSIDE



On October 22, 1987, we hosted the annual elementary soccer tournament. Schools from North Hatley, Ayer's Cliff and Magog entered a boys team and a girls team.

Tournament organizer Charles Davies not only arranged for the cooperation of the weatherman but he utilized the services of Bishop's University student teachers,

thanks to the cooperation of Dr. Michael Jackson.

Tony Kordic, John Vick, Lois Millar, Evelyn Seuoella, and John Walbridge completed their student teaching session on a high note as they saw another facet of good teaching.

Sunnyside's girls' soccer coach Maureen Loach, prepared a team which won all three games and didn't have a single point against them. The Sunnyside boys team, under the direction of Malcolm Kingsley, was also victorious.

Special thanks are extended to Spencer Dunn, coach of North Hatley and Ayer's Cliff and Mrs. Nancy Goodsell, the coach from Magog.

The next big event for the elementary Schools will be a Basketball tournament to be held at Alexander Galt Regional High School in February, 1988.

## Flashes From the Locals

The Parents Committee, for the Regional Board of Gaspesia, presented a workshop on the prevention of child sexual assault at Hopetown School, New Richmond High School, and New Carlisle High School, this past fall. Parent rep. Judith Gallan, school nurse Faye Griffiths and social workers Faye Hussey and Nicole Brideau presented the "Feeling — Yes, Feeling — No" program.

... Ferne Howatson has been elected chairperson of the Bonaventure sector board as well as the Regional School Board of Gaspesia. Mrs. Howatson, a former teacher, has been a school commissioner since 1972...

... Christmas at Courtland Park is a special time — a time when the children do a few extra chores at home so they can make a contribution to "Sleeping Children Around the World", the school's Christmas charity...

... Westpark Grade 6 math students placed ninth out of 1238 schools competing in the Canadian National Mathematics League Elementary Competition; first at the Wagar High School competition; second in provincial competition sponsored by the Quebec Assoc. of Mathematics Teachers...

... Lunch monitors at Dunrae Gardens gathered for a special meeting in October. Barbara Hindle (R.N.) and school nurse Diane Davidson hosted the session which included a short film on first aid for children, followed by a question period. The monitors feel confident should an emergency situation arise, it will be handled efficiently...

... Thorndale's recent questionnaire To Determine Topics of Interest to Parents indicated that the curriculum program was clearly the topic of most interest (75 percent of respondents). Of the curriculum items, Language Arts received the highest score (66 percent) followed by Mathematics (40 percent) and Partial French Immersion (39 percent). The survey was conducted by the School Committee...

... Welcome Ecole Secondaire Dorval! The first year is off to a good start — the biology lab is fully equipped, hot lunches are now being served and school activities from bodybuilding to jazz ballet are being offered.

... Daily school bus rides go smoothly for Beacon Hill students, thanks to the ingenuity of the two bus drivers. For years Mike Merand and Dan Hayes have been supplying the children with comics. In order to lend a hand to the drivers, a box has been placed in the office, making it easy to drop off used comic book donations.

## ÉCOLE PRIMAIRE POINTE CLAIRE

# New library opens



**AT LAST THE new library at EPPC opened its doors! A whole week of special activities made the event a memorable one.**

Every classroom enjoyed a "guided" tour of the library and a "butterfly hunt" among the books. The kindergarten children participated in a contest to name the library mascot: a butterfly puppet that will "travel" between the books. Charles Yum, of room 33, was the winner. "Papionnelle" is

the mascot's name!

On Wednesday, November 25, Paul de Grosbois, was invited to meet with Grades 4 and 5. Teacher and author, Paul de Grosbois explained how a book was created, from its conception to its release.

And finally, on Friday, November 27, everyone involved in the preparation of the library (from carpenters, painters, library technician, project engineers to school board administrators) and the volunteers who will now operate it gathered for the official "ribbon-cutting" ceremony.

The teachers and the children have started using the library with enthusiasm and eagerness.

Josée Laurendeau

## PONTIAC AREA

**THROUGHOUT THE week of Nov. 30, there was a "Science Explosion" in the schools.**

Each group from kindergarten to level 6, was paying particular attention to using "The Scientific Method". We asked the question: "What would happen if..."; we observed, explored, predicted and experimented.

Topics under discussion ran the gamut from electricity and magnetism to studies of plants and animals.

Luc Desrosiers of Pontiac Forest Products visited some French classes to answer questions on the various scientific aspects of the Christmas tree.

At Dr. S.E. McDowell messages in 400 helium-filled balloons were released. Beforehand, everyone wondered: what would it look like? What would happen in the cold? How many messages would be returned?

Campbell's Bay planned a display. "Magnets and Motors, by levels 4, 5 and 6. The same levels at Onslow worked on "People of the Forest", dealing with many aspects of the forest industry including reforestation and the process of paper making.

At home, families joined in the fun by helping the children discover something remarkable, amazing or unusual, each and every day.

# FUTURE WATCH

**BEACONSFIELD HIGH SCHOOL is holding a BLOOD DRIVE Monday, Feb. 15, 2:30 - 8:30 p.m., at the school located on 84 Beaconsfield Ct., Beaconsfield. For more information please call the school at 697-7220.**

VALOIS PARK's after school drama class is preparing a production of "Alice in Wonderland" to take place in early March.

**If you are planning an event, a fair, etc. at your school, let us know. Just remember our publishing date and tell us well in advance.**

# MORE FOCUS

## BEACON HILL

**Winter — a time for hibernating? Not here at Beacon Hill! Our calendar is full.**

Recently, the whole school enjoyed a wonderful performance of "Charlotte's Web," presented by Geordie Productions and sponsored by our Home & School.

Our choir and ukulele groups have made recordings for several radio stations and performed at The Chateau Champlain and for local seniors.

The Children's Christmas Bazaar deserves a special mention. Since the spring, Cindy Dubeau and Joan Bazar have organized groups of Moms at many craft sessions.

These willing helpers were surprised at their hidden talents. Approximately 1600 gifts were made for this special day. All items were sold 'at cost' to eager shoppers.

New gift ideas are always welcome. If you've had some "hot ideas" at your bazaar, we're taking notes for next year.

A fashion show with a difference — just for dogs — was held to honour the retirement of Sue Green, a teacher at Beacon Hill for many years.

Mrs. Green will be missed, as her skills as a teacher have influenced many of her former students. However, Sue Green continues to make her presence felt at the school, helping in the library and with many projects.

Other noteworthy projects this term were the Pizza and Movie lunch, the family photos and a Herb Garden Sale — a particularly successful effort.

Beacon Hill pupils were well represented on the winners list of the "Mickey Stein Poster Contest." We took first and second prizes in the five to seven-year-old categories. Grand Prize winner — and official poster — was Natalie Crowe (9 years). Well done!

Rosemary Costaguta

Nancy Ray

## CHELSEA HOME & SCHOOL

Early in the Fall, a new play structure was built, with the help of our husbands, wives and children, for the kindergarten to grade 3 students. This new play structure was constructed on a smaller scale than the one we already have.

In November we had a movie night for the children — Pete's Dragon — and dispensed popcorn and juice.

In the planning stages are a dance, to be held in May, featuring a real live band. Our band is composed, basically, of our local doctors. They play music from the 50s and 60s and call themselves "The Star Tools". We consider them fabulous and they are much-loved in the Chelsea area. They also only perform for fund-raising groups, like Chelsea Home & School. We are all looking forward to it — it should be a real fun event.

Jackie Dare

## THREE RIVERS

THREE RIVERS HIGH SCHOOL held its Holiday Fun Fair at the end of November. This year's fair was student-oriented and included a bake table, crafts table, book corner and flea market combined with games such as a fish pond to make it fun for the whole family.

Santa Claus showed up and children were allowed to have their pictures taken sitting on the bearded one's knee.

## CHRISTMAS PARK

# Winter weather

**Due to weather conditions, the Christmas Concert was rescheduled to the evening of Dec. 17 and featured choral music, dance, violin, recorder and bandura.**

Many thanks to Andres Gutmanis, Undeg Edwards, Ian McGilton, Lucie Rinaldi, Theodora Stathopoulos, Wendy Cooper and the many volunteer parents, students and staff.

The Christmas Sock Hop organized by the Student Council was held Thursday afternoon Dec. 17 for grades 6 and 7 students.

Students also participated in radio tapings with CJAD & CFCF.

Christmas baskets were organized and delivered with the help of students and staff. Some classes held fundraising activities to augment monies collected.

The December issue of the

to Dorinda Whatmore, co-editor and the designer of the Tatler mascot.

Our H&S is taking considerable interest in the proposed amendments to the Education Act.

In extra-curricular activities, we are pleased to add Soccer Warm-up K-2 directed by Ed Holland.

In the area of fundraising, Hot Dog Lunches for students and McGregor Meat Sales proved quite successful. Special thanks to Judy Hurlburt and Barbara Haynes.

H&S has purchased a new computer, some diskettes and bought material for costumes used in the dance routines for the concert. We have also purchased the computer programme "Newsroom" which will be extremely useful for future issues of *The Tatler*.

H&S has united various activities such as Block Parents, Neighbourhood Watch, CAUSE,

## Please Don't Bring Dinosaur

Please don't bring Alosorus to school, because he will curl you up in his tail and squeeze you.

Please don't bring a Tyrannosaurus rex because he is a meat eater. Please don't bring stegosaurus to school he will eat all the bushes. Please don't bring your brontosaurus to school because he will eat all the trees. Please don't bring trieratops to school; he will eat teacher's apple. Please don't bring Brachosaurus to school because he will wap!

Elna Birmingham

Christmas Park Tatler was published with students of grade 7 directed by John Caldwell doing the typing and layout. Special thanks also to Ellen Friesen at the LSB who took so much trouble with the publication. Thanks also

Bike Safety Rodeo, Fingerprinting and Students' Babysitting instruction into a Safety Programme which we hope to expand to benefit students, parents and staff.

We have been busy in the area of Hospitality with thanks to Anne Fraser and Ruth Allardyce who coordinated refreshments for the Candidates' Evening in November, the December Home & School Wine & Cheese and are preparing in conjunction with the staff a luncheon to coincide with the visit of Ken Goodman (Whole Language Workshop) to our school in January. In addition, hot chocolate will be provided on Family Skating Nights.

Field trips flourished at the school from September to December.

Karen Mascitelli  
Kathleen Greenfield-Zanti

## LINDSAY PLACE

**OCTOBER 29 was an evening of fun and fashion thanks to the organizational talents of the H&S.**

Many teachers helped with the modelling and, of course, the male teachers who entered the "Ms. Lindsay Place" contest helped make it a memorable event.

Some of the proceeds from the fashion show will be used to purchase the Comptons Encyclopedia for the library.

The Toughlove organization provided H&S members with an informative evening on Oct. 19. It is hoped there will be more guest speakers throughout the year. Notices of such meetings will be placed in *The Chronicle's* "What's Happening" column.

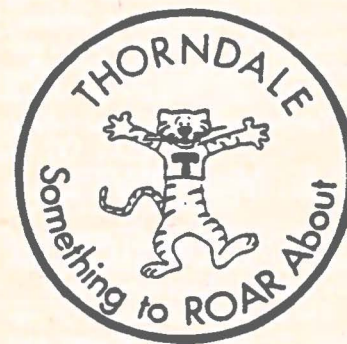
Last May's contest for a H&S logo was won by Stephanie Wiener. Approximately 100 students submitted designs. Honorable mentions went to Mike Valle and Ziv Garcia. Eventually the logo will be incorporated into the Lindsay Place H&S letterhead.

In Spring 1987 the H&S and School Committee helped the Guidance Dept. buy a computer to be used for career guidance. After the counsellors had learned to use it, "Career Factory" was offered to 63 students.

All but one student found it helpful to varying degrees. Some students came back three times to try out various scenarios on the computer.

We are again offering "Career Factory" to students. An annual cost of \$400 for software necessitates a \$4 per student fee. This will enable us to continue the program next year.

## THORNDALE



**TEACHER APPRECIATION has a head start here. November's Tiger Roar roared for teachers Donna Webb, Barbara Dutton, Bob Steele, Judy Deitcher, Noreen Nunn, Jim Kinsella and Kuldeep Singh Gosal.**

All are native Quebecers except for Mr. Gosal who was born in India and raised in Hong Kong. Their achievements, experience and educational training deserve to be "roared" about!

## MEECH LAKE ACCORD

# What does it mean?

by COLIN IRVING

**CANADIANS MAY be forgiven a growing sense of mystification as the debate on the Meech Lake accord continues.**

Constitutional experts assure them that little more is involved than integrating Quebec into the constitutional process with an explicit recognition of the obvious fact that it is a distinct society.

Others, equally expert, foretell the virtual destruction of Canada

as a nation. In their view, Quebec — armed with almost unlimited powers — will be free to suppress minority rights, defeat the right of women to equality under the Charter of Rights and Freedoms, and generally carry on as a virtually sovereign state, with all the advantages of union but none of its responsibilities and obligations.

It is no wonder that experts disagree. The language of much of the accord is vague, if not obscure, and open to widely divergent

interpretations.

Quebec, it is said, has a "distinct identity," which the Quebec Legislature and Government may "preserve and promote" without, however, being granted any new legislative jurisdiction for the province.

On the other hand, Quebec is only a distinct society "within Canada." And a "fundamental characteristic of Canada" is that English-speaking Canadians are "present" in Quebec and French-speaking Canadians are "present" in other provinces. This must bemuse French-speaking New Brunswickers, who form almost half the population of that province.

Does this guarantee the right of English Quebecers to make their presence known, for example through public signs, and to educate their children in their own language? Or are all minority-language rights in Quebec subordinate to the distinct society clause? The possibilities of legal debate on the real meaning are almost limitless.

Disagreement among legal experts is hardly surprising and is usually no cause for concern. An ever-growing number of our laws are almost incomprehensible.

What is disturbing, however, is that in this case it is the Constitution, the most important and enduring of our laws, that is at issue and the only individuals who know precisely what they meant by the language they used are the premiers themselves. Unfortunately, their public utterances are not only divergent but contradictory.

Quebec Premier Robert Bourassa has assured the National Assembly that the accord gives Quebec a virtually free hand, with no possi-

ble interference by the courts, over future legislation to preserve or promote the French language and culture in Quebec. Do his co-authors agree?

Apparently not. Former New Brunswick premier Richard Hatfield for one has said that the distinct-society clause is nothing more than a rule of interpretation designed to assist the courts in cases where the meaning of the Charter, or other parts of the Constitution, is in doubt.

The accord may mean what Mr. Bourassa thinks it means and it may mean what Mr. Hatfield has stated. It cannot mean both.

In the end, of course, the task of determining which of these competing views is correct or most nearly correct will fall to the Supreme Court of Canada.

The court may eventually determine that the distinct-society clause does indeed permit Quebec to pass legislation that would now run afoul of the Canadian Charter. Perhaps the premiers feel that the political price of such an outcome is worth paying, although English Quebecers and non-Quebec francophones who will also be affected may feel otherwise.

But given the vague language of the accord, it is far from certain that the Supreme Court will conclude that the distinct-society clause has the effect the Quebec Government might hope. What then?

The risk, and it is serious, is that the Government of Quebec may end up more alienated from the constitutional process than it is now. Worse still, Quebecers who feel strongly on the issue will feel that they have somehow been betrayed.

How has it come about that 11 men have produced a document

that may change the face of Canada forever but cannot, or will not, tell us with one voice what it is really intended to mean?

If there is a price to be paid for the return of Quebec to the constitutional fold, as surely there must be, let them tell us plainly what it is. If the Charter of Rights and Freedoms must be subordinate to Quebec's rights as a distinct society, let the accord say so, in order that Canadians can make an informed decision. If the Charter is not to be subordinated, let the accord say so in order that Quebecers can make an informed decision.

What we have now is a document purporting to be all things to all men (but not perhaps women), which is almost certain to disappoint one side or the other, and to distort the function of the Supreme Court.

It is the proper function of the courts to interpret the Constitution where its meaning is in doubt. But it is the function of the people of Canada, through their elected representatives, to decide what the Constitution ought to be. Canadians may well ask whether their representatives have abdicated that function in their own disparate political interests.

If it is too late to change the text of the Meech Lake accord, it is not too late for its authors to tell us plainly what they intended it to mean. Canadians are entitled to insist that they do so — before it is too late.

*This article, which appeared in the Dec. 29, 1987 edition of The Globe and Mail, is reprinted here with the permission of Colin Irving, who acts as counsel to the Quebec Association of Protestant School Boards, and The Globe and Mail.*

## Books On Review

**FICTION CAN provide our children with a sense of history, a sense of real people involved in the great and/or tragic events of the past.**

But it should never lose sight of the writer's ultimate purpose: To engage youthful readers in a gripping narrative that successfully recreates in vivid detail a world of moral choices and consequences, and of relevant action that is dramatized rather than summarized.

The challenges for the writer of historical fiction are to make living and contemporary what is dead and past, but still relevant, and to understand the difference between historical documentation and works of the imagination.

Among the best writers in this genre are Rosemary Sutcliff, Scott O'Dell and Geoffrey Trease, to name a few.

Carol Matas, a Canadian author of several children's books, has certainly chosen a compelling, deeply disturbing subject matter for her historical novel, *Lisa*, published by Lester & Orpen Dennys of Toronto.

The narrative begins one early morning in 1940 when Lisa, a sprightly 12-year-old girl, wakes up on the day of the German invasion of Denmark.

Lisa and her family are middle-class Jews who, until the war, seem to have paid lip service to their religion and heritage by observing only the High Holy Days.

As Lisa, who is also the narrator, says: "Not that our family is terribly religious. But we light the candles on the Sabbath, and we go to synagogue on the High Holidays and, well, I guess I like being Jewish."

This vague, comfortable pride, however, becomes the source of strength and courage when Stefan, her older brother, alerts his somewhat disbelieving family to the real meaning for Jews of the Nazi occupation of Denmark.

With Stefan's help, Lisa joins the heroic Danish resistance movement and becomes a secret messenger distributing leaflets throughout Copenhagen, a city filled with armed German soldiers.

One chapter in particular is extremely well done. Entitled "My First Mission", it describes in tight and almost staccato-like sentences Lisa's first efforts for the underground, a nerve-wracking experience for both the courageous heroine and the reader.

The novel's main strength comes from the author's interweaving of Lisa's ordinary concerns with clothes, boys, growing-up and the deadly circumstances in which she is forced to live.

At one point, two years after the invasion, Lisa is preoccupied with what to wear to a dance on her fourteenth birthday. She hears her father, who is a doctor, crying in the living room. He has just witnessed the slaughter of patients in his hospital.

In this scene the author conveys the appalling news in sparing prose. Carol Matas is very much aware of who her readers are and never allows her work to sink to sensationalism or cheap effects.

Lisa must give up any and all pretence of living an ordinary life as the Nazi nightmare becomes more and more blood-thirsty and vicious.

Lisa's understanding of human nature and her moral conception of the world are severely challenged as she confronts horrible situations and attempts to understand what is ultimately incomprehensible and insane.

No reader will fail to be impressed by Lisa's work on behalf of her people or Denmark's memorable and successful efforts to save its Jewish citizens from the Nazi death camps.

At times the narrative, however, is unnecessarily deficient in detail, the settings too shadowy, some of the incidents too sketchy, the secondary characters little more than names.

My 14-year-old daughter read the book and she expressed both admiration for and dissatisfaction with the novel.

This is the result of writing that tends to summarize in sections rather than to dramatize. It's also the feeling that comes from a style that can be too sparing, too simple when it doesn't need to be, leaving readers with a sense of incompleteness.

When the writing in *Lisa* works, and it does work more often than not, we have a compelling and honest novel that takes risks, is not afraid of dealing with the greatest crime against humanity in the 20th century, and possesses at its core a profound respect for children and their understanding.

Ken Radu

## Computer-ease

by SAM BRUZZESE  
St. Veronica School  
Dorval, Quebec

**Welcome to a new column on computers and education.**

Over the next few months I will be examining several issues of concern to all parents and teachers regarding the use of computers in schools and homes. I will attempt to look at and answer the following questions:

Should my child be taught to use computers? When should he start?

What should my child be taught?

Does my child's school have a clear and consistent philosophy regarding the use of computers in education? Has the computer program been discussed with the parent's committee?

Are the school's goals and objectives regarding the use of computers clearly defined and followed?

Is everyone allowed to use the computers? Are girls given the same opportunity to use the computers as boys are?

Should I buy a computer for

my child? What type of computer should I buy?

What programs are available that can help my child in school? Should my children be allowed to play arcade type games on the computer at home? What type of programs should I encourage my child to use?

If you have any questions or if there are any other topics that you would like to see discussed please send your letters and questions to the following address:  
Sam Bruzzese  
St. Veronica School  
244 Presentation Street  
Dorval, Quebec  
H9S 3L6

## Computer conference

By MARGARET PLOPLIS  
Courtland Park H&S

**THE COMPUTER CONFERENCE was held Nov. 18 to 20 at the Queen Elizabeth Hotel and at the Faculty of Education, McGill University.**

Workshops given were excellent — ranging from basic computer operations to advanced forms of telecommunications.

The three day sessions brought educators, parents and administrators from all over Canada and the United States.

In various workshops we were able to exchange ideas and find out what new possibilities there are for future uses of computers in various

classrooms all over the North American continent.

One of the "key" speakers, Dr. Madeline Hunter, gave an outstanding presentation on "Effective Teaching." Those of us who attended the presentation found it very informative and enlightening. She was a dynamic presenter!

Throughout the conference one found oneself looking to the future and the great possibilities computers have.

Our children's future education will be based on their computer literacy. Computers are our future source of communication — a communication not only within our immediate areas of learning but the great world of "learning" out there.

# SAFETY SCENE SAFETY SCENE

## POISONING STATS HARD TO SWALLOW

**LAST YEAR, in Ontario alone, more than 25,000 children 5 years of age and under swallowed a household poison. Quebec statistics unavailable at press time.**

That's tough to swallow, because we know these figures can be reduced.

There are two key steps; you must become aware of the common household poisons and you must make certain they are kept where children are unlikely to reach them.

You already know that young children are natural explorers. They're curious, inquisitive and eager to learn. The whole world is still new to them. Every chair, every counter presents a new challenge.

As their physical skills develop, they become more vulnerable. They first learn to close their hands. Now they can grab things. Then they learn to crawl. If you're not watching, they'll go right to the cupboard under the kitchen sink — where you keep the cleanser.

Next is the toddler stage. That happens just a split second before they begin to climb. Every child wants to try something new just as fast as their physical skills will

allow them to do so.

That's not to say every accident is entirely preventable. But every accident happens for a reason.

To give your child the best chance of avoiding an accident, certain precautions have to be taken.

There are just too many distractions for you. Someone at the door, a phone call and, without thinking, you turn and leave a pill bottle on the table or a purse on the floor.

As soon as possible, all potentially poisonous substances should be returned to a safe place so they are out of danger.

During stressful events like moving, Christmas or a birthday party, you have to be aware that your child needs particular attention.

When there's illness in the family, a relative dies or there's a new baby, your children need extra attention. And these are the times when they're least likely to receive it.

It is usual for the mother to be at home with the children more than the father. She's used to guarding them against danger 24 hours a day.

However, Dad spends a great deal of time with the children, too, and must also be on guard at all times. An open paint tin should

not be left within the child's reach. The gasoline can must be returned to a safe place.

In many cases it is enough to store all potentially dangerous items in a safe place out of reach of very young children. It is often neither necessary nor advisable to draw attention to these items — doing so may only serve to provoke a child's curiosity.

However, with older children, it may be sufficient simply to designate an entire area as "off limits." This may be accomplished by explaining that a particular spot is Mommy and Daddy's and the child must never go near it. If you prefer, you may use the stickers which are available for this purpose.

To further emphasize this message, you might go one step further and consider giving the children an area of their own; a shelf or drawer where the things they can touch are stored.

Cereals, bread, crackers and anything of an entirely safe nature might be stored there. Of course, they have to ask permission first.

If they're old enough, you might consider setting aside a place where they can store their own personal belongings, where you can't touch them without permission; some place outside their bed-



room, perhaps the playroom, they can control.

This will help teach them to return things to their proper place. It will also remind you to return dangerous substances to a safe place.

In a future article we will list the most common classes of dangerous substances.

You should make a special note of the high-risk areas — the bathroom, kitchen, laundry, living room, bedroom, garage, garden and basement.

You must also be aware of mother's or grandmother's purse. All these areas contain substances that must be kept in a safe place.

Keep all household cleaners, detergents, rubbing alcohol, toilet bowl cleaners, paint thinners, insecticides, and so on, out of reach of young children.

Don't keep them under the sink. Keep them in a locked cabinet or closet. There are several cabinets available that are not easily opened by children, but do not require a key.

Keeping dangerous items up high in a kitchen cupboard is not enough. Children love to climb, especially in the kitchen and garage.

**NEXT ISSUE: How to poison-proof your home.**

## Dangers are in every room



**WE'RE ALL AWARE of the effectiveness of detergents, bleaches, birth control pills, insecticides, polishes, solvents, A.S.A., disinfectants and hundreds of other common household items, when they're used for their intended purpose.**

We hear about them on television and radio. We read about them in newspapers and magazines.

We buy them and try them and in this age of chemicals we're being introduced to new, improved versions every day.

They're part of our lifestyle.

They make living easier and they're here to stay.

However, we sometimes forget that a great many drugs, medications, cleansers, petroleum products, insecticides and even plants are potentially dangerous, particularly to young children.

That's the problem. Our use of toxic medicines and household and industrial poisons continues to grow and our children are more likely to come into contact with them.

The average household has as many as 250 of these "poisons." Enough to send all of our children to the hospital.

They're in the bathroom, under the kitchen sink, in closets and drawers, the living room, sitting on the dressing table, in the basement, the garage and the trunk of the car.

These youngsters explore, climb and swallow. They're curious, imitative and unaware.

There is a whole host of items potentially dangerous to young children.

Some of the more common items accidentally swallowed by children are: plants, bleach, children's and adult A.S.A., antibiotics, cold medicines, laxatives and cigarette butts.

## Elmer teaches safety first

**SINCE 1947, Elmer, the lovable elephant, has been delivery his safety message to young Canadians. Since 1977, he has been meeting about 55,000 Quebec pupils every year.**

Elmer was created in Ontario after the Mayor of Toronto, Robert Hood Saunders, had heard of a similar program in the United States.

The program consists of a sketch where an elephant instructs nur-

sery pupils to third-graders on safety.

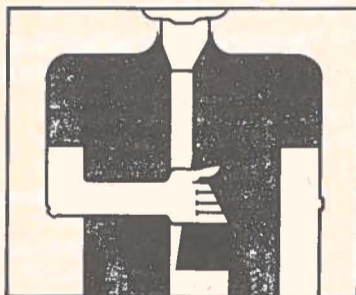
This charming character tells them about road safety, like how to cross a street or ride a bicycle.

The course's contents vary from season to season. Every year, Elmer visits free of charge 250 to 270 Quebec Schools.

The program is sponsored by Petro-Canada and administered by the Quebec Safety League.

If you want to Elmer to visit your school, ask the principal's office to call the Safety League at (514) 482-9110.

## Swiping



## Not Me!

**ACTI CRIME N  
PRÉVENTI N**

Pamphlet pictured above available through QFHS office.

**A recent survey published by Retail Council of Canada and based on 1985 figures show that 40 percent of Canadian retailers show losses of all sorts between 0.75 percent to 1.99 percent and one-third show losses above 2 percent.**

Total general average is 1.34 percent of Canadian sales which in 1985 were \$130 billion.

For the first six months of 1986, there were 8,715 cases compared to 7,302 in 1985, while at the youth level we went from 4,404 in 1985 to 4,063 in 1986.

Total criminal cases show the same tendency from 38,738 to 42,429 for adults and 14,246 down to 12,843 for juveniles.

**LOSSES: INTERNAL — SHOPLIFTING — ADMINISTRATIVE**  
Canada: \$1 billion 742 million or \$1,742,000,000.

Quebec: \$423,926,000.

Montreal: \$200,161,000.

Who pays for all this? Canadians, Quebecers, Montrealers.

We must impress upon the population the importance of everyone's participation, without which our retailers will become less and less competitive.

Guy L. Poirier

President General Manager

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