QUEBEC HOME & SCHOOL
NEWS
"The Voice of the Parent in Education"

VOLUME 24
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INDEX

Protestant Education Service
page 6

News from Canadian Home & School and Parent-Teacher Federation
page 10

Focus on the Locals
pages 13,14,15

A vulnerable Canada needs. . .

Global education in schools

By Dr. Robert J. Moore

Parents, please read this excellent article because it gives such a good idea about what our children should be learning in 1987.

The fact that Canada has the longest boundary in the world with another state — and that state being the U.S.A. — makes us forget that she is really sandwiched between two nuclear super powers. Rather misleadingly, the Mercator's map of the world portrays the Northern part of Canada in icy isolation at the top of the world. More realistic interpretations of her location show the Soviet Union as our next door neighbour. That makes Canada the **classic middle kingdom** lying vulnerably between two short-tempered and combative nuclear Hercules.

But this condition of in-betwinity does not stop at her relations with the United States and the Soviet Union. Canada also lies between two economic giants: the United States inevitably and the *European Economic Community*: deeply competitive with each other in their trade policies however much they may agree on a broad interpretation of the way the world should look.

That double state of in-betwinity heightens the vulnerability which is the continuing condition of Canada. Canadians, if they reflect upon it, are in the best position to understand the meaning of the world **vulnerability** in the context of the last two decades of this century.

Wisdom

That understanding could be the beginning of a particularly Canadian form of wisdom. It gives them an excellent vantage point from which to see the world as it really is — a world in which all the people live in a state of **mutual vulnerability.** That, after all, is the real meaning of the much misunderstood and much abused word "interdependence".

It is at this point that global education really begins. Global Education, in other words, is the process by which our young people are awakened to the condition of mutual vulnerability which now characterizes the peoples of the globe.

Sound Global Education in the school must embody at least three aims: first, a factual awareness of the world leading to an ability to interpret those facts; second, the formation of values that turn awareness of the world into the sort of thoughtful action that contributes towards its stability and its increasing sense of justice. Third, the kindling of the imagination so that resourcefulness becomes the thoughtful action and enjoyment its companion.

These three characteristics of Global Education are vitally necessary for a fundamental reason: we are living at the end of an era.

The Chinese have a famous curse: "May you live in interesting times" We are certainly doing that in the middle of the 1980s and the turbulence of our times suggests the need for thoughtful and imaginative reconstruction of the institutions we have thrown up and the creation of new ones to deal with the increasing interpenetration of the peoples of our global village.

Growth

More specifically, we are at the end of an historical period in which it was assumed that spacious growth patterns of our Northern societies could be indefinitely prolonged. Secondly, that the societies of Africa, Latin America and Asia would achieve a reasonable degree of growth and prosperity once they followed the paths that we had trod.

Thirdly, that the super powers would turn from the nuclear arms race to the commodities and services race, thus freeing us from preoccupation with mushroom clouds. Fourthly that nature, super-abundant eternally fertile and inexhaustible — would be able to sustain whatever batterings we imposed upon her, possessed, as she was supposed to be, of self-rectifying mechanisms which would ensure her continuing productivity in the face of our overuse or misuse of her resources.

Behind all these four assumptions was the comfortable and comforting doctrine of inevitable progress — a hidden mechanism at the very centre of things pushing us and our circumstances towards a consumer paradise, a world of diminishing poverty, fewer wars, greater international stability.

The tiff we had with the United States over the sale of our shingles and wood to them has reminded us how fragile is the world economy in which the leading economic power is so strongly tempted to protectionism — as are indeed other economic powers.

Danger

But it tells us more: that the world economy is in grave danger of an epileptic convulsion. That we cannot think any longer merely of sectors of the world but of the whole world economy. Closer to home, we are beginning to realize that Canada needs economic stability because she is a trading nation (30¢ in every dollar comes from exports) just as she needs international stability because she is a vulnerable nation.

And some of the world's most penetrating thinkers are also beginning to realize that international economic crises will not begin to resolve themselves until the Third World debt problem begins to be realistically tackled. Put that in other words and you come to this conclusion: the growth of Third World economies is more important to the stability of the Global Economic System than the repayment of Third World debts.

The mention of Third World debt brings us right back to our concern for peace. For as long as the weight of debt lies heavily on so many Third World countries their political feverishness will worsen. As their feverishness worsens so our fragile international stability is threatened. One sure way to keep the two super powers exasperated with each other is for both of them to meddle in the explosive politics of certain Third World societies.

Health

In short, instability in the Third World is a ready trigger for continuous super power collision. For behind this instability is a pervasive feeling of impotence. All of which could be summed up in Mr. Trudeau's little-remembered misquotation of a well known saying **"Lack of power corrupts and an absolute lack of power corrupts absolutely."** Applied to the debt-ridden condition of many Third World States one immediately sees how right that saying is.

If we want to achieve international stability, therefore, we have to educate our young people into the interrelationship between Third World economic health and global peace. If we can no longer believe that some hidden mechanism is guiding us to the broad

continued on page 4

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

THEME: FOOTSTEPS INTO THE FUTURE

Plenary session (Friday morning)
NEW DIRECTIONS

Keynote speaker (Friday evening)
Sheena Hanley, President-designate, Canadian Teachers' Federation

WHEN: May 8 and 9, 1987
WHERE: Loyola Campus, Concordia University, Montreal

For a preview book and more information, send a 7½x10 envelope (with 34 cents postage) to our office:

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

QFHSA COURT CASE WORTH ONLY $5,000!

Language Panel (of the Canadian Council on Social Development) rejects Quebec Federation of Home & School Associations for full support ($35,000) under the Court Challenges Program.

Awards $5,000 for testing language of legislation in court.

Denies support for QFHSA's argument re language of instruction in schools and for freedom of speech re toys and games.

The Language Panel is neither balanced nor independent QFHSA has protested to Secretary of State.

Full story in next issue.

Editorial . . .

Scrap the AGM ?????

Planning for this year's Annual General Meeting began almost from the moment that last year's event drew to a successful conclusion. In early discussions about the format of the next conference a number of interesting, as well as a few controversial, alternatives were proposed. Many of the suggestions involved rearrangement of events within our long standing two day (Friday and Saturday) time frame. It was felt that juggling the basic program elements and trying out a few new things might give a fresh, stimulating and more interesting tone to the conference and thereby attract more participants.

Perhaps the most radical suggestion, however, and one that was given serious consideration, was that we dispense with the annual conference in its present form. We can't dispense with it entirely of course, because the constitution requires at the very least an annual business meeting. But we could jettison all the workshops, displays etc. and instead have a one day business meeting/awards luncheon event and get everything over with quickly and painlessly. This proposal wasn't put forward by some wild-eyed fringe element out to scuttle QFHSA, but by some of the most active and dedicated proponents of the organization who have devoted much time and effort to recent conferences.

What could possibly lie behind such an outrageous suggestion? Basically there are two underlying problems threatening the continued existence of the annual conference. Firstly, it is becoming increasingly difficult to find dedicated volunteers willing to commit the time and effort necessary to put on a high quality conference. Secondly, members seem reluctant to make the effort to participate in the conference. A warm Saturday in spring is too great a sacrifice. Unfortunately, each of these problems tends to exacerbate the other.

I for one would be very disturbed if QFHSA were to do a hatchet-job on the AGM. I've attended quite a few and have never yet been disappointed. This is an event that we can all be very proud of. It is widely recognized as a highly polished and professional quality presentation. It offers an unsurpassed opportunity for parents to learn a great deal from stimulating workships presented by leaders in their field. In addition there is an overwhelming sense of fellowship and common purpose in striving to enhance the educational opportunities for our children. It is a dynamic and invigorating event that leaves participants with a sense of accomplishment and a new awareness of how vital and active an organization Home and School really is.

There is no problem attracting those who have once attended an AGM. They realize how worthwhile an event it is and are invariably eager to participate. The problem is attracting those members who have never before taken part in the conference. How does one convey to them the excitement and challenge of the event. Unfortunately there seems to be a widespread feeling among ordinary members that the AGM is a restricted event for executive members of local Home and School Associations. Nothing could be farther from the truth. The conference is open to all members and everyone is assured of a warm and friendly welcome.

This year why don't you make a special effort to attend. I can guarantee that you won't be disappointed. I suspect that if we can together solve the problem of numbers of attendees at the conference then the problem of finding dedicated conference organizers will solve itself. Show your support, get involved and be prepared for a stimulating two days.

J.P.

Japanese PTA says 'thank-you'

Ed. Note: *We were very pleased to receive nice notes and letters from the delegates of the Japan PTA who visited us in November — plus pictures they had taken. We wanted to share some of them with you. And isn't their English fabulous?*

Dear Madams and Gentleman:

This is to thank you for your wonderful hospitality and your many kindnesses to us the members of Japan PTA Oveseas Education Study Groups to the U.S. and Canada.

It is our great pleasure to send you the newspaper published by the Japan PTA as promised before.

We welcome the opportunity of working close with you in accomplishing the challenging task of PTA for the coming 21st century.

Our love and best wishes to all.

Yours sincerely,
Saeko Miyazaki

Quebec
Home & School
NEWS

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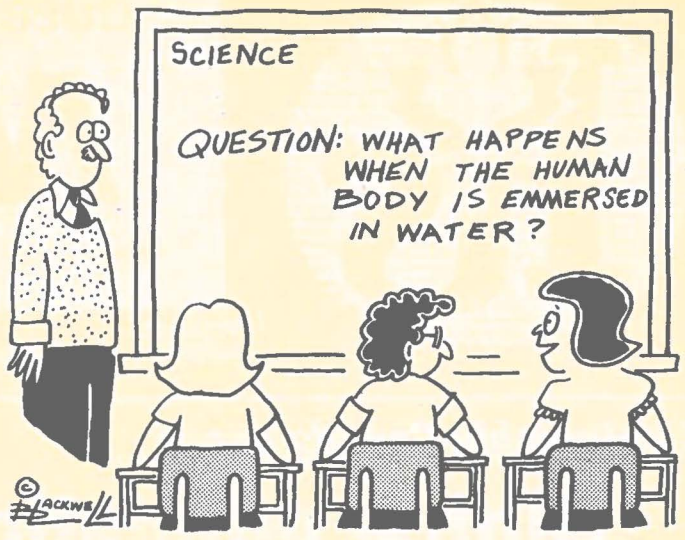
Teen parties

I should very much like to receive a copy of your booklet "Teenage Parties".

I enjoy the H & S NEWS and often clip articles to save and share. Keep up the good work!

Thank you.

Diane Tyson
Ecole Primaire Beaconsfield



"ACCORDING TO MY MOM THE PHONE RINGS!"

OTHER PEOPLES OPINIONS

Peace movement seen as anti-American

The Editor:

I have enjoyed the "Home & School NEWS" for the past two years. Our children's education is very important and I look forward to being informed of the latest developments in our Quebec schools.

Unfortunately, I was very dismayed to see that a whole page in the September 1986 issue was devoted to the peace movement and its promotion in the classroom. I object to the philosophy of the peace movement — specifically, its very anti-American view. This movement constantly calls for American disarmament and neglects the fact that Russia continues to develop and produce arms. It is important for us to remember that this is exactly what happened before World War II. The West disarmed but the Germans continued to arm themselves. The Nazi's were able to invade eight countries before the West was able to mobilize and retaliate.

On this page, I noticed an ad promoting a project entitled "Tools for Peace" encouraging students to donate articles to Nicaragua and then be involved in the delivery caravan in November. I fully realize the great need of Nicaraguans and sincerely sympathize with their plight. But, one must remember that Nicaragua supports a Marxist regime. Maxism is very oppressive and denies man's basic freedoms such as freedom of speech and expression. As Canadians we are very proud of our country's support and the promotion of individual rights and freedoms. I believe that our children should be made aware of their wonderful heritage and that every effort should be made to ensure that we do not unknowingly encourage them to support a regime that is oppressive and lacks respect for human rights.

I fully realize the great need for peace in the world today. Yet, we must ensure that the methods we promote really do promote peace and well-being of our society. Yes, it is true that the United States has invested much time and money to the development of a strong defense and this helps me sleep much better. I realize that it is precisely become of these measures that the Western world can continue to enjoy its freedom.

May I suggest that you take a more indepth look at the peace movement before you promote it further.

Carroll Rees
Aylmer, Quebec

Editors' response:

The article in question was titled "Fall, an ideal time for peace oriented activities in this U.N. International Year for Peace. Fall calendar for peace activities." Addresses, names of organizations and other sources of information were given. The article was written to provide ideas for activities which could be undertaken to explore the U.N. theme for 1986.

It should be noted that the first resource listed was a peace kit designed, under the auspices of the M.E.Q., as a pedagogical tool to be used in the schools on U.N. day, October 24th. Educators have commented on the excellence of this kit.

Nowhere in the article or the accompanying one regarding activities at John Rennie High School, was there promotion of the peace movement. The first article was purely information and the second reporting. The Home and School Association has no mandate to promote any particular group.

However, the QFHSA passed a resolution at the 1986 AGM regarding peace education: "resolved that QFHSA encourage the teaching of Peace Education within those courses of the present curriculum where it is appropriate. Be it further resolved that QFHSA encourage all local Home & School Associations, parents, teachers and other concerned organizations to make Peace Education a priority." The information type article that was printed is entirely consistent with QFHSA policy.

TO LEARN OUR WAY OF LIFE:

Kids need Canadian TV

by Deborah Bernstein

Most of us would have to agree that television plays an important role in our lives. Canadians now spend over half of their leisure time watching television. All the time we spend reading, attending sports and cultural events, exercising, socializing or just plain relaxing does not add up to the amount of time we spend with the television. The average person watches approximately 24 hours a week, which amounts to nine years in an average life span.

12,000 hours

By the time our children reach the age of twelve, they will have spent 12,000 hours watching television — — more time than they will have spent in school. In those 12,000 hours they will have watched 10,000 hours of American programming. They will have seen more hours of American programming than they will have spent in a Canadian school.

Television has replaced print as the major means of transmitting cultural information, attitudes, and values. What our children learn from television contributes to their development as individuals and as Canadians. Any parent whose English-speaking children watch the American version of *Sesame Street* will agree that, at an early age, they know more Spanish than French. Parents will also tell you that it takes three times as long for children to unlearn the American pronunciation of the letter "Z" than it takes for them to learn it in the first place from viewing the program.

Clearly we have reason to be concerned about the effect of American programming on the development of Canadian children. If we want our children to know what it means to be Canadian, then we must accept the responsibility to help them understand the relevance, or irrelevance, of what they watch on television to the Canadian experience.

Canadian programs

What can we do about the situation when we have many more American viewing options that Canadian ones? For one thing, we can encourage children to watch the many excellent Canadian programs produced for children of all ages. The titles may not be as recognizable as those of many American series and they may not be broadcast as often as we might like, but they are available.

Another thing we can do is to watch television with our children and discuss with them the themes and images they see. In this way, we can help them to recognize the distinctly American references. For example, the police and detective shows that we watch are almost exclusively American. As a result, Canadian children have more understanding of the American legal process and procedures than of the Canadian process. Many do not know the difference between the two systems. Through family discussion, the differences can be pointed out and, most importantly, watching television can become a positive learning and social experience.

A recent CBI newsletter outlines the programs for children currently being offered by Canadian networks. Canadian shows are identified in the schedule. If you would like to receive a copy of the newsletter, please write to The Children's Broadcast Institute, 234 Eglinton Ave. E., Suite 405, Toronto, Ont. M4P 1K5.

Deborah Bernstein is the Executive Director of The Children's Broadcast Institute.

YOUR CHILD & TV

President's message

One of my most pleasant tasks is that of visiting a local Home & School Association to talk about our dynamic Home & School organization. My objective is twofold: to rekindle an active feeling of commitment in the involved Home & School membership; to give these members an idea of how to approach potential new members, so that their peripheral interest becomes an active commitment. This involves a degree of "sincere salesmanship"; our message must be presented in such a way that potential members relate to it as being relevant for them and for their children, NOW!

The question arises: how do we do this? The ways are many and I will give a few examples.

***Do parents realize that the cost of education per year per student averages $4350?** This money comes from our Quebec tax dollars, our pockets. Based on these figures, an elementary school of 200 students costs, in tax dollars, $870,000 per year. Do parents realize that **their** participation will increase the likelihood that this large sum of money will be more wisely spent?

***Do parents realize that their active involvement radically declines when their children enter high school?** In addition, are they aware that Quebec statistics demonstrate that only 53% of grade eleven graduates go to first year CEGEP, that only 38% complete that first CEGEP year, and that only 16% of CEGEP graduates go to university?

Remember, high schools tend to be large institutions. A 1,500 student enrolment means that $6,525,000 is being expended in one year in one high school. This figure staggers the imagination! It would be wise for parents of high school children to think about their children against this backdrop. It might heighten their interest and their willingness to reinvolve themselves! They are investing their tax dollars — BUT — are their tax dollars being treated as an investment? **Do high schools play their part in awakening in students a feeling of worth, and a willingness to strive for excellence — whatever the road ahead?** The CEGEP and university statistics mentioned above make us wonder.

***Do parents realize that they seem to retreat to the sidelines during the very years their children are the most vulnerable?** Puberty is known to be the most difficult and sensitive period in our lives; it is the time when children need the most support; it is the very time when parents should be the most involved, when they should ascertain that the system offers the contemporary programming and the support services that are necessary, along with parental support.

I have noted basic examples of how committed parents can interpret, to the uncommitted, **relevant reasons** as to why they should be involved in an organization like our Home & School, NOW. Parents are not necessarily experts in education but parents, working together, can help the experts do a better job on behalf of their children.

After all, these very children are the parents and the experts of tomorrow.

Regime Pedagogique

Recently the Quebec Government made some modifications to the Regime Pedagogique.

At the elementary level these modifications contain articles which are a tightening of nomenclature to ensure that the articles convey precisely their intent.

In particular, Article 38 regarding admission now states that every child who reaches the age of six years before October 1st *must* be admitted to elementary school. It appears that the former wording was chosen by some school authorities to mean a minimum age of entry rather than an obligatory age!

Other changes include the downgrading of manual activities from a compulsory subject to an option in elementary Cycle II; and the permission to vary the length of the school day between 22 and 23.5 hours in Cycle I elementary and 23.5 and 25 hours in Cycle II elementary provided always that the average is at least 23.5 hours.

At the secondary level there are two important changes. In Secondary II a *compulsory* physical science course for 4 credits in introduced; consequently the optional science course at this level has been eliminated.

In Secondary IV the requirement of taking a 4 credit course in either Chemistry or Physics has been replaced by the requirement that the student take a 4 credit course in Physical Science, which is to contain notions of both physics and chemistry. A pass in this latter course becomes obligatory for receiving a high school leaving diploma.

There are other minor modifications. For instance: "Career Choice" has been removed from Secondary Cycle I and "Personal and Social Training" is now to be provided for 2 credits in Secondary I, although schools are free to teach this subject over the two years of Cycle II.

Finally the implementation of the regime pedagogique continues to move slowly and the final implementation date has now been put back to July 1, 1991.

Giftedness more than high IQ

On October 29, 1986, I attended a talk given by Mary Xenos Whiston on "Different Types of Giftedness" held at the Pointe Claire Library. Ms. Whiston is a doctoral candidate in giftedness at the University of Montreal and a teacher of the Gifted at Meadowbrook School.

I went to this presentation not because I thought I had a gifted child, but because I have been hearing the term and was curious.

Ms. Whiston began by asking this question by Emerson. "What is a Weed?" The answer is "A plant whose virtues have yet to be discovered", and this was the main thrust of her presentation.

Current theories by various "experts" propose that there are different kinds of giftedness and that at different times in history different giftedness is valued, encouraged and recognized. She highlighted this by asking what would probably happen to Mozart if he had lived in the 20th century? Some people seemed puzzled. Then she asked, "How many of your schools have real music programs?" Enough said.

It seems that most people usually associate giftedness with high intelligence as determined by I.Q. tests. However, many people with high academic ability do not have exceptionally high I.Q. scores but are extremely creative in areas such as academic creative planning, communicating, forecasting, decision making and interpersonal communication.

Ms. Whiston talked a little about Howard Gardner's book *Frames of Mind* (Basic Books, 1985) where he suggests a theory of multiple intelligence. He sees 7 basic areas; Linguistic, Musical, Logical-mathematical, Spatial, Bodily-kinesthetic, Intrapersonal and Interpersonal.

She also pointed out that there are Generalists and Specialists. Generalists are children who are gifted in almost all areas and Specialists are children gifted in perhaps only one or two areas.

Another complicating factor is that giftedness in various areas can appear at different times in a child's life and the process of constantly assessing for these gifts is not well developed.

Ms. Whiston has been involved in developing enrichment programs through McGill and feels that at the least each school should implement some type of enrichment program. Ideally, this can be done by offering an enriched curriculum to *everyone*. Eventually, those who are not exceptionally gifted will drop out of those parts of the program that are not their speciality.

Other ways giftedness has been dealt with is by independent research study, acceleration, advanced classes in core subjects and providing introductory courses on subjects not ordinarily offered as interest and enrichment.

When I have mentioned this topic to various parents their immediate response is to say it creates a "class" system, "favorites" and diminishes the overall school body. But I wonder if they aren't missing the point. By offering enrichment to everyone, you are not relying upon the bias of teachers, tests, or parents to determine a gift, but on the child himself. And isn't it ultimately the goal of everyone to discover and develop their talents?

Some teachers present at the meeting pointed put that many schools are trying to offer some kind of enrichment, however, there is little or no "in service" training provided for teachers nor monetary support from school boards in general. Also noted was the fact that the Ontario Ministry of Education has not only recognized the issue of giftedness, but has an entire book providing guidlines for school boards and teachers. Quebec's Ministry barely recognizes the concept.

I entered this meeting not thinking I had a "gifted" child, I left wondering what gifts my child may have that I don't know about and will they ever be discovered and developed by the system as it now exists. I leave you to consider your own "Weeds"!

Joan Miller

Reprinted from Thorndale Elementary School's newsletter, "The Tiger's Roar," Dec. 03/86.

CHILDREN ONLY HOPE IN DARK FUTURE

Continued from page one

sunlit uplands of peace and security then we must teach our young people that the future, the making of the future depends upon themselves — provided that they are well aware of what it is they are facing and are enabled by their educational system to tap their immense resources — intellectual, spiritual and imaginative to face these problems and to surmount them.

Let us look at our global problems from a slightly different angle: the angle of population growth. It is a depressing thought that if our population continues the way it is doing now, then the world's population will increase by 2 billion in the next 25 years to add to the present level of nearly 5 billion.

Almost all of the increase will be in the Developing World but that will affect us here in the North also. And for a good reason: the carrying capacity of our planet is threatened with breakdown under that kind of strain.

Our young people here in Canada need to know that the staggering rate of reproduction is due not only to the efficiency of modern medicine. Something more fundamental is at work here. It is summed in one word: **Insecurity.** Yes, **insecurity begets and absolute insecurity begets absolutely.**

When the traditional security networks of old societies begin to break down under the pressure of modernization; when the modern security networks of the new states begin to break down under economic pressure and debt repayment; when, to put in human terms, parents see no other way of securing some support in their old age except by the number of their children; when in short the only kind of hope in a dark future is children — the very thing that may make the future darker — then population increases become dangerously high. but all of that brings us right back to our Global Economic System, to the immense burdens put on the fragile economies of third World countries and to the fact that those burdens are nearly always passed on to the poor.

Passed on to the poor, yes. But passed on to the natural environment as well. And the natural environment in many parts of the world is now beginning to show distinct signs of collapse. We are, whether we want to recognize it or not, in the midst of a deep ecological crisis. But the contributors to that crisis are not just the poor of the earth; the rich too are making their own massive contribution.

We require from the earth far more than it can give without nurture. Instead of husbanding nature we seek constantly to exploit her proceeding blithely on the assumption that her own restorative powers are well in advance of our own cupidity. But nature is sending out unmistakable signals that she can no longer bear this determined pillage.

Future Capacity

And so indeed it should be such in our schools where increasingly in their science lessons our young people should be taught about the finite capacity of our planet and the ways in which we have to care for the earth if it is going to remain a habitation for our species.

In view of all this, the question for our educational system is not whether we can at this stage afford global education but whether we can afford to go on without it. The crises through which we are living — nuclear, economic, ecological and demographic — tell us that the assumptions on which we based our lives during the last thirty years are no longer valid. We have to approach the world with a different set of values — values based on the understanding that we have to create new patterns of living, that we have to think globally, even when we act locally; and that we have to give greater priority to the art of cooperation and the skill of containing conflict.

Global education is not therefore merely a way of adding another burden on teachers and students by requiring them to master more details about the world. It is rather, a way of engaging our young to respond to the fundamental changes taking place in our global village with a new set of assumptions and values by which to make that global village habitable without constant threat of annihilation or collapse.

Philosophical Attitude

Global education is not just a subject. It is a philosophical attitude that would permeate the subjects of the curriculum whether they be Social Studies, the Natural Sciences, Literature, Home Economics and all the other offerings on a model Canadian school curriculum.

To breathe into all the subjects a sense of the changing shape of the world and the way that shape will affect Canada is also to teach our young people that their jobs in Canada will depend on how well and how wisely they relate to those changes taking place beyond Canada. Global Education in schools will remind young Canadians that Canada requires peace in order to grow **stability** in order to trade and the kind of **diplomatic credibility** which will empower her to persuade other middle powers like herself to join together to influence the world in the direction of creative reconstruction.

(Dr. Moore is a senior policy advisor with the Canadian International Development Agency)

The above remarks were delivered at a conference on "Future Directions in Education," sponsored by the Canadian School Trustees' Association, Oct 7-10, 1986.

Imasco to sponsor $7 million job creation experiment in Montreal

Imasco has committed $7 million to fund an experimental project designed to create 1,000 new jobs in the Montreal area during the next three years.

The project will facilitate the start-up of new small businesses. "The idea is to sponsor a project whereby entrepreneurs with viable business plans are provided with the physical facilities and administrative assistance necessary to start a new entreprise," said Mr. Paré, chairman of Imasco.

A feasibility study has indicated that assisting potential entrepreneurs would result in the creation of new enterprises and new jobs in Montreal. The same study recommends that two "Enterprise Centres" be established immediately, for opening early in the Spring of 1987. They will provide selected new businesses with space on favourable terms and such support services as telephone answering, mail service, word processing and teleservices. Free counselling services in marketing, manufacturing, technological, legal, banking and other essential ancillary areas also will be available to occupants of the Enterprise Centres.

Entrepreneurs who would like to receive additional information can register their interest by phoning 514-289-9772 or writing to Job Creation of Canada Inc., P.O. Box 219, St. Henri, Montreal, Quebec H4C 3M3.

The Twelfth Annual QACLD International Conference on Special Education

National QACLD Conference '87

March 18, 19, 20, 1987

Queen Elizabeth Hotel, Montreal

Friday, March 20, 9 a.m. to 4 p.m. Workshop C-49

Part I, 9:00-10:15

THE IMPACT OF ADOLESCENCE – MarySue McCarthy, *professor, Faculty of Education, York University, Toronto*

The physical and emotional changes of adolescence coincide with changes in their school environment and create new problems for parents as well as for their teenagers. How can we, as parents, help our children acquire the organizational and social skills demanded of them and develop the self-acceptance and competence that will equip them for the challenges ahead?

Part II, 10:15-12:00

PARENTS AS PARTNERS – Albert Wener, *psychologist, Montreal*

Is there a gap between home and school? Do parents have a role to play in the schooling of their children? These questions are answered by describing a series of projects. Suggestions are made for those who want to close the gap.

Part III, 2:00-4:00

EFFECTIVE PARENTING – Robert Spencler, *coordinator, Diagnostic Support Centre, Winnipeg*

Helping a learning disabled individual to live comfortably both within the family unit and in the outside world can be particulary stressful for parents. This session will offer ideas and coping strategies for parents and families and will include a discussion period with local resource people.

COST: $25 per person

A FREE evening session, open to the general public, will be held Wednesday, March 18, 7:30 p.m.

TOPIC: "Listening to the feelings of our children... A key communication and problem solving skill for parents."

SPEAKER: MarySue McCarthy, *Faculty of Education, York University.*

For further information contact the conference office at **(514) 485-0855**

AQETA QACLD

Free Yellow Pages Kit Develops Practical Skills

Tele-Direct (Publications) Inc. is continuing to offer the *Look in the Book Kit* free to teachers looking for something innovative, challenging, and fun to do in their classrooms. The popular educational Kit will help junior and intermediate level teachers use the Yellow Pages TM directory to develop a variety of both creative and practical skills in Language Arts and Social and Environment Studies classes.

The Yellow Pages TM directory is one book to which virtually all students have access and provides them with a wealth of information. The *Look in the Book Kit* is free to teachers, librarians, resource centres, etc.

For teachers who want to integrate language arts and social studies, these activities provide many innovative opportunities. Students use skills such as researching, classifying, comparing, writing and speaking to learn more about the nature of their community's services, industries, and cultural facilities.

Preparations for using the Kit are minimal. The concise Teacher's Guide describes the necessary materials, teaching strategies, expected learning outcomes, and possible follow-up exercises for each activity.

Teachers who are interested in obtaining a free copy of the *Look in the Book Kit* (one per classroom) can contact the Manager, Communications, Tele-Direct (Publications) Inc., 1600 Dorchester Blvd. West, Montreal, Quebec, H3H 1P9, (514) 934-2786.

Books

The Canadian Public Health Association has a new book out on AIDS entitled "Facts on Aids". The book consists of a series of questions, and answers, on AIDS and is meant for the general public. The cost is $7.95 per copy. Write: CPHA, 1335 Carling Avenue, Suite 210, Ottawa, K1Z 8N8.

CMEC database for educational software

The Council of Ministers of Education, Canada (CMEC), Ministries and Departments of Education are participating in a cooperative venture to provide educators with information on educational software products currently available in Canada. The CMEC Database for Educational Software is now available on-line country-wide.

Information in the database is provided by Ministries and Departments of Education. Each record in the database details the title of the software, its publisher, computer models on which the software functions, intended use, appropriate age levels, availability and price, an abstract, subject descriptors and an extensive evaluation of the software.

The database is currently available on-line in either English or French through the facilities of La Centrale des bibliothèques in Montréal. Costs are $25.00 per hour and include communication charges.

For further information: CMEC, 252 Bloor West, Suite 5-200, Toronto, Canada M5S 1V5. Telephone 416-964-2551

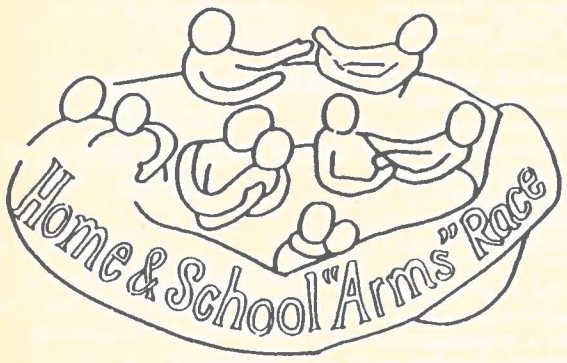
Try one a week. . .

Tips help kids like themselves

You *can* help your children feel good about themselves and build their self-esteem! Here's a list of 19 suggestions for you. Post this on your refrigerator or another visible location and read it once a week. You may want to concentrate on one tip on the list each week. You may soon see a positive difference in your children and yourself!

- **Be a good role model.** Let your children know that you feel good about yourself. Be human with your children. If they see that you too can make mistakes and improve yourself because of them, they will be able to accept their own mistakes and use them as learning experiences.
- **Take their ideas and emotions seriously.** Your children see their problems as real as you see yours. Don't belittle them by saying "You'll grow out of it," or "it's not as bad as you think it is."
- **Clearly define and enforce** limits and rules. Show respect and allow for individual action on the part of your children within these given limits.
- **Reward** children when you can. Give praise, recognition, a special privilege or increased responsibility and freedom for a job well done.
- **Encourage the activities** that make your children feel good. These might include photography, handicrafts, working in the garden. At times they need to do something not as obviously productive as the above activities to make themselves feel better. Allow them time for activities such as skipping stones, playing games, talking on the phone, making paper airplanes, reading sports magazines, people-watching.
- **Teach your children how to deal with money.** Help them budget the money they have now so that they can budget larger quantities when they're in college or working. Teach them to spend their allowance wisely, balance their bank accounts, fill out tax forms; take care of the odds and ends of budgeting.
- **Have reasonable expectations** for your children. Give them goals at which they can succeed. Success breeds success!
- **Help your children develop tolerance** toward those with different values, backgrounds, norms, etc. Help them appreciate other people's *strengths*.
- **Give your children responsibility.** They will feel more useful, more valued.
- **Be available.** Give support on a task when they ask for it. Make sure they know that you will help if they want you to help.
- **Show them that what they do is important to you.** Talk about their activities with them. Go to their games, parents' day at school, drama presentations, awards ceremonies.
- **Express your values,** but go beyond "you should do this" or "I want you to do that." Describe the experiences that determined your values, the decisions you had to make to accept certain beliefs, the reasons behind your feelings.
- **Spend time together.** Take your children with you to your job. Introduce them to your coworkers. Walk around the block together. Share a favorite activity. These times don't have to be for big discussions, but they do build up trust between you.
- **Show how you care** about them and want to protect them. Hug them. Touch them. Continue to be supportive. Children need to be sure of their parents' love.
- **Accept your children's feelings.** All feelings can be accepted; it is only the actions that sometimes need to be controlled.
- **Describe a problem without placing blame or commenting on the children's character.** If children see a problem and know that they are not being attacked, they are more likely to help with a solution.
- **Use phrases that build self-esteem,** such as "Thank you for helping me," "I feel frustrated/angry/sad to see you do that," "I would prefer for you to. . . because. . ." **Avoid phrases that hurt self-esteem** such as "Why do you always do that?" "Why are you so stupid/slow?" "How many times have I told you?"
- **Remind them of the special things they have done.** It is more important that they be reminded of the good things than the bad.
- **Tell your children they're terrific and that you love them.** Sometimes, especially during adolescence, they don't hear that from anyone else. □

Parenting: The Underdeveloped Skill. © The National PTA and the March of Dimes, 1986. This "kit" can be bought from the Nat'l PTA office, 700 North Rush Street, Chicago, Illinois, 60611-2571. Contact them for details.



Be the First to Hug Your Kids Today!!

Educators can't afford to throw away even one 'batch' of young people

Let us suppose a man had a doughnut business. This man made excellent doughnuts and people from all over stopped to buy his famous baking.

This man decided he wanted to make more money per year. As a result of this decision, he decided to make every batch of doughnuts with 1/4 cup less flour.

Well, the doughnuts were still good, and people came and bought them. And, of course, his profits went up because of the saving in flour.

The man decided that next year, he would take 1/2 cup of flour out of every batch of doughnuts he made.

The people complained that the quality of the doughnuts was deteriorating, but they still bought the product.

One day, the quality control inspector came and declared the doughnuts inferior and made the owner throw every batch he made that day into the garbage can.

The owner didn't lose much money, only the cost of a day's baking. After all, he still had the original recipe.

The parallel that we can draw from our parable concerns education.

We continually hear that our education system today lacks in such areas as English, French, Science, Music and Art, to name a few.

The Department of Education's budget is not increasing when you compare inflation, teachers' salaries, cost of books, etc.

If every year, we do not keep relatively stable and increase our budgets by the rate of inflation, then our children will be the losers.

We cannot produce "batch" after "batch" of young people and because of lack of funds, give these children an inferior education. We cannot afford to throw "one batch" in the garbage heap.

We have only one chance to educate a child and we must make sure that the education is the best quality we can produce.

We cannot afford to experiment with the recipe in order to save dollars and increase our profits. We must be sure the **new** recipe works.

Our children are the future; — the future leaders, the future work force, the future tax payers and this province is in their hands.

We must autograph our work with excellence.

Reprinted from New Brunswick Federation of Home & School Associations

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Protestant Education Service

ITS JOB IS TO GUIDE BOARDS IN MORAL AND RELIGIOUS TEACHINGS

The ministère de l'Éducation and protestant education

One of the distinctive dimensions of public education in Québec has been, and still is, the confessionality of its educational system.

Althouh the use of the world "confessional" to describe the system is recent, the reality to which it refers goes back to the very beginnings of public education in this province.

The challenge facing legislators and educators alike was that of instituting one educational system which respected both religious and cultural diversity.

This challenge was met by legislation which gave to the religious minority the right to dissent from the majority and set up schools which reflected its own values and traditoins.

This fundamental right, which makes it possible to have freedom of religion rather than freedom from religion, is one that is deeply rooted in the traditions, the laws and the experience of the people of Québec.

Role of this Service

The role of the Protestant Education Service is to guide and assist Protestant school boards and indibidual schools in the moreal and religious education of their pupils.

Guidance and assistance are provided by:

- Developing curriculum and pedagogical guides for Moral and Religious Education at the elementary and secondary levels;
- offering workshops for teachers, administrators and parents in order to facilitate the understanding and implementation of the programme;
- preparing resources for religious animation in Protestant schools;
- publishing Moral and Religious Education Bulletins to issue to the schools in order to inform teachers of resources relating to moral and religious education, to provide pedagogical stimulus, and to publicize in-service training workshops.

Personnel

The personnal of the Protestant Education Service is composed of the following:

Director
— J. Ross H. Davidson
Co-ordinator
— James Sullivan

Requests for Services

All inquiries may be addressd to:
Direction de l'enseignement protestant
1035, rue De La Chevrotière, 15e étage
Québc H2K 4L1
(418) 643-3819
or
600, rue Fullum 3e étage
MONTREÁL H2K 4L1
(514) 873-5916

The publications listed below are available from:

Conseil supérieur de l'éducation
600, rue Fullum, 10e étage
MONTRÉAL, Québec
H2K 4L1

Protestant Moral and Religious Education

50-1505A
— a complete overview of the elementary and secondary programmes (15 pages).

Quest for Quality in the Protestant Public Schools of Québec

by Nathan Mair 50-1500A
— documentation and description of the development of Protestant education in Québec (181 pages).

Education in Human Sexuality in the Protestant Schools of Québec

50-2022A
— the approach to sex education approved by the Protestant Committee (15 pages).

Managing a Priority: The Educational Project in the Protestant School

50-1507A
— how to organize and develop your school's objectives (pamphlet).

Program meant to teach traditions not doctrines

The following letter to the editor appeared in **The Gazette**, *Montreal, July 9, 1979.*

Plan d'action, the ministry of education's blueprint for Quebec schools, requires that a program of moral and/or religious instruction be part of school curriculum.

In the Protestant sector, programs entitled Moral and Religious Instruction (Protestant) are designed by the Protestant Education Service and carry the approval of the Protestant Committee. The 1979-80 PSBGM Curriculum for Elementary Schools provided time allotment for such a program but retitled it "Human Awareness".

Course selection booklets at the high school level have retitled Moral and Religious Instruction courses as "Humanities" programs. The programs, covering a broad spectrum, provide students with an opportunity to examine and study not only a variety of religious traditions, but human growth and behavior, health, values and family life education. At the senior high school level, students are studying comparative religion, ethics and a gamut of contemporary social and moral issues.

As to the religion contant of these programs, it is the position of this board that affiliation, commitment and instruction in a particular religious faith is the home. Proselytising has no place in our classrooms. But in our pluralistic system, we can provide awareness of and information about religions and religious phenomena.

By sharing the tradition, not the doctrines, of one's own religion as well as those of other religions we can use our pluralism to enrich the cultural context of our students' lives.

The regulations of the Protestant Committee allow parents the option to withdraw their children from programs of moral and religious instruction. PSBGM firmly supports this parental right. But before parents exercise the option, we suggest they learn more about the programs.

Religious education within the school milieu has evolved from the totally Bible-centered content of the past to a broader content that more closely parallels students needs, abilities and interest. It is designed to provide students with the skills to cope with our materialistic society.

Children are the most valuable resource in our society and we have an obligation and a responsibility to them. The areas of religious education, ethics, moral and social development are so vast they require the concerted effort of all community. In the final analysis, society reveals its innermost self and its hopes for the future through its educational systems.

Margaret Capes
Moral and Religious Education Consultant PSBGM, Montreal.
(Mrs. Capes died January 1986)

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P.E.N. looks for ways to teach peace in classroom

At the recent PAPT/FTJS/PACT Convention, (Nov. '86), the topic of one of the workshops was "Teaching Peace in the Classroom: Methods and Politics". The workshop leader Dr. Lanie Melamed, consultant in teacher-training and adult education, and founder of the Peace Education Network (Quebec).

The goal of the session was to discuss how we can teach for and about peace in ways which are both professional and educationally appropriate, to help the students become more hopeful about the future, yet still bring the urgent issues of our time into the classroom, preparing students to become actively involved in transforming the world.

She discussed the Burnaby study on nuclear anxiety among adolescents, concepts for peace from Educators for Social Responsibility (ESR), and what controversies peace educators might run into, such as: Is peace too political to be discussed in the classroom? Is peace, in fact, political? What is the role of informed citizens in a democracy?

As a response, the 45 participants expressed concern over attitudes encountered such as the feelings of powerlessness and apathy, the fear of the "left", the feeling of the need to fight the Soviet encroachment, the role of the enemy concept, and the general acceptance of the violence in society.

After some brainstorming, the group came up with about 20 different strategies for coping with some of these concerns. The message was enhanced by other members of P.E.N. (Q), who also participated in the discussion and who brought literature which was greatly appreciated, as there seems to be a lack of distribution of materials in this field.

The Peace Education Network (Quebec) is a group of individuals and organizations dedicated to helping teachers, social workers and community educators find and utilize resources for building a more just and secure world.

The group's aim is to help locate and disseminate materials which teach non-violence and fairness, and to become part of the growing community of educators so committed. Meetings are held monthly. Dues are $6.00 per year to cover the newsletter and mailings. For more information on the P.E.N. (Q)., phone Pearl Françoeur at (514) 392-8825 (o), -843-8798 (h), or write to P.E.N. (Q), 494 Victoria Ave., Montreal H3Y 2R4.

Ambassadors of Peace

The Quebec Centre for Nuclear Disarmement and Community Health, a group of health professionals concerned with the prevention of a nuclear holocaust, plans to send 15 male hockey-players and 15 female figure-skaters, between the ages of 12 and 14, to the Soviet Union from May 1 to 8, as Ambassadors of Peace.

Dr. Paul Cappon, on of the organizers of the project and president director general of the centre, says it will not be a competition, as the hockey will be played with the teams mixed, with both Quebec and Russian boys on the same team.

About the somewhat sexist situation of the girls figure-skating and the boys playing hockey, he says: "It is unfortunate, but you have to go along with your host, and the fact is that there are no girls on the Soviet hockey teams."

The Ambassadors of Peace Mission has been funded through grants from private industry and government.

PEACE

Students want to know because . . .

'Nuclear war too scary to ignore'

The following are excerpts from the Student Forum of the first province-wide (B.C.) Secondary Students Conference on Peace, "Deciding Our Role in the Nuclear Age", Nov. 1985:

Some adults have said "nuclear war is a subject that's too scary for children in the classroom." What do you think?

- "I think it's definitely scary, and if it's not scary to you there is something wrong with you. You have to be scared of it. I think the more you know about something the more control you feel you have over it... The more you understand something, the more likely you are to feel, 'well okay, now I understand it, now I can do something. I can see it; it's tangible to me, and that way I can have more control, and I'm less afraid of it..."

Adults will also say "we can't bring the topic of nuclear war into the classroom because it's too political". What do you think of that?

- "Politics is a part of adult life. If the children are to become part of that adult life, they should have the full spectrum of everything involved in politics..."
- "The best opinion is going to be an informed opinion. The more information you have, the more able you are to form a legitimate position on that issue. You can't just say to children, 'you should form an opinion but we can't tell you anything about that issue.'"
- "If they (kids) know there is a problem out there and they watch their parents and teachers being evasive about that question, that's how many will deal with their problems. If we want this world to be a better place to live in, we have to learn to deal with our problems. The way to do that is to teach younger children through our own actions. If they ask you a question, answer it directly. If they see you working to make this world more peaceful,... that is teaching them more than anything."
- "I think politics belongs in the classroom. Some of the best teachers I've had — even if their political philosophy is different than mine, they've been provocative. They've made me find what I believe... peace is understanding different political philosophies. No one is going to ever agree, so you have to understand that it's not agreeing, it's accepting other people who are different than you."

from Spring 1986 issue of "Teaching Peace," 4540 West 6th Ave., Vancouver, B.C. V6R 1V5. Subscription $10

Ethics In Education

For those of us interested in the issue of peace education, the November 1986 issue of "Ethics in Education" is a goldmine for policy-makers. It includes the pros and cons of peace education, and covers a cross section of attitudes and initiatives from across Canada. The editors sum it up when they say "The question is no longer **'whether**, but **how'** to make peace education an integral and effective reality in the life of schools. If students are to understand the meaning and implications of peace on a global scale, it is vital that they experience both the difficulties and implications of trying to make peace happen within their everyday lives. It's not enough to abhor and condemn what is happening somewhere else in the world. Good education requires that teachers and students struggle together to understand what it means to create a peaceful community." Ethics in Education, 252 Bloor St. W., Toronto, Ont. M5S 1V6.

"Establishing lasting peace is the work of education; all politics can do is keep us out of war." **Maria Montessori**

Over the past year, the peace-related articles have intended to cover the "what", "why" and "how" of peace education. However, as we are all at different stages in the evolution for peace education, perhaps it is wise at this time to deal more thoroughly with the "why". We hope, in this issue, to do so, through the various articles, statements, and quotes.

Again, your peace-related contributions are always appreciated. Your initiative can be an inspiration to others.

Susan Hawker Lussier

October 24th, 1986

This day devoted to peace

Around the world, individuals from all walks of life celebrated the United Nations Disarmament Week last fall, from October 24th to October 31st, and here in Quebec, October 24th was the day chosen by most schools to highlight their "peace" activities. Our parents, students and teachers should be congratulated for making this such a memorable occasion. The last information I received, which I understand is already outdated, states that 1200 special projects were carried out on this day, in our elementary and high schools in the province, and they included activities such as a minute of silence, pedagogical activities, music, artwork, a friendship chain, petition drive, the creation of a school as a nuclear weapons-free-zone, balloons and trees with peace messages, letter-writing to our government representatives, the wearing of white clothing, films, theater, religious celebrations, recycling of war toys for use in a peace sculpture, a shared meal, and the witness of refugees. The President of one of the school committees writes that in Ste. Agathe, all elementary and high school students marched for peace, and they are currently in the process of editing a video of the march.

No doubt the students have new hope when they see and hear about the numbers of people also concerned about world peace, and ready to participate together for this common goal.

Susan Hawker Lussier

UPCOMING DATES:

March 21: *Service Day:* Theme — "Think globally; Act locally"

March 21: *Creative Problem Solving Workshop:* with Prof. Fred Rosenveig at Loyola Campus of Concordia University. Information: Lacolle Centre, Concordia University, Loyola Campus, 7141 Sherbrooke St. W., Mtl., H4B 1R6 (514) 848-4955.

May 10: Mothers' Day: Original meaning was not *for* mothers, but *by* mothers, who didn't want their sons going to war. (More on this in next issue).

the weight of nothing

"Tell me the weight of a snowflake", a sparrow asked a wild dove.

"Nothing more than nothing", was the answer.

"In that case, I must tell you a marvelous story", the sparrow said. "I sat on the branch of a fir, close to its trunk, when it began to snow, not heavily, not in a raging blizzard, no, just like in a dream, without any violence. Since I didn't have anything better to do, I counted the snowflakes settling on the twigs and needles of my branch. Their number was exactly 3,741,852. When the next snowflake dropped onto the branch - nothing more than nothing as you say - the branch broke off".

Having said that, the sparrow flew away.

The dove, since Noah's time an authority on the matter, thought about the story for a while and finally said to herself: "Perhaps there is only one person's voice lacking for Peace to come about in the world."

...Perhaps that one necessary voice belongs to one of us...

(from Ploughshares Monitor)

Resource materials

1) "J'Habite une Planète": A cassette and book for children from 2 to 12 years, which includes 18 songs in the French language and 12 songs representing the African, Chinese, English, German, Greek, Haitian, Italian, Latin-American, North-American Indian, Polish, Portuguese and Vietnamese cultures. Illustrations charming and tunes catchy. Popular with this reviewer's children. Wonderful to hear the lovely voices coming through in different languages. Some of the nicest childrens' music I've heard. A pedagogical guide, meant to accompany the cassette & book, should be ready in April. It will include activities and information for multicultural awareness, as well as the musical score. Cassette & Book presently available for $14 from Editions Etudes Vivantes. The non-profit organization responsible for "J'Habite une Planète" is Regroupement des Garderies du Montréal-Metropolitain. 6839 a, Drolet, suite 302, Mtl., P.Q. H2S 2T1 (514) 272-1888.
2) "We Can Do It": A colourful ABC peace book for children. They say for all ages, but as it does mention nuclear weapons, use parental judgement. Very positive and happy images. Provides the child with an opportunity to send her/his peace illustrations and messages to the heads of the two superpowers. $2 each from Namchi United Enterprises, Box 33852, Station D, Vancouver, B.C. V6J 4L6 Substantial reduction for orders of 5 and more.
3) "Father Gander's Nursery Rhymes". A creative book of non-violent, non-sexist nursery rhymes for children. The author Dr. Douglas W. Larche has managed to keep the lovely musical quality and enchantment of the original, but now with a more just perspective, such as "Peter, Peter, pumpkin eater", who now keeps his wife by treating her with "fair respect". Lovely gift. $21.45 from Monarch Books of Canada, 3537 Bathurst St., Toronto, Ont. M6A 2C7 40% discount with a minimum of 5 copies.
4) "Building a Foundation for Peace": An excellent annotated bibliography of storybooks, divided into four categories as to appropriate age, from lower elementary to high school. 57 pages, prepared by St. Luke U.C.C. Peace Fellowship, Burlington, Iowa. Available for $2.40 U.S. from the War Resisters League, 339 Lafayette St., New York, N.Y. 10012.
5) "Teaching Resource Package on Peace" and Pauline Busby's "Peace Curriculum": Both, a wealth of classroom activities, available from Dani Zwolska, Ministry of Education, Moral and Religious Education, 600 Fullum, 3rd floor, Mtl., P.Q. H2K 4L1 (514) 873-5916.

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Aylmer Elementary School
Edinburgh Elementary School
Lakeshore Teachers Association
Provincial Association of Protestant Teachers

Others

Amo Ososwan School
Association for the Advancement of Jewish Education
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ECOLE PRIMAIRE BEACONSFIELD	195	225
ECOLE PRIMAIRE PIERREFONDS	—	23
ECOLE PRIMAIRE POINTE CLAIRE	150	146
EDGEWATER	206	196
EDINBURGH	197	195
ELIZABETH BALLANTYNE	146	163
GARDENVIEW	80	39
GREENDALE	94	106
HAMPSTEAD	118	67
HERBERT PURCELL	36	—
HOPETOWN-SHIGAWAKE PORT DANIEL	40	35
HOWICK	5	5
HUDSON (includes high school)	121	283
HULL	26	—
HUNTINGDON ACADEMY	4	—
JOHN RENNIE HIGH	190	163
JOHN XXIII / DORVAL HIGH	10	CLOSED
KEITH	88	87
LACHINE HIGH	72	65
LINDSAY PLACE HIGH	164	143
MACDONALD HIGH	148	145
MALCOLM CAMPBELL HIGH	30	14
MARY GARDNER	5	4
MEADOWBROOK	100	116
NEW CARLISLE HIGH	46	64
NEW RICHMOND HIGH	16	14
NORTHVIEW	144	114
PRINCESS ELIZABETH	29	43
ROYAL WEST ACADEMY	114	127
SEIGNIORY	113	135
SOUTH HULL	77	70
SPRING GARDEN	33	—
SUNNYDALE	122	144
THORNDALE	114	127
VALOIS PARK	143	125
WAGAR HIGH	151	64
WESTPARK	162	172
WILLINGDON	65	83
WINDERMERE	216	225

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

GAMES CAN TEACH LOST KIDS WHAT TO DO

"Help! I can't find my mommy"

Sooner or later, every child gets lost. It may ony be for a minute or two in a crowded store, but even that can be traumatic.

So don't wait until it happens to your child to explain what to do. Otherwise he or she may panic — and accept help from the wrong person.

Make a game of it: "What would you do if you got lost in the supermarket?"

"I'd cry."

"Then what?" Explain that he or she must never, never leave the store, alone or with someone who says, "I'll help you find your Mommy."

Point out who the clerks are. They usually wear a uniform of some kind and a name tag, — and explain that one of them can always be asked for help. The clerk can take the child to the manager if necessary, and the manager will find you.

Explain similar things to do if he or she gets lost in another place: the department store, on the way home from school, or anywhere on the street.

Teach your children to use a pay telephone. Make sure they always have a quarter or whatever it takes to use one in your locality. Stress that this is not spending money — it's to be used only for an emergency telephone call.

See that they memorize their telephone number and perhaps the number of a neighbour who's apt to be home if you're not.

Explain Block Parent signs in the windows if yours is a Block parent neighborhood. Make a game of finding the houses with the signs so your children will know where the nearest one is.

If yours is not a Block parent neighbourhood, perhaps you are just the one to get the program started. Call your police for information.

If your child needs help on the street, and doesn't see a Block Parent sign, point out the kind of stores it is safe to go into if he or she is scared.

Most neighbourhood or convenience store operators will call you if something is wrong, and keep your child safe until you get there.

Of course the storeowner cannot call you unless he or she can find out from your child whom to call. So teach you children to say their name, address and telephone number clearly — and then let them know when it's okay, or even important, to give out that information.

Impress on them, however, that they should not tell just anybody who asks who they are and where they live.

Ask what they would do is they thought someone was following them. **Tell them** if they think someone is, to walk faster, to go into a neighbourhood store, or head for a busy street. **Tell them** to walk toward a group of people and wave as they saw someone they knew or to attach themselves to the group as if they were part of it.

Tell them to change directions and run if the children think they are being followed by a car. It takes time for a car to turn around. **Tell them** what to do if someone offers them a ride.

Ask your children what they would do if they started to get on an elevator (or enter a stairway and there was someone there who gave them a funny feeling.

If it happened to you, you wouldn't get on. Tell the children not to.

If the person holds the elevator for them, tell them to say that they have to wait for their parents or that they forgot something and have to go back.

If they are already on before they notice, and if the other person in the car is scary to them, tell them to press the button for next floor and get off.

Tell your children if someone grabs them to scream — and keep screaming. It's their best defense. And to kick.

Ever try to hold a kicking youngster when he or she didn't want to be held? Next to impossible.

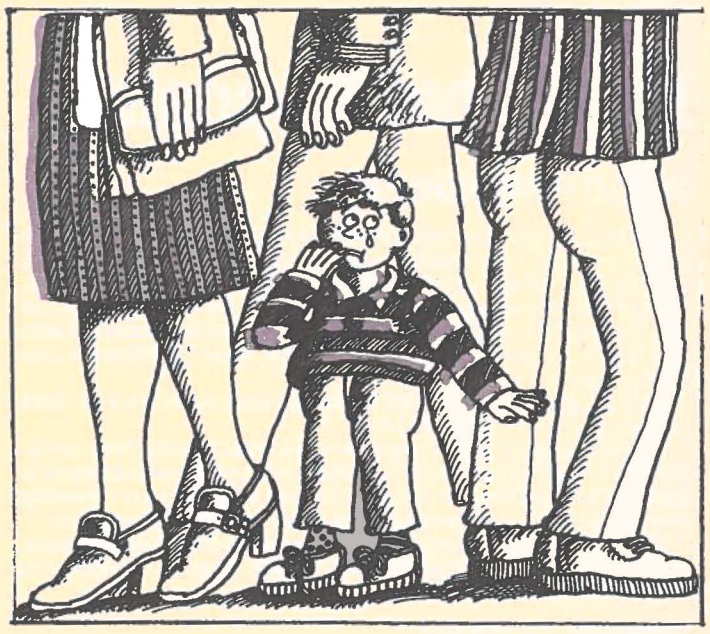
And tell them, if they can, to bite the hand that's holding them, bite hard. That hurts. The molester just might loosen the grip long enough so your child can run away.

And tell them to keep screaming while they are running.

Above all, teach your children that police officers are friends. He or she need never be afraid of a police officer. Children can always go to one for help.

The police officer will be glad your child came to the right place for help even if it turns out there was no real danger after all.

Reprinted from: Crime Prevention is... Good neighbours.



Care needed with external racks

Not so many years ago, roof racks were extremely popular. Every summer, large vehicles could be seen, loaded with kids and luggage, all the excess baggage on a roof rack.

These days, even though vehicles are generally smaller, we see far fewer roof racks. Perhaps Canadians take less with them when they travel these days?

Nevertheless, there are times when a rack is useful, and luggage will simply not fit safely within the family auto.

Improperly used, the roof rack can be a hazard both to the car to which it is attached, and to other road users. Safe tethering of the rack to the car is essential, and should not be taken for granted. Support straps may loosen or stretch even under normal driving conditions, so they should be checked frequently for tightness.

The rack should be centered over the vehicle for stability and weight distribution. In the case of a station wagon, the rack should be forward over the passengers rather than over the luggage area.

Roof racks should not be overloaded in terms of either size or weight. Very heavily items create an imbalance in weight, while light but bery bulky items can cause a wind resistance problems severe enough to affect the vehicle's handling characteristics.

A rack holding several smaller items is best covered with a canvas or similar heavy covering, securely tied down at all four sides — the load can move forward or backward when accelerating or decelerating, sideways when cornering, and any direction in a high wind. One single item should still be firmly anchored by strong ropes, straps or other holders. Even light items like skis must be securely attached to the vehicle. A loose, flying ski could be lethal in an accident or sudden stop.

Join Us For A Day At

"Old McDonald's Farm" REG'D

OPERATED BY FERME DEL FARM REG'D. R.R. #2 RAWDON, QUÉBEC. J0K 1S0 (514) 834-3458

A day at "Old McDonald's Farm" is an educational tour for "children" of all ages.

The itinerary of a typical "Day At The Farm" is listed below. The basic concept is to allow the city oriented child to physically come in contact with the farm animals and equipment, so as to see first hand where and how various agricultural products are developed, or for you "older children" just to renew old memories.

Our fully bilingual staff and group guides are trained and extremely motivated to ensure that each and every person visiting the farm leaves with a fond memory but more importantly, a better understanding of the down to earth day to day functioning of the agricultural world.

The response this year has exceeded our expectations and many dates are already closed. Please call at your earliest convience to reserve your prefered date.

Yours truly, Susan Irving Susan Irving, Director.

Open - 1st May to 15th October BY APPOINTMENT ONLY

Located adjacent to Moores' Canadiana Village, just 3 miles northeast of RAWDON, Quebec on Lake Morgan Road. 35 miles from Montreal.

ITINERARY

4 HOURS DURATION

ARRIVAL

— Introduction to farm personnel and farm rules.
— Use of washroom facilities in Dairy Bar/Coffee House.
— Feeding mother horse and her foal in adjacent corral.

FARM ANIMALS *150 FARM ANIMALS, BIRDS AND EQUIPMENT*

— Organised tour in sequence, with full explanation of each animal's function and relationship to daily life on and off the farm. (During this time you will be able to **touch and pet** the animals).

CHICKENS SHEEP HORSES HENS GOATS RABBITS
PIGS GEESE TURKEYS COWS DUCKS CATS

FARM MACHINERY

—Viewing of farm machinery and discussion of it's uses.

TRACTOR HARROW SLEIGHS PLOW HAY BAILER MOWING MACHINE
GRUBBER HAY RAKE WAGONS SEEDER BALE ELEVATOR THRESHING MILL

WAGON RIDE

— To sugar cabin, pic-nic area and nature center. (1 Km. away at foot of Maple Sugar Bush Mountain).

LUNCH

— Free play or just relax and enjoy nature.

NATURE STUDY

— See new method of maple syrup production, sap collection through plastic pipe system, boiling equipment and explanation of difference between old and new methods. Study of trees; size, height, circumference, etc.
— OLD McDONALD'S Famous "Secret" Treasure Hunt.
— Feeding of birds and collection of toads, grasshoppers, insects, leaves, plants, etc.
— Scenic nature walk with optional walk around "Marsh Lake" to feed ducks and fish.

DEPARTURE

— Back to barnyard and washroom facilities.
— Visit Souvenir Shop in Dairy Bar/Coffee House.
— Traditional send off from "OLD McDONALD'S FARM" personnel.

POPULAR FARM TOUR NOW AVAILABLE AT GROUPS, CLUBS AND FAMILIES: The ever popular funfilled and educational, DAY AT "OLD McDONALD's FARM" (adjacent to Moores Canadiana Village, RAWDON, Que.) previously only available to schools, will remain open all summer in 1987 to accommodate all wishing to visit this specially designed childrens farm. Make sure the children don't miss this exciting experience. (Groups or Families). For information and reservations call: SUSAN IRVING 1-834-3458. (Visits are by appointment only)

CHSPTF National Wrap-up

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

Child abuse updates

WORLD PORNOGRAPHY

At least one million children, some as young as three or four, are traded on the international pornography market every year, investigators of the child sex slave trade told an Oslo meeting. Most of the children involved are bought in developing countries like Thailand, the Philippines, South Korea and countries in Latin and South America. Trade is rife in the wake of disasters like earthquakes.

Missing Eurpoean children have also been identified in child porn magazines, films and videos.

Traders in child porn appear to work closely with drug smugglers and the Mafia. 80 to 85% of the world's child pornography is believed to be sold in the US: and the porn materials are becoming more and more perverted and the models younger and younger.

The United Nations has been reluctant to deal with the problem, according to the Commission of Human Rights, because the countries involved deny the problem exists.

'STRANGER CODE'

Kindhearted adults may unwittingly help abductors pick up small children, says a "Stanger Code" produced by a children's home in the UK. Children who trust strange adults are at increased risk of sexual assault.

The "Stranger Code" urges adults not to approach unknown children, never to cuddle an unknown child, never to ask into the house a child knocking at the door on an errand, not to deal with a distressed youngster alone, to inform the parents of any child getting into trouble or hurt, and never to ask a child to keep a secret.

However, studies of child sexual abuse have shown that the child abuser is most often a member or friend of the child's family, and is no stranger to the victim at all.

SEXUAL ABUSE LEGISLATION

Child sexual abuse legislation based on recommendations of the Badgley and Fraser Reports was tabled in the House of Commons last June. At that time Health and Welfare Canada announced that $20 million would be made available for social and educational initiatives to provide leadership and focus for the national effort to combat child sexual abuse.

The Justice Department also announce funding of $5 million for a public legal information campaign.

That legislation died on the order paper. Pending new legislation, a Coordinator of a Secretriat on Child Sexual Abuse has invited organizations and individuals concerned with the issue to communicate ideas on priorities and projects.

The Badgley Report recommended that the federal government establish a mechanism for coordinating and integrating an effective network of public and private services to sexually abused children and youth.

The Report also called for a national program of public education and health promotion focussing specifically on the needs of children and youth in relation to the prevention of sexual offences and protection for victims.

'PRÉVENIR LES MAUVAIS TRAITEMENTS'

The French version of a new leaflet published by CHSPTF on the signs and incidence of child abuse is now available.

Provincial Home and School federations are distributing the leaflet throught local Home and School Associations.

It is useful resource material for workshops using the Federation's resource kit, "Child Abuse and Neglect: Everybody's Responsibility". Other organizations concerned with the welfare of youth are invited to help in distributing the publication. There is a small charge for copies.

'SCIENCE is . . .'

To meet the needs of Canadian children for more and better science education, the Youth Science Foundation has published a 3-ring binder stuffed with over 400 pages of science activities for children aged 7 to 14.

The book is for adults and young people to explore together. The Youth Science Foundation and author Susan Bosak wanted to bring science alive and encourage people to recognize it as a vital part of the world we live in

Boys and girls, parents, teachers and youth leaders will find the all-Canadian content and wide-ranging activities lively and educational.

"Science is..." is available from the Communication Project 11-E Paulander Drive, Kitchener, Ontario N2M 5B6: (604) 986-9475.

UK Science Crisis

Science education in Britain will take generations to recover, if the teaching in schools does not improve soon.

The problem must be tackled where it started, says the president of the British Association for the Advancement of Science, in the scientific education of children of primary school age.

British scientists are echoing the cry of the Science Council of Canada, which has warned that Canada will have a shortage of qualified scientists by 1990. Moreover, scientific literacy is essential, they say, for living in a world where science pervades jobs and attitudes in health, energy, defence, education and environment.

President's message

Educate for tomorrow

My pride in representing Home and School across Canada as your president is continually being reaffirmed by the great importance attributed to the Home and School movement by our colleagues in the world of education.

In October, I attended the national "Futures in Education" conference which brought together representatives of the world of education, business and government — and parents — to discuss the education of today for the world of the 21st century.

Canada faces the challenge of the changing nature of productive work, increasing global competition for jobs, economic burden of unemployment and crime, and the difficulties of the rock culture.

This means we must plan, we must strive for excellence, we must learn from our mistakes and we must provide the most up-to-date education, so the children in our homes today will fit into the world of tomorrow, not yesterday.

To do this, we must quit "dodging the bullets and plan the campaign", say educational thinkers.

This means understanding the communities, the students, the parents, the teachers, the residents, the businesses, and having well-stated goals and objectives.

It also means treating education, not as "therapy" for society, but as a process for producing results.

For our education system to be exemplary, quality must be in everything.

It means being responsive to both the external and intenal community, demonstrating respect and relevance through the curriculum.

Making improvements involves taking risks, and educators must be frank about their failures, while taking steps to ensure that we don't make the same mistake twice.

In marketing education, we must highlight our successes, the good things we have achieved, and show how we all are part of the process.

Public confidence in education is consistently high, compared with government, labour, the courts or the church. Yet educators have not traditionally told the public much about what they are doing, about the successes and their relevance.

Speakers at the "Futures in Education" conference emphasized the need for democracy within and without the school, for parental involvement to make schools democratic and to ensure progress towards excellence.

Let us not forget that the primary responsibility for the education of children lies with parents and the family extending from birth to adulthood. Parents must share responsibility with schools in decisions about the child's education.

Studies have verified that the most successful students are those whose parents become actively engaged in the educational and decision-making process.

In Canada, education is the number one consumer of funds, second only to health and welfare. As parents and teachers, we must be well-informed, well-organized, prepared to move ahead with education, and ensure that our dollars are well-spent.

Today, more than ever, organized parent involvement is an integral part of public education. Be proud to be a Home and Schooler!

Sonja Anderson, President
Winnipeg, November 1986

PAL Talks No Smoking

The PAL (Peer-assisted Learning) Smoking Prevention Program was on display at the World Health Organization International Conference on "new Trends in Health Promotion", which took place in Ottawa in November.

At a special "Canada Day" on November 20th, Susan Swanson of the Education and Training Unit of the Health Promotion Directorate presented a poster session on the PAL Program developed for use in Grade 6-8 classrooms, as part of the National Program to Reduce Smoking.

In conjunction with the PAL Smoking Prevention Program, CHSPTF has prepared an information leaflet for parents on smoking prevention, along with a guide to holding a parents' meeting on the subject, for distribution to Home and School and Parent-Teacher Associations and other groups. These materials were developed under contract to the Health Promotion Directorate.

National PTA Addresses Rights

United States federal and state programs are moving towards mandating parent involvement without a clear definition of what such involvement comprises. For this reason the board of directors of the National PTA has taken a position on parent involvemnt and the rights and responsibilities of parents and their organizations.

The National PTA is the largest parents' organization in the U.S. with 5.8 million members and 25,000 units in 50 states, the District of Columbia and Department of Defense schools in Europe.

According to this position statement, PTA and its members have a responsibility:

TO ENSURE that access to quality eduction is available to all children.

TO INFORM themselves on policies, curriculum and laws that affect children.

TO WORK constructively and democratically with school personnel.

TO ACCEPT responsibility for the vitality of the PTA.

The PTA has the right to function independently as a non-partisan child-advocacy group; seek policies and practices which protect children; help set school goals, and participate in decisions affecting policies, rules and regulations.

Public schools provide a common experience which is important to a democratic society, says the National PTA.

Alternative options must perserve the viability of the public school system, and ensure that parents have the opportunity for involvement in their child's school, with access to information adequate to informed decisions.

The complete position statement and a planning guide called "Parent Involvement: What can your PTA do" is available from The National PTA, 700 North Rush street, Chicago, Illinois 60611-2571 (50 cents US).

DON'T DRINK CHALLENGE

A "Don't Drink and Drive" Challenge has been launched by the Reader's Digest Foundation.

In spring it will award $100,000 in university scholarships to Canadian high schools that encourage students to create and implement programs to stop their peers from drinking and driving or riding in cars with drinking drivers.

Information about the challenge was sent to high school principals across Canada through the Canadian Association of Principals.

CHSPTF President Sonja Anderson expresses support for the Don't Drink and Drive Challenge and CHSPTF Alcohol and Drug Abuse chairman Norma McGuire will help judge the entries.

Youth Fitness

Physical recreation is such an important factor in raising healthy children that parents must insist on high quality physical education in schools, and help young people take advantage of opportunities to be physically active, according to the Canadian Symposium on Youth Fitness organized by Fitness Canada in International Youth Year, 1985

"Let's Go Play', an attractive and informative brochure produced as an outcome of the symposium, is designed to bring this message to parents of school children.

100,000 copies have been printed for distribution to parents of school children across Canada.

To achieve this, Fitness Canada has asked the help of CHSPTF in distributing the brochure to local communities through its provincial and local Home and School associations.

Youth Fitness Coordinator, Nadine Mathieu, considers that CHSPTF is an ideal partner in this project because of its network of parents in all parts of Canada.

SCHOOL BOARD ELECTIONS?

Conseil suggests changes to Department of Education

The Conseil has sent the Minister of Education an opinion related to the school board elections that will be held on the Island of Montreal on November 15, 1987.

In this opinion, the Conseil requests the Minister to revise certain clauses in the Education Act, particularly those sections dealing with the amount of time allotted for the establishment of electoral lists and for "non-Christians" (non-Catholics and non-Protestants) to exercise their right to vote.

Time Frame Wrong

The present law sets out an election calendar spanning a period of 13 to 15 weeks for the preparation of school board elections. The creation of the electoral lists begins on August 15 and voting takes place on the third Sunday in November.

In the opinion of the Conseil, the time frame set out in the law is too long in certain respects and badly planned. In addition, the creation of the electoral list is done at an unfavorable time of year.

In this respect, the Conseil recommends that the Minister modify the electoral calendar to reduce the time involved.

It also asks that the period set aside for drawing up the lists be lengthened to extend from September to October 15 rather than from August 15 to September 15.

This would avoid the difficulty of recruiting census takers in the middle of the summer and would also allow for a more complete electoral list.

Non-Christians: Voting Rights

As for the right of "non-Christians", section 39 of the law stipulates that a person who is neither Catholic nor Protestant has the right to vote and to be a candidate in school board elections.

However, to exercise this right, the present law stipulates that a person must indicate in writing before April in what school board he or she intends to vote.

This notice must be given to the two school boards that serve the area in which the person lives.

The Conseil scolaire believes that few people are aware of this clause in the law and that, as a result, many will find themselves next autumn without the right to vote or to run as a candidate.

To avoid this, the Conseil has asked the Minister to change the law so that the choice provided for under section 39, if not exercised by April 1, can be made before the deadline for changes to the electoral list has expired.

The Conseil has also decided to send a copy of this opinion that it has transmitted to the Minister, to the eight school boards of the Island of Montreal as well as to the Ministers and MNA's of the region.

Reprinted from Résumé newsletter of the school council of the Island of Montreal.

MNA Dougherty speaks in B.C.

Joan Dougherty, MNA for Jacques Cartier riding, represented Claude Ryan, Minister of Education, Higher Education and Science, at two symposiums in British Columbia last year.

Mrs. Dougherty addressed the International smposium on Government policies in Educational Technology in Victoria and the World Congres on Education and Technology in Vancouver May 18-25, 1986.

The symposium in Victoria gave government officials from around the world an opportunity to exchange informaton about government policies in response to education technology issues.

The world congress was a unique conference; never before had there been so many internationally renowned speakers gathered in one place to discuss the impact of technology on education in our society.

Joan Dougherty is parliamentary assistant to the Minister of Education, Higher Education and Science.

More than 50,000 children under five years old will be poisoned this year in Canada.

Common household items, which are often within easy reach, are the most frequent causes of these poisonings. Furniture polish, lighter fluid, household cleaners and shampoo are only a few of the many poisons in your home.

Prescription drugs, over-the-counter drugs, such as aspirin, ointments and large quantities of vitamins are also harmful when swallowed by young children.

Household garden plants are another common source of poisoning.

To protect your child and young visitors:

- **Keep all poisonous substances** well out of reach of children. Do not underestimate a youngster's ability to reach, climb and open cupboards. Children are explorers.
- **Provide a safe locked** cupboard for household cleaners.
- **Buy products with** child-resistant caps. Ask your pharmacist for all medicines in child resistant containers. These containers do make a difference.
- **Store all medicines** in a locked cupboard.
- **Keep workshop supplies,** such as paint and paint thinners, in a locked storage area.
- **After use return all products,** medicines and alcoholic beverages to locked cabinets.
- **Keep all products** in their original containers.
- **Get to know you plants;** and, do no keep poisonous ones in the home.

If in spite of your efforts a child swallows a poison take the following steps.

- **First, call your local poison** control centre and follow their advice. Keep a list of emergency phone numbers beside your telephone, so you will be able to dial help without delay. Time makes a difference.
- **When you go to the hospital** make sure that you take with you the substance, medicine or plant ingested.
- **Keep a bottle of Syrup of Ipecac** in your locked medicine cabinet and use as directed by your poison control centre. Make sure your bottle of Syrup of Ipecac is up to date as it may deteriorate with time.

A "poison proof," environment will reduce the chances of a child swallowing a poison. Remember though, children's abilities change as they learn and test new skills every day. Attentive supervision is the best prevention.

Canadian Institute of Child Health, 17 York Street, Ottawa, Ontario K1N 5S7

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FOCUS on the LOCALS

At Cedar Park

Camping up a storm

Remember the big snowstorm on January 23, the one that closed schools across the province? Some students in grades five and six at Cedar park School will not forget it — they were sleeping out in it!

All senior students at Cedar Park are encouraged to join the Outer's Club and select one of the four trips that are held each year: canoeing in the fall, winter camping, hiking or cycling in the spring.

Thursday morning, Jan. 22, 13 excited children and their leaders left for Camp Kanawana near St. Sauveur. The leaders were principal, Bruce Walker, teachers Michele Harper and Sheila Robertson, and area Scout leader and Cedar Park graduate, Bruce Weihs.

Camping means sleeping outside, no matter what the weather, and the first task upon arrival was to shovel two big piles of snow for the Quincy shelters.

The first night was spent in a chalet, but Friday morning, after the snowpiles had hardened, the children dug out the shelters they were to use for the rest of their stay.

Digging these caves, which are like shelters the Indians used to use, took three to four hours.

Although temperatures dipped to -30°C. that week-end, inside the Quincies it was a balmy -5°C. Everyone managed to keep warm inside the Arctic sleeping bags which the school supplied.

The children also went sliding, snowshoeing, and took a long cross-country ski trip, back-packing their lunch and cooking over an open fire.

Providing meals is an important part of any trip, and this was turned into a great learning experience for the children as they themselves were responsible for the cooking.

The children were divided into small groups, each of which undertook to plan, purchase, transport and prepare the food for one meal for the whole group.

And the finale of the trip? It was breaking the Quincy shelters, of course. Thirteen children stamping on the roofs were able to flatten them.

But nothing was able to deflate the mood of these children who have learned to love winter camping.

Parents of Cedar Park students are very happy that their children have these opportunities for lessons in co-operation, sharing and caring, and are given these experiences beyond what ordinary home life provides.

Esther MacLeod

SEIGNIORY

Library Whizzes

Recently the school had a contest to celebrate Book Festival Week. This is a national event which is held to promote Canadian books, authors and illustrators.

Library co-ordinators Janet McKelvie and Diane Allen, developed three challenging quizzes which involved use of the library and in particular, the card catalogue.

The winners in each category were from left. Michael Kolos (Gr. 3-4) and Alexander Desjardins (Gr. 5-6) Brianna Whatley (K-2). Each received a beautiful book by a Canadian author.

Lucy Fazio

WILLINGDON

Open House

A Family Night, with a human science theme featuring students' displays, will be held some time in May. A Teachers' Committee has been formed to help coordinate the event.

An Open House was held on February 2nd for parents who will be registering their children at Willingdon for the 1987/88 school year. Home & Schoolers helped welcome the new parents and gave them a tour of the school.

February 4th was a red letter day at Willingdon. The Kindergarten students went to Angrignon Park for the day, while grades 1-6 participated in winter sports on Mount Royal. The younger children returned at lunch time to the school and then spent the afternoon skating at the arena.

Two thousand dollars, from a successful Holiday Fair, was donated to the library. A fund raiser currently underway will go towards the purchase of French books for the library.

Julie Fasano & Rachel Kasimer

THREE RIVERS HIGH

Blue & Gold

We were very pleased to receive a copy of "The Blue and the Gold" — a student newspaper — from Three Rivers parent Donald Smith. We commend the student editors on an excellent job; it is a very lively, readable newspaper. Keep up your good beginning.

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Education in Brief

Ministry of Education

Quebec's Minister of Higher Education and Science Claude Ryan has sent a letter to Premier Robert Bourassa calling for an end to the "nightmare" of university funding cuts. The letter — published in the Montreal newspaper *Le Devoir* — proposes a two-year "temporary recovery plan" to bring funding stability to the universities until a more thorough study of their problems can be completed. Mr. Ryan's plan would see at least $80 million in additional funding injected into the university system over the next two years, including $20 million a year to help rid the universities of their deficits, which are projected to hit an accumulated $128.7 million by the end of May 1987, $10 million a year to fund indirect research costs and $35 million annually for the next five years for scientific equipment, library acquisitions and building renovations. In addition, Mr. Ryan has called for an end to budget cuts for 1987-88 and 1988-89 and extra funding for enrolment growth. Mr. Ryan notes that Quebec must spend more money on its universities if it is to keep up with Ontario, which in November added an additional $148.7 million to university budgets.

Reprinted from The Reporter *(McGill University), Feb. 11, 1987.*

Lakeshore School Board News

Adult Education

The Board's former administrative headquarters building at 450 Church Street, Beaconsfield, has been converted into an Adult Education annex providing much-needed facilities, particularly for a program provided for mentally-handicapped adults.

WANTED

A GOOD HOME FOR OUR PHOTOCOPIER!

QFHSA recently purchased a new photocopier. Our old photocopier — a Nashua 1210 model — is sitting here looking for a home. It is still in good working order and is a dependable sturdy machine. The "cost" of operating it is $40. a month — for a service contract that is exceptional in that it covers all parts and labour, all ink and toner, and 1500 copies a month. Above 1500 copies you pay an additional 1.7¢/copy. You, of course, must supply the paper.

If you are interested in the Nashua, for your school, group, organization, etc., please write us, or call (514) 481-5619.

"PREPARING FOR TODAY/ PRET A TOUT" is a new child safety program available from Boy Scouts of Canada. This is an excellent booklet and would make a wonderful teaching tool for parents, teachers, groups, etc. Available in either French or English from the Boy Scouts; cost $1.00 per copy. Suitable for the 7-12 age group.

FOCUS on the LOCALS

BEACON HILL

Party ends 20th anniversary year

Beacon Hill Elementary School wound up the celebration of their 20th Anniversary with a birthday party. This final event ended a year of a activities planned by the Home & School Association. Each class did its own project for this celebration, such as making birthday cards and pennants. Mr. Art Douglas of the Lakeshore School Board, Mrs. Ellen Wernecke, the former principal, and Mrs. Joyce Ness, Grade 1 teacher, had the honour of cutting the gigantic cake (made by H & S volunteers). It was of special significance for Mrs. Ness, since she was one of the original teachers, and has how retired with 20 years of service at Beacon Hill School. Each class launched a balloon with a message from the school attached. Mrs. Green's class was the first to receive an answer — from Richard Pronovost of Pont Viau, Laval. The class is now busy writing to Ricahrd.

On November 11th a schoolwide assembly was held to commemorate Remembrance Day, with some Grade 5 and 6 students reading the famous poem IN FLANDERS FIELDS and explaining the history of the poem. A moment of silence was observed in the school at 11:00 o'clock.

The Home & School Association then launched into the Christmas season. As a new event a Christmas Fair was planned for the students. Parents were busy making handicraft items for the children to purchase for their families. All the hard work was repaid with the children's happy smiles on the 10th of December.

Does your child know the proper way to approach an unfamillar dog? Would he or she know how to react if chased by a dog on the loose? Students at Beacon Hill Elementary School learned the answers to these questons at a recent demonstration which was presented by the Lakeshore Dog Training Association. Members of the association put five dogs through their paces before an eager audience of studnets in the school's gymnasium. The first part of the demonstration consisted of obedience trial events, and many children took turns acting as assistants to the dog owners. Students watched as the dogs followed verbal and hand commands, ran and jumped through obstacle courses and searched for "lost" articles using their sense of smell.

The second part of the demonstration foocused on safety around dogs. Mr. Peter Nicholson, President of the Association, told children how to approach an unfamiliar dog. He then explained to the students how they should curl up on the gournd if they were ever chased by a dog, making sure that hands are tucked in underneath the body and that the child's head is kept down. Short demonstrations, once again using students, proved that this is a most effective method.

Following the demonstration, children were invited to pat the dogs and talk with their owners. Each child received a handout on dog safety, and they were encouraged to discuss the information with their parents and teachers. The show was a very big hit with the students of Beacon Hill School. If your Home & School has a child safety programme, you should consider contacting a local dog training association in order to arrange such a presentation in your school.

Grade 1 students sing farewell to teacher Joyce Ness.

NEW RICHMOND HIGH

Grade 8 Students Lend A Hand

Reprinted from **Spec**

A few weeks ago, our teacher Mr. Frequet, took our Ecology class (7F) on a field trip. We were very fortunate to have Mr. Art Campbell accompany us. He writes NATURE CORNER for SPEC. He was able to identify almost every leaf, plant, and insect we collected.

Our field trip was very educational as well as fun. We learned how to tell a female flower from a male flower, and how to identify certain plants and insects. For example, we learned how to tell a white spruce from a balsam fir (var), the yarrow plant from the golden rod, and how the bracken fern can be dangerous for cattle to eat.

When we got back to school, we had to arrange the things we collected on large sheets of paper and identify each. When this was finished we invited the elementary grades to see what we had done. We also made slides of some things and put them on the microscope. They seemed to like the little bugs the best. This was a project and it took a lot of hard work by us and Mr. Campbell and Mr. Frequet, but we learned a lot and also had a lot of fun.

Cindy, Kathy, Teena, Linda and Darryl for Grade 7F at N.R.H.S.

SOUTH HULL

Baked goodies

South Hulll Home and School held a very successful Pre-Christmas Bake and craft Sale at a local Shopping Centre at the end of November.

The parents support of the sale was overwhelming. Baked goods of every description were available, making any baker envious of South Hull's great cooks. The crafts were equally as imaginative and sold rapidly.

The sale raised $557.00 and enabled the school to purchase a number of items including the "French Edition of the Canadian Encyclopedia", various library books and video cassettes of popular Fairytales in French for the French Language Arts Program.

Home and School is presently planning a Flea Market to be held at the end of March.

Faye Ingrey

I have three brothers, weird, but brothers all the same. Most people, when their brothers bug them will say "I hate my brothers." But not I; I might say something bad about them but I never mean it. No, I like my brothers very much. People say I look like my twin-brother, especially when I have wet hair. Once when we were on a trip, Aaron and I were standing at the edge of a pool and some lady said, "You have twins". Andrew wasn't there but when he did come along she said, "Oh dear, you have triplets." In a way I found that insulting but then again my twin brothers don't look that bad.

Then there is Matthew, the runt of the litter. He isn't so bad either, but he gets on my nerves sometimes, but like I said, I would never say something bad about my brothers and mean it.

My Brothers Are the Greatest!
Leslie McCully
Secondary I

MACDONALD CAREERS CLUB: PREPARING FOR THE JOB MARKET

Macdonald High School has the privilege of being able to boast the most unique student club of any Lakeshore School Board high school. Having been in existence for several years, the Macdonald Careers Club provides its members with the opportunity to explore some of the many career options open to them.

The club saw its beginnings as the Equals but not Equals club. Primarily oriented towards the young women of Macdonald, its main goal was to inform its members on the condition in the working world and the multitude of career options open to women. The monthly meetings featured speakers who discussed their careers and the positive aspects of holding jobs in their respective fields. The membership was comprised mainly of junior and senior girls, but as time progressed a number of boys expressed an interest in joining the club. Not wanting to prevent anyone from gaining knowledge about their possible career choices, the club began welcoming new male members. It changed its name in the process. The Macdonald Careers Club was born!

Staying true to its original goal of informing young people at Mac about their career choices, the club features monthly speakers who give informal lunch-hour lectures on: the different aspects of their careers, their reasons for choosing such a career and the education necessary to enter that particular job field. Past meetings have featured speakers addressing careers in education, engineering, recreation and architecture. Members number over 40 and meetings boast a 90% + turn-out as well as many non-members. Meetings are often cut short by the end of lunch bell, lack of time for an extended question period is the club's only problem.

The club prides itself on the fact that it is two-thirds student run but the contributions made by its two staff advisers, Mrs. Code and Mme. Madill are not taken for granted. Both ladies advise the club's executive committee concerning the functioning of the club and arrangements for each month's guest speaker.

The executive committee organizes publicity for each month's meeting and contributes articles and ideas for the club's quarterly newsletter which features employment statistics, career facts, in-depth articles on new job apportunities and even a cartoon page courtesy of the staff artist.

For the first time in the history of the club there is a male president, which helps to attract new male members who would normally shy away from joining because of the misconception that this club is for girls only.

Without question, the Macdonald Careers Club is for anyone who wishes to learn more about what the future holds with regard to their career choices.

Tom Downey, student

JOHN RENNIE

Inner Circle and 17 +

This year the School initiated two new programmes to better serve the student community.

In co-operation with the staff, administration, and the support of the Lakeshore School Board of a new programme called Inner Circle has been created. It consists of a Junior and a Senior class. Students from grades 8 through 11 are enrolled in these classes which are designed to offer an alternative style of learning to challenge previously "turned off" students.

This programme operates on a more flexible schedule and the student has to take more responsibility for their own learning through the use of contracts.

Inner Circle got off to an enthusiastic start thanks to a great deal of preparation by the four teachers involved:

Mrs. Bergeron, Mrs. Nicholson, Mr. Matthews and Mr. Murray.

The second project which was inaugurated this year is "17 PLUS". This programme is designed for the students of the Lakeshore School Board Community and is a new approach for the student who may not be able to attain a High School Leaving Certificate.

"17 PLUS" consists of two components, an academic one and a work experience one. It will give the student an opportunity to accumulate more credits while at the same time preparing them for the job market.

At the moment each student has some work assignment within the community on a voluntary basis.

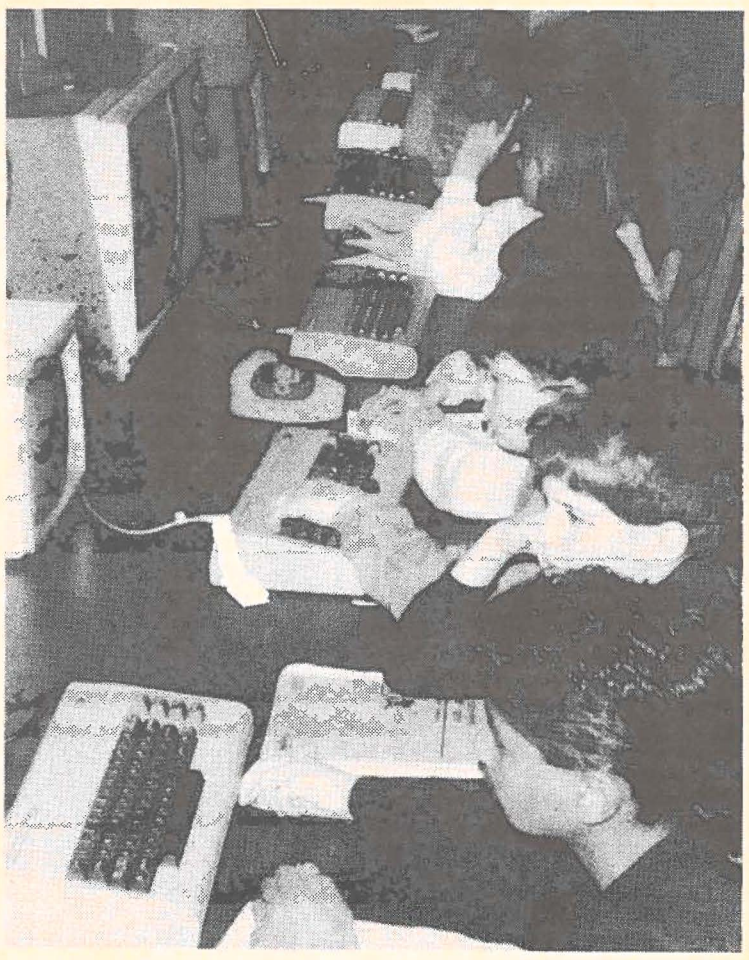
"17 PLUS" also has flexibility within the timetable to accomodate any job arrangements. Mr. Louttit is the teacher responsible for the academic portion of this programme and Miss Vann is the work study co-ordinator.

The addition of these two new ventures in the school is stimulating and we are fortunate to be able to offer such a varity of programmes in John Rennie. The ALP programme has proved to be a success and we hope that our new efforts to accommodate our students will be equally as successful.

FOCUS on the LOCALS

THORNDALE

Kids turn on to computers



Over the past two and a half years, Thorndale School has developed a computer lab that now contains 14, C-64 computers, 3 disk drives, 3 internal-linking network systems, 2 printers, and various school board recommended software packages. Funds for the lab were raised by Thorndale Home and School activities, lunchtime computer club fees, and two staff/parent dances.

A schedule has been organized whereby almost all classes are given a minimum of one half hour "hands-on" experience per week. Kindergarten through Grade 6, as well as PFI and Freeflow, use the lab on a regular basis.

The software we use ranges from problem solving to social studies. Logo is enjoying an active "comeback" and is being done in both English and French. While classes working on turtle graphics and then taking "printouts" home makes lab time exciting to say the least. The Math Activity Courseware from Houghton Mifflin adds to the excitement. Word processing, in both English and French, is also part of the level 4-6 program. Although considered "drill type programmes", Stickybear Math and Spelling are highly motivational at the level 1-3 area. Stickybear Spelling allows teachers to type in vocabulary being used and then uses three different activities to present the words in enjoyable game type formats. Sunburst Software is very evident in our lab. Programmes such as The Factory, Memory Castle, Tiger's Tales, Hot Dog Stand, King's Rule, and The Trading Post are all in use. French software, such as Geographie du Canada allows excellent general map study of all of Canada, or of seperate provinces. This type of software can be connected with Atlas work as well, allowing the computer to be used as a tool and a guide.

The software discussed above is only a beginning in our lab. Hopes for more French software, more hardware (ie color monitors, keyboards, and another printer), perhaps a modem hook-up to another school in Quebec or in Ontario where C-64 systems are numerous, and parent/lab introduction meetings, are all parts of our wish to help bring a modern technology to Thorndale students and the community.

Bringing the computer technology to our children has been a high priority of Mr. Robert Steele, a Thorndale teacher and the Lab designer/co-ordinator, as well as the whole Thorndale staff and community. (Thorndale Home and School would like to thank Mr. Steele for all his time and expertise he was contributed to the organization and development of the lab.) It is truly refreshing to see children as highly excited as they are about learning in the lab.

After reading a poem called, "Mr. McCool Looks After the School" by Sharon Siamon, the grade 2 class invited George, our janitor, to their class and interviewed him.

He talked about what he does for our school and for the students. They also found out how they can help him.

The class then gave their impressions in a cooperative story and made pictures of George doing his job.

ST. VERONICA SCHOOL

Spices & Mittens

October and November are always very busy months at St. Veronica because of our fund-raising activities. This year was no exception as we have recently completed a very successful Spice Drive. Also our pre-Xmas bazaar, which was held on Nov. 22nd, proved to be a success financially and a fun-filled day for all who attended.

Weekly computer classes have now commenced for the Grade 4 students and with some of the money raised from our two fundraisers we will be adding software to our very well equipped computer lab.

The chess club has been resumed on Wednesday during the lunch period, with a larger enrolment than last year. All our "chess champions" are getting ready for a tournament later on in the school year.

December, being a month of merriment and festivity, is one of the times that we choose to share with less fortunate people. We have, in our school, a Mitten Tree. This is a Xmas tree on which the children hang new mittens, scarves, hats etc. to be distributed to the needy. In addition, we run a Xmas basket drive and we ask the children to bring in non-perishable canned goods which are then made into baskets and given to people who qualify for such help. These two activities were as usual, very well received by our school community and the response was overwhelming.

We all returned to school in January feeling deservedly satisfied.

Alison Morin

COURTLAND PARK

Tradition Hard To Beat

The thirteenth annual Country Fair proved to be a lucky one: a record $4,425.77 profit was made by the Dorval elementary school. The event was held late in October.

The weather was perfect, and the Country Fair committee had organized the crafts stalls, baking tables, flea market and apple stand with their habitual efficiency. The kitchen offered a menu of hot and cold lunch dishes, and several dedicated mothers donated a crafts table of their own.

Christmas preparations included a number of elements which have become traditional at Courtland Park: the Christmas concert of class mini-plays and songs, the campaign to buy "sleeping kits" of personal articles for children in Third World orphanages through household tasks for pay, and a Christmas movie (this year, "101 Dalmatians") sponsored by the H&S local.

At present, our H&S/School Committee is wrestling with the problem of computers: whether to buy more, and how to effectively use those we have.

Barbara Peden

IT WILL BE A GREAT DAY WHEN OUR SCHOOLS GET ALL THE MONEY THEY NEED AND THE AIR FORCE HAS TO HOLD A BAKE SALE TO BUY A BOMBER

NORTHVIEW

"Town Faire" a fair success

Today creativity is a catch-all phrase for defining all kinds of activities. Youngsters are encouraged to be creative in their homework and expression of ideas, but at the same time they are encouraged to engage in cooperative activities. The question arises as to whether they can see examples of these behavior traits in their parents and their teachers.

So often in Home and School activities when leadership changes there is a challenge to revitilize an established venture. This year's chairperson for Northview's Home and School is Sally Poirier. She and her committee not only redesigned the layout of the Fair, but added new ideas.

Luckily for everyone November 29 was without a snowstorm. Not only did the weather cooperate; the volunteers, teachers, and other staff extended their talents and time. The front hallway was a photographer's "studio" for which kindergarten teacher Martine Blue had painted Christmas elves without the faces. Instead youngsters could pose with their own smiles to be snapped on Polaroid prints.

Northview's caretaker Pete McGee sold Christmas balloons and directed shoppers to the numerous stands which were in the gym. The artisan table were, arranged around the outside walls and provided easy access to all the creative gifts available. There were tables with knit goods, embroidered ornaments, hand crafted jewellery, Christmas wreaths, and Christmas chocolates. The choices and quality of the items were such that many shoppers happily bought gifts to alleviate the usual holiday panic.

Home and School volunteers sold baked goods, Christmas decorations and plants for the holidays. The central area of the gym was designated for them and the stage provided space for the "restaurant". Hungry shoppers were warned by the soup and mug 'n muffin menu.

An idea whose time had come was the Kid's Alley. For this the primary wing was opened up with a separate activity in each room. In one children could purchase decorations and cards made as part of the art activities in classrooms. One classroom was set aside for decorating gingerbread houses and another for decorating aprons with the child's own handprints. Perhaps one of the best ideas was a video set up in the kindergarten room in which parents could leave their children for a while and shop in peace.

There is no question that artful leadership skills can revitalize and replenish an established tradition. By keeping some of the sure bets like a raffle and adding new winners the fundraising was a financial success. With the $2,700.00 profit Northview can now augment its already rich collection of library books and keep on supporting enrichment activities like field trips. For Northview parents, children and community supporters this jolly beginning to the Christmas season meant another successful Home and School effort at cooperation and creativity.

Inara S. Leimanis

LINDSAY PLACE HIGH

Still making music

The music program, which is a booming success, is in its third year. This year it has more than two hundred players. The LPHS band is the largest of its kind in Quebec. It consists of two concert bands, two stage bands and an orchestra. These bands progress day by day and the results are most gratifying. These bands will be representing the school in competitions throughout the year. All of these results take hard work and dedication and no one works more than Mr. George Doxas and Mr. David Findlay. Thanks from all of us at Lindsay Place.

Next year, 1987-1988, LPHS will be entering its twenty-fifth year of operation. To celebrate this milestone, a reunion of all former students and staff members will be held on Thanksgiving Weekend, October 9-12 1987. The spadework for this event is now underway. The organizing committee is presently compiling a mailing list. Former graduates and staff members are asked to complete the address from below and mail it as soon as possible.

Please pass on this information to any friends or relatives who have graduated from Lindsay Place High School. Mail the above information to: Lindsay Place High School, Reunion Committee, c/o Mr. W. Holt, 111 Broadview Avenue, Pointe Claire, Quebec, H9R 3Z3.

Name _____
Ladies, if married, please include your maiden name.)

Street _____ Apt. _____

City _____ Postal Code _____

Country _____ Graduating Year _____

FOCUS on the LOCALS

ÉCOLE PRIMAIRE BEACONSFIELD

Grade 1s get helping hand

With a view to promoting reading, the students of Louise Brunet's Grade's 5 and 6 have been helping the Grade 1 class with their reading every week. The contact between the children of the first and second cycles is an enjoyable experience for both sides.

The first session of lunchtime activities ran very smoothly. Thanks to the availability of space this year, there were 14 different activities with a total enrolment of 252 students (about 60% of the school population). Computers, tap dance, ceramics and crafts were new this year and were well received. Piano lessons are also offered but they are organized on a different basis and run for the whole year. The second session started in mid-January with a lot of enthusiasm.

Congratulations to Jonathan Bernstein, grade 5, who is a member of the Lakeshore School Board Singers. This group was formed in January 1986 and is comprised of students for LSB schools in grades 4, 5 and 6. At present, Jonathan is the only student taking part from EPB. New members to the group would be welcomed. Practices are Wednesday, 3:30-4:40 pm, at Northview School.

SUNNYSIDE

Christmas Concert

On Wednesday December 17th, 1986 one of the major community events in the Three Villages took place as the Sunnyside School performed its annual Christmas Concert to the delight of the community.

We are very grateful to Mr. Larry Reynolds and the fireman who helped with surveillance.

Kindergarten, under the direction of Claire Bertrand and Wendy Lepitre were a delight as they performed "Poor Little Rudolph". We are very grateful to the parents for the help in providing the costumes.

Special Projects teachers Maureen Loach and Louise Davidson had their pupils produce a play entitled "The Christmas spirit". Other acts were:
Grade 1 — The Christmas Alphabet. Grade 2 — The Night Before Christmas. Grade 3 — I saw Mommey kissing Santa Claus. Grade 4 — The Experience. FSL — La Petite Fille Aux Allumettes

Mr. Davies and the grade six students had a particularly entertaining skit again this year. Mr. Davies did a particularly good job casting the role of the wicket witch.

The Concert ended with Mrs. Church and Mr. Drew combining with the Nativity Songs and Readings, a very appropriate ending to a delightful Christmas Concert.

Mrs. Kasowski, Chairman of the School Committee presented Mrs. Church the music teacher with a token of appreciation from the parents and children. A special thanks to Victor Kasowski who acted as M.C. for the evening doing a very fine job.

Concours de poèmes en français gagnants

Les Arbres

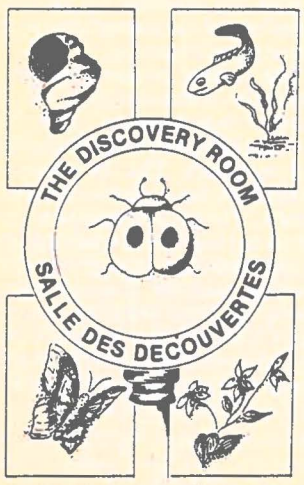
Les arbres sont importants.
L'érable est important
Car il donne l'eau d'érable.
Si tu enlèves l'écorce du bouleau,
Tu peux écrire sur l'écorce,
Il y a des arbres
Qui donnent des fruits,
Comme le cerisier, le pommier
Et le prunier.
Moi j'aime les fruits et toi?
Lina Beaudoin
Sunny side — 4e année

L'oiseau

Un oiseau, c'est beau.
Il chante comme une flûte.
Si tu écoutes l'oiseau,
Je pense qu'il t'écoutera
Alors sois attentif.
Kristen Denney
Sunnyside — 6e année

Un Lapin

Un beau matin de printemps,
Autour d'un sapin,
J'ai vu un lapin
Qui se promenait en patin.
Et cela jusqu'au lendemain matin.
Sarah Vachon
Sunnyside — 5e année



WESTMOUNT PARK

Nature room

The Discovery Room was designed for elementary school children. It's a natural science room where children can look, smell, hear and touch objects. Divided into many sections: camouflage, environment, stumpers, invertebrates, locomotion, fossils, and minerals and Discovery boxes. The Discovery room is definitely worth a visit.

The room was a pilot project of the Junior League of Montreal, in collaboration with the PSBGM and the Redpath Museum of McGill University.

ST. AGATHE ACADEMY

Hopes of peace travel by balloon

On October 24 a Peace March was held. All elementary and high school students took part. Upon returning to the school the students launched helium balloons. Each child had written a peace message which was enclosed in a ziplock bag and tied to the balloon. A return address was included. The first reply was received from Vermont, where the balloon was found after travelling a distance of 300 miles in three hours! Other letters were received daily. A videotape of the march is being edited and the school hopes to send the final product to the United Nations.
Debbie Jones

CHRISTMAS PARK

Treats for Ears

Once again the Shoestring Theatre Company visited and this year presented Pinnochio. Last year the school enjoyed the Wizard of Oz.

Senior classes attended the children's concert and saw the Montreal Symphony Orchestra, under the direction of DavidAram, prforming "Peter and the Wolf" by Prokofiev.

Another musical treat took place under the direction of Andres Gutmanis, music teacher and choir master at the school. The Lakeshore Chamber Orchestra, with the participation of the Christmas Park Senior Choir and young violin soloists, presented as evening of Christmas music.

Kathleen Greenfield-Zanti

ECOLE PRIMAIRE PIERREFONDS

Off & Running

The H&S is off to a good start. In the fall the library was set up, volunteers found, books stamped and finally the library was ready to use.

A 'Craft Nite' was arranged for Nov. 20. Courses were offered in the gymnasium. Entrance fee was $3.50 — plus 1 French book!

A contest was held to choose the school crest. The winner was picked at the craft fair, Dec. 13. Buttons with the school mascot are being sold for $1.00. Finally photos were taken and Class mothers arranged.

Not bad for the first few months!

AYER'S CLIFF

Our school has been a busy and active place for the students. Lucky levels 5 and 6 went to Alexander Galt Regional High School to hear David Suzuki speak on the importance of science in our lives.

To celebrate International Year of Peace, students from Ayer's Cliff met with the students from the French school and together they planted a "Peace Pole" as a symbol of their hope for world peace. On Remembrance Day the levels 1 and 2 children led the service held at the cenotaph.

Special congratulations to our winners in the school board wide French-Second Language Poetry Contest:

Christine Matte	— level 4
Lynn Hortop	— level 5
Tamara Mayne	— level 6
Sean Denny	— level 6

Sean was the winner for *all* levels.

Nancy Loadenthal

MORIN HEIGHTS

Christmas bazaar

On Dec. 12 the school held its Annual Christmas Bazaar. This year's bazaar focussed on four separate game areas, all creatively designed by Mrs. Erika Kober, in which each child won a prize. Along with the baked goods, handicrafts and miscellaneous articles, everyone was able to buy a raffle ticket, for the door prizes. All of our raffle prizes were generously donated by the many merchants of our community. Christmas spirit abounded and fun was held by young and old alike.

Linda Edwards

PONTIAC SCHOOLS

Satisfied!

Results of the questionnaires distributed on "Meet the Teacher NIght" were tabulated. Of the respondents who attended, 85% expressed satisfaction with the night. The content of the teacher's presentations was found to be informative and useful by 98%. Information regarding the "whole language" approach, timetables and homework was particularly appreciated.

The questionnaire helped pinpoint areas meeting improvement as well as those that are satisfactory. All comments were appreicated.

ALLANCROFT

Negotiations

At the School Committee meeting of Nov. 18, Maureen Morris the President of LTA was the guest speaker. She helped clarify the state of negotiations among teachers school boards and government. It was most interesting. Many questions were asked, and answered.

On Nov. 20, in the school library, the grade 6's enjoyed listening to the Canadian author Cora Taylor. This was part of the celebration of the Tenth Annual Children's Book Festival in Canada. The children enjoyed hearing about her experiences as an author and how she came to write the book *Julie*.

H. Rignall

SAFETY SCENE ▲ SAFETY SCENE

Babysitters get new course

The Canada Safety Council's newly revised Babysitters Training Course is a safety instructional program designed and packaged to achieve maximum positive results for both students and instructors. The course is now available in **ENGLISH** and **FRENCH** through the Provincial Safety Councils/ Leagues and the Canada Safety Council.

PROGRAM GOAL: The program provides complete training for youngsters 12 and up. The course develops a professional attitude in the babysitter and instills confidence in the clients who use its graduates.

TOPICS: The needs of the urban and rural babysitter are addressed in this 10-hour program which covers: **Responsibilities** of the employer, the child and the babysitter; **Developmental and Behavioral Characteristics** of children; **Basic Child Care and Nutrition; Accidental Injury** — causes and ways to prevent accidents; **Basic First Aid** procedures and how to handle **Emergencies; Creative Activities** — songs, crafts and toys; the **Constrained Child** — physical care required for sick and injured children; **Special Needs Children** — caring for visually, hearing, physically or mentally impaired children.

The course is loaded with **Special Features:** Among them, youngsters learn how to make creative food snacks, prepare an activity kit, and handle unwarranted phone calls, temper tantrums, fights and shy children.

COURSE MATERIALS: The comprehensive Instructor's Manual and 52-page Student Reference Book were developed and field tested by professionals in the fields of education, health care and safety. The step by step format provides all the information a volunteer instructor will need to set up and teach the course.

CERTIFICATION: Each course graduate is presented with a **wall certificate** and **wallet card.** This provides validation that the holder has successfully completed 10 hours of training and has passed a comprehensive examination..

CERTIFICATION: Each course graduate is presented with a **wall certificate** and **wallet card.** This provides validation that the holder has successfully completed 10 hours of training and has passed a comprehensive examination.

COST: Instructor's Manual, $15.50; Student Reference Books, $2.50 each.

ONLY 4.4%?!!

On a typical day on the roads and highways of Quebec only **4.4%** of children under the age of five are properly buckled into children's car seats appropriate for their age, according to a recent survey by Transport Canada. This is way below the Canadian average for the same age group **(16.2%).**

Observers posted at red lights across the country singled out 12,166 private cars carrying children under the age of 16. Each of the cars was examined closely to ascertain whether the children were correctly installed in infant carriers, car seats, booster seats or seat belts according to their various ages. In all age groups throughout Canada only **34%** were fitted with proper restraints. It is a low figure, but in Quebec the number is lower still: **12.2%,** still under the national average **34.1%.**

Obviously, this is a major problem. **NO** child should be permitted to ride in a motorized vehicle without a properly attached restraint system. Adults are largely responsible for their own safety. **But children depend almost entirely on you.**

Responsible parents will be glad to hear that Quebec Safety League offers child restraint systems for rent at reasonable rates in full range of sizes. Restraint systems are accommodated to each child's height and weight. Infant carriers are offered on a long-term basis for children weighing up to (approximately) 9 kilograms. Short-term rental of larger seats and booster cushions is also available for older children.

This service is not just for parents. Rental is a perfect solution for all drivers who occasionally carry children in their vehicles. Remember: when your passengers are under sixteen years of age and sitting in the front seat **YOU** are legally required to ensure that they wear appropriate restraints i.e. safety belts, booster cushions, childrens' car seats and/or infant carriers. It is not only a good idea **— it's the law.**

For more information about rental of safety seats contact Quebec Safety Leatue at: (514) 482-9110. Write QSL, 6785 St. Jacques, Montreal, H4B 1V3.

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LE COMITE HAS A VERY SPECIFIC MANDATE

In the last issue I discussed the background of Le Comité Provincial de concertation sur des Programmes de Sécurité Routière en Milieu Scolaire. (QFHSA secretary, Donna Sauriol, has asked me to come up with an English translation to the committee's name, so here goes: Provincial Committee to plan school-related road safety programmes. Please note that this is a rough translation, and not an official one.)

This issue I promised to talk about Le Comité's mandate. I believe that the mandate is defined in the title that Le Comité has given itself. Its field of intervention is limited to road safety programmes and educational activities in the area of school-related road safety.

School-related Road Safety Campaigns

— To determine the nature and the mechanics of the cyclical interventions in school-related road safety programmes.

— To advise on the productions initiated by La Régie d'assurances automobile du Québec in cooperation with the Ministère de l'Education and to support these interventions.

School-related road safety programmes produced by La Régie

— To study and advise on the régie's programmes.

— To do the same with programmes La Régie does in cooperation with the M.E.Q. and other organizations.

— To co-ordinate the mechanics of distribution of these programmes.

Programmes from other sources

— To analyze programmes on road safety aimed at the student population.

— To establish priorities as to their use and distribution.

— To advertise Le Comité's decision.

Other avenues of co-operation and concerted effortss

— To establish and put to use, if called for, avenues of collaboration and co-operation for other school oriented intervenors.

Next issue I shall discuss the structure and mechanics of the committee.

Safety Scene Editor

PARENTS-SECOURS BLOCK PARENT

Securi-bus will provide safe haven for children

In the last issue of NEWS, in article concerning the 1986 convention, multiple dwellings were discussed. This issue, as promised, Securi-bus.

The project of Securi-bus was presented to the general assembly at the 1986 convention. The general assembly accepted that the Securi-bus' ad hoc committee be given a one year mandate to put Securi-bus to the test.

The basic philosophy behind Securi-bus is to provide more children with additional havens from the everyday perils that they could face.

Most Block Parent programs are set up in a residential area where single unit dwellings are predominant.

This leaves our children "vulnerable" in all other areas — commercial, industrial, multi-family dwellings, etc.

The pilot project is being tried in the greater Quebec City area where the C.T.C.U.Q. and the C.I.T.R.S.Q. buses travel through many of the cities' streets over an 18 hour period every day.

The two Commissions which run the bus services have agreed to abide by the requirements of the Block Parent program. For example, all bus drivers will be screened by the police.

Bus drivers will also receive instruction as to the Block Parent program and Securi-bus. Children in the area will also be made aware of the project.

Buses in the Securi-bus project will be properly identified. A child seeking the services of the program will talk to the bus driver who will, via two-way radio, contact his supervisor. The supervisor will meet the bus at a subsequent bus stop and take charge of the child.

This project was prepared jointly by the Block Parent organizations in the Quebec City area and a group of police officers from the north and south shores of Quebec Metro.

An interesting project which will certainly require our attention.

School board's policy causes latchkey kids

Re: Article on Latchkey Children

I find it ironic that the schoolboard is concerned with the fact of the growing number of Latchkey children and they are directly responsible for helping to create this very situation. Example in tow: I have two children who attend Westpark School in Dollard des Ormeaux. I am a full time working mother and therefore cannot be present for their lunch hour. There are three lunch programs in the school — the first which is free is restricted to bus children; the second, which costs $90 per pupil is for children who live 3/4 of a mile or more from the school but are not bussed; the third program, run by the parent committee is for children of working parents who live closer then 3/4 of a mile to the school and this program costs $300.00 per annum for each pupil. Since I have two children the costs for me would be a whopping $600.00 to eat in the same place as pupils paying $90 per annum or are in the free lunch program. Therefore parents such as myself are forced with another undesirable alternative: to have our children become latch key children. There should be a lunch program for pupils of working parents which charges a comparable rate to the paying pupils of the other lunch program. I have complained about the exorbitant cost of the third lunch program and the response I received was that the monies are a donation to the school. Why, I wonder, should I be forced into making a hefty donation to the school, because I am a working mother in need of the school premises for my children to use at lunch time. I feel that this is a grossly unfair policy which should be rectified so that the number of latch key children may diminish.

Yours truly,
Mrs. S. Stein

I would be pleased to hear from other parents, and especially pleased to hear from school board administrators, school principals and teachers.

Safety Scene Editor

PRIDE's free drug info-line

CALL TOLL FREE
1-800-667-3747

PRIDE Canada is encouraging parents and youth across Canada to use and let others know about our services, especially our toll free information line 1-800-667-3747.

The line is staffed Monday to Friday from 8:00 a.m. to 5:00 p.m. by students from the College of Pharmacy at the University of Saskatchewan.

Anyone calling the line can receive accurate information on drugs, information about the nearest treatment facilities in their community, information on their provincial drug and alcohol commissions, where to find parent support groups, Narcotics Anonymous or Alcoholics Annonymous, how to start a **PRIDE** Parent or Youth Group, which resources we have for sale and information on our upcoming National Conference on Youth and Drugs.

PRIDE Canada is urging you to make the toll free number known to parents and youth in your community. The Home and School Association, guidance counsellors, the local newspaper, community leaders, law enforcers or self-help groups are all good sources for advertising the number in your community.

Headphone hazard

There's no denying the walkman has done much to eliminate noise pollution in the environment. But as with so many other pleasures those little headsets have their dark side. Headphone wearers may be courting two major problems: a progressive loss of hearing and inattentiveness to the immediate environment.

As we all know, some people seem to gauge the quality of a piece of music by the number of decibels at which it is played. But, aesthetics aside, the fact remains that many headphone users regularly funnel music into their ears at well over the 110 decibel mark. According to the standard safety norms adopted in the workplace, all noise over 90 decibels induces gradual deterioration of hearing.

Everywhere specialists are alarmed by the growing number of auditory problems detected in young people. If you find your kids aren't listening to you it may well be that they are not HEARING you... Happily, more and more people are reacting by becoming conscious of the importance of preserving their hearing.

The second major problem is this: in concentrating on the music, the headset user may become heedless of his immediate surroundings. This is especially dangerous for cyclists and pedestrians. If he keeps the volume turned up too high he can become deaf to the auditory cues given off by passing vehicles. If an emergency comes up, the vehicle's warning honk may be lost in a cacaphony of cymbals and saxophones. That top twenty song may be more of a **hit** than you'd bargained for.

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