



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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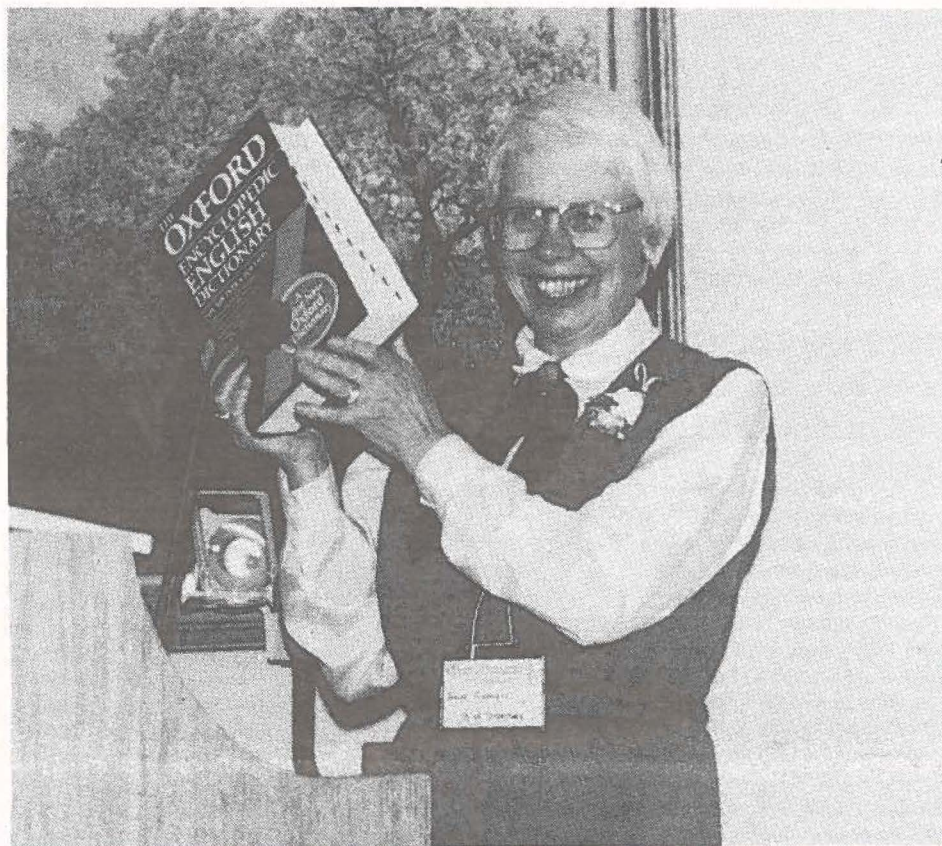
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AWARD WINNERS HONoured 50th ANNUAL GENERAL MEETING



Ann Cumyn, Chair of the QFHSA Education Committee.

Ann Cumyn is Buzzell Award Winner

Ann has always without hesitation provided assistance and leadership to the Federation and has shared her expertise, knowledge and background information in order to help the Federation to continue to flourish.

Ann serves Quebec Federation with a view to improving and enhancing the existing system of education. She has demonstrated by her efforts that change can come through consultation, through communication and by collaboration with all the partners involved.

Over the years she has successfully juggled many hats. She has served Home & School in many ways, presently as Chairman of the Education Committee. Ann is also a hard-working commissioner for the Lakeshore School Board; a Vice-President of the Quebec School Boards Association; she has been a member and Chairman of the Protestant Committee of the Superior Council of Education; and last, but by no means least, she is a devoted wife and mother.

An example of Ann's devotion to Quebec Federation is the "labour of love" that appears each year — the Literary Booklet — wherein samples of children's creativity are published and circulated following much work, organization and effort by Ann and her dedicated group of volunteers.

In appreciation for her leadership in all the workshops, committees, conferences, special assignments and numerous other tasks, we are pleased to honour Ann Cumyn with the 1994 Leslie N. Buzzell Award.

Editor's note: The Buzzell Award was inaugurated in 1950 by Leslie N. Buzzell, one of the founders of the provincial organization in 1944. He meant the award to be given to a Home & Schooler, other than the President, who had given outstanding service at the provincial level. Upon his death in July 1980, a bequest was made from his estate to ensure the continuation of this award to well-deserving recipients.

Paterson Award Winner — Metha Bos

Metha was introduced by her sister, Anna Marrett, President of the Westmount High Home & School.

Anna? Yes? What do you want, Metha?

Anna, I've got this idea. Yes?

I want to write this play for my class. OK?

I need to write the play because there are some kids in my class who are too shy to speak. I've got a few who would do really well acting, and one boy would be a terrific narrator. There's only one girl in my class so I really need to think about the characters. A murder mystery would be a lot of fun. The parents could make the costumes. Your art club could make the sets.

OK.

I need you to help me write the script.

What?

I'll buy you a book. What book?

A Lucky Luke. OK!

Yes. This was it. The moment in time when 29 years of teaching and 48 years of family life came together. A great idea, a great educator, a commitment to community and parent involvement, a suitable bribe, the Year of the Family, the Gordon Paterson Award and the Home and School's 50th Annual Convention.

It was my great pleasure to nominate my sister, Metha Bos, for the Gordon Paterson Award and my great honour to introduce her to my Home and School family at the AGM on April 16th. You may have read some of articles in the QFHSA News that she has written as she describes school and community life in Nemaska, James Bay. Her articles about life in this Cree community show just how closely school and community life are linked in this village of 500 people. Two thirds of the residents are under 30 years of age, so my sister is considered to be one of the elders! In fact, little children call her Goooom or grandmother.

I would like to share with you the words of Lillian Diamond, with whom I submitted Metha's nomination. "Included in Metha's efforts is the organization of historical community trips to "Old" Nemaska. This project has developed into

an annual event which everyone, including teachers and others who work here, look forward to. The trip itself consists of a variety of events both cultural and educational. This also gives nonnatives an opportunity to learn and to experience "bush life" as it is shared with them by our people."

No question about it. Metha has integrated very nicely into the culture of this village. In fact, she has received quite a number of invitations of marriage. Alas, however, she has refused them all!

But Metha has not always worked in James Bay. She taught elementary classes at Souvenir and Prince Charles in Laval and St. Dorothy's in the east end of Montreal, English in Madagascar, Thailand and Japan and music at William Hingston and Marymount. What a versatile lady!!!

It was in the second year of teaching a special education class at Prince Charles School that the murder mystery play referred to at the start of this article was written and produced. Entitled "Handful — a Five Suspect Case", this show was a tremendous success. I still have the Lucky Luke. In fact, I have quite a collection. I was willing to allow myself to be bribed into doing all sorts of things back then.

The Cree School Board arranged for Metha to be able to join us at the Annual Meeting on April 16th. Anyone who heard her speak will have to agree with me that she is a gifted storyteller. Her spirit of adventure and sense of humour shine through in everything she says. It's no wonder that the parents decided to hire her. Yes, you heard that right! In the Cree School Board, the school committee hires the teachers and the principals.

What more can I say? She still teases me. Like the joke about the \$100.00! Now there's a bribe! And I'm still bribable. It just might be worth nominating someone in one's own family for an award for a sum like that. Metha assured me after the lunch that it was just a joke. But Lillian, I know you're reading this, if she gives you \$100.00, you'll let me know, won't you?



Metha Bos, a teacher at the Cree School of Lake Mettaweskum in Nemaska.



Letters to the editor

Diane Radu
Editor, *Focus on the Locals*
Quebec Home and School News
Dear Diane,

I would like to tell you about our Vice-Principal, Mrs. Vail. Like all Vice-Principals I've ever met, she is a no-nonsense disciplinarian. When she looks over the glasses at you, the urge to walk, don't run, to the nearest destination room is immediate and irresistible. — But she has this twinkle.

Not being privy to any of her personal stories, I can only tell you of one recent twinkle incident: A picture taken at our Christmas Bazaar appeared in the March edition of Quebec Home and School News, with the caption "Vice-Principal, Mrs. Vail, played Santa Claus". Having personally submitted this photograph, and being responsible for failing to identify any of our wonderful volunteers, I have only myself to blame for this understandable case of mistaken identity. Along with many other virtues in common, Santa and Mrs. Vail have identical twinkles. The NEWS staff could not be expected to tell the difference.

As I received my copy of the paper in this morning's mail, I believe that Mrs. Vail is unaware of the mix-up for the moment. I know that when she sees it, her eyes will twinkle. I know that when she sees me, she'll look over her glasses.

Norma Ewen
Aylmer Elementary

Dear Sir:

I wish to object to Monique Beaudin's article in yesterday's West End Edition, *The Gazette*, Feb. 17, 1994. The headline boldly announced **Local schools have high dropout rates, researchers say**. In the body of the article it is stated that Westmount High School is among those schools with the lowest graduation rate.

I must state that this is simply inaccurate and further that I object to the conclusion that a child who does not complete the Ministry of Education's requirements at the end of Secondary 5 is a "Dropout." Ms Beaudoin did not contact the school to ask for statistics. I am therefore unsure as to her source; I can only assume that she has done a superficial study of M.E.Q. issued statistics that are both limited in scope and dated in time.

To set the record straight: —

- In the year 1992/93 Westmount High had 83 students in Secondary 5 (January figures) at Year end 77 students crossed the stage having met the P.S.B.G.M. criteria for graduation, i.e. 92.7%. When Ministry results were first published in August, 39 students had met M.E.Q. requirements.

- A further 21 students had either met the requirements by equivalence or had received C.E.G.E.P. acceptance with an extended time frame to obtain their French credits; each of these young people have come into the Quebec system from other Provinces or Countries.

- Six more students are identified as having a 'Special Need' of some sort and again are awaiting the granting of equivalence, or a derogation from one course.

- Five students left during the year, only 2 of whom 'Dropped Out' the rest transferring to another school or returning to their own country after a temporary stay.

- 1 student was asked to leave the school as a result of his negative behavior.

- 1 student is a "Downs Syndrome" child socially integrated into a regular school.

- Finally 10 students did not meet all Ministry requirements. To the best of my knowledge each of these students is either enrolled in an Adult Education programme or registered for a supplemental examination in order to complete their High School Diploma. By my definition these young people are not "Dropouts".

In light of the above only 2 students can be defined as true 'Dropouts' (meaning that they are out of school and are making no attempt to complete their education). Further, the Graduation rate among those students eligible to graduate at Westmount High School is approximately 87% for the year 92/93.

Ms Beaudoin and the Gazette need to look at a detailed picture of schools & the Government Policies that drive them before simply reporting bureaucratically derived statistics and sloppy research projects that are based on them.

Journalism of this nature is part of what creates an environment where many schools are afraid to "risk" by including special needs students and, in fact, operate on policies that are exclusionary in nature.

Education is in crisis; this is a reflection of the society in which we exist. Please do not make the situation worse.

Richard J. Meades
Principal, Westmount High School



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

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Mid-term Presidents meeting held in the QFHSA offices in early February. Speaker-storyteller, Jan Gregory, had everyone fascinated.

Opinion

Rights and Responsibilities of Parents in Education Dr. Francis R. Whyte, Director General Council of Ministers of Education, Canada

As an example of the education ministers' desire to develop new and closer linkages with non-governmental organizations representing stakeholders of every kind, the CMEC will host its first national consultation on education in Canada next spring. Consultations or similar mechanisms for dialogue are to become a regular feature of the Canadian education scene, offering the prospect of a new consensus on directions and priorities for education in Canada. [Held in Montreal in May 1994, hosted by the MEQ.]

On the subject of the rights and responsibilities of parents in education, it is difficult to separate the two notions — rights and responsibilities — from each other because they are often the same thing viewed from different perspectives. The United Nations Declaration of Human Rights states that *Parents have a prior right to choose the kind of education that shall be given to their children*. How does this translate into a practical relationship between parent and school in Canada in 1993?

First, it means that parents have the right to act as advisors to the school on issues that affect the kind of education their children receive. Advice from parents is needed to make sure that the school schedules the school day and year to fit the current family structures and lifestyles. In the area of the general culture of the school, parents have the right to be consulted about discipline and behaviour management in the school, and about the social activities and religious and cultural events organized by the school serving a population which is ethnically, culturally and racially diverse.

In the area of instruction, parents need to be consulted on the programs that are offered in school, particularly when the school, for financial or other reasons, has to make choices. Some areas of the school program are sensitive or even controversial, such as values education, prayer, AIDS and the use of condoms.

Parent-School Communication

Many view the right to parent-

school communications on the child's performance as the most important parental right. Parents need regular information about their child's achievements, strengths, weaknesses and problems, through report cards, parent-teacher interviews, and the right to meet with their child's teacher when a problem arises.

The United Nations Charter on the Rights of the Child says that parents have the primary responsibility for the child, and the greater interests of the child are their guiding rule. The parent's first responsibility is to model citizenship and democratic principles. Coupled with this is the responsibility to instill a love and respect for learning, and to provide a nurturing family, not an easy task in times of insecurity and recession.

The rights of parents to be involved in the school are also a responsibility. Their volunteer support for extracurricular activities and events, decisions about school programs and the monitoring of their child's progress with teacher and principal are also important because the child whose parents take an active part in the school is likely to be more interested in school. Where teenagers are concerned, keeping in touch with what a son or daughter is doing in school requires that the parent achieve a balance between supportive inquiry and too much intervention.

The benefits of meaningful contact between the home and the school are inestimable. They include a better understanding of each child and the enrichment of school life. When parents are aware of the school's objectives, strengths and difficulties, they become more supportive of the school. Parent involvement in education is not a local or even provincial matter today, said Dr Whyte. Parents have a responsibility and a right to have a say in national issues in education.

What is the Council of Ministers of Education, Canada?

When the Council was set up in 1967, it was a forum for the exchange of information on educa-

tion and for collective projects. It serves as the voice of Canadian education authorities on national and international issues. It recognizes Canada as a federation where responsibility for education lies with provincial governments, so that education systems are responsive to the social and economic context of the different regions. But it also recognizes a common benefit in working together to share resources and services, develop common instruments, and join together on issues of national concern.

In September 1993, the Council of Ministers of Education, Canada (CMEC) issued a joint Declaration articulating a set of beliefs about education held in common by ministers. For the first time, the shared expectations of Canadians are recognized and a national agenda, or action plan, has been adopted by the CMEC.

In summary, highlights of the national agenda adopted by the Council are: examination of curriculum compatibility and possible joint initiatives in curriculum development; continuation and expansion of the School Achievement Indicators Program (SAIP); collaboration with Statistic Canada in the development of pan-Canadian indicators of education performance (completion rates, transition to work, and student, educator and public satisfaction), policies and practices in open learning and distance education (particularly in post-secondary education); new linkages and partnerships between school systems, students, parents, educators, trustees, education organizations and institutions, business and labour, as well as federal departments and agencies; and a pan-Canadian conference on education priorities and joint initiatives.

The above is a summary of the keynote address given by Dr. Whyte at the November, 1993, National Consultation on Removing the Barriers. This conference was organized by the Canadian Home and School Parent-Teacher Federation in Ottawa.

The Prime Minister's Awards for Teaching Excellence in Science, Technology & Mathematics

The first recipients of the PM's Awards for Teaching Excellence were announced recently by Ottawa. The Awards are given to elementary and secondary school teachers who have had a major, proven impact on student performance and interest in science, technology and mathematics.

A total of 191 winners were chosen from almost 500 nominations submitted. Fifteen national, 35 provincial/territorial level and 141 local awards were provided. Winners receive certificates and cash awards, shared in part with their schools.

Winners from within Quebec School Boards Association's member boards, were the following:

Provincial/Territorial Winner

RICHARD TAKEDA — Science Department Head at Massey-Vanier Regional High School in Cowansville. He set up a Chemistry on Wheels project which involves taking teams of students from his senior chemistry course to elementary schools to demonstrate various fascinating science experiments. The project has become so popular that Mr. Takeda no longer has to contact schools to ask if he might visit — the schools call him.

Local Winners

JOHN ALLEN — Science Department at Riverdale High School in Pierrefonds. He has been a key member of the Quebec Science Teachers' Association for 25 years. Mr. Allen transformed the grade 10 physical science course at his school, by destreaming classes and adopting a cooperative learning approach to teaching science. His course is designed to integrate students with differing abilities and skills into a student-centered environment.

MORRIE BAKERMAN — Science Department Head at Royal West Academy in Montreal. During his pilot of a new biology course, Mr. Bakerman developed a detailed pedagogical guide for teachers outlining a lesson-by-lesson approach to the new program. It is now used by teachers throughout the PSBGM on a daily basis.

CONGRATULATIONS TO ALL THE AWARD WINNERS

Other exciting new federal initiatives designed to help foster better awareness and education are: Innovators in the schools, SchoolNet, Computers for schools.

For information on Innovators, call 1-800-465-7766, for information on SchoolNet and Computers, call 1-800-268-6608.

Co-President's Message

Spring has Sprung



It seems we all look forward to spring. This past winter was one of the coldest on record and made the advent of spring this year even more appreciated than usual. Spring is truly a time of new beginnings. New beginnings in Mother Nature and also new beginnings for most local Home & School Associations. Every year at this time each local association scrambles to find new executive members, cajoles the present executive to stay just one year longer, and manages once again to find a group of parents willing and able to form the next year's executive. We pay tribute to those retiring members and welcome the newcomers. We hope that those of you who have been active in the elementary school local will continue your work at the high school level. Another new beginning. We all celebrated the 50th Anniversary of Quebec Federation of Home & School

Associations at our recent annual meeting at the Beaconsfield Golf Club. While it was good to pause and congratulate ourselves on past achievements, there remains much to do. School Boards are being reorganized and every facet of education seems to be under scrutiny and evaluation.

Clearly, the next 50 years will be even more challenging than the years gone by. Parents have a major role to play in the whole educational process. We have the most at stake — the future of our children. When we reset our clocks at the beginning of Daylight Saving Time, we remember the slogan "spring ahead". As we enter the 1994/95 school year let's spring into action. Let's pursue our objective of quality education for all children. Our mission continues — let's never "fall back".

Allan Locke

Learning Styles, Homework & Study Skills

Summary of workshop held at Westmount High, March 1994

What is the role of the parent when it comes to a child's homework? We wanted to hear the answer to this question. Karen Allen, one of our guidance counsellors, was making her presentation. Though she spoke quietly, there was no question that we would hear the answer. You could hear a pin drop!

Homework is your child's responsibility. Your child should be doing the work. After all, school is a child's "job." As for that handy lecture, "When I was your age..." Forget it. This is one of the conversational pitfalls Miss Allen warned us about. In order to keep the lines of communication open, it is important that we are really communicating! Lecturing is a one way street. It is very important to be a good listener so that communication can go both ways.

Some other suggestions that she made included not telling your teenagers what to do, not criticizing the person, not making idle threats and not patronizing them. Parenting is a lot harder than I'd thought!

Be a good role model

So what should we do? First, be a good role model. To quote Mr. Meades, "You've got to walk your talk." And there's no question about it. This isn't easy. Do as I say is so much easier than do as I do. You may be telling your teenager not to smoke but if you smoke a pack a day, that's the message your teens are getting. Next, set some limits. If teenagers knew what was best for them, they'd be adults! Help teenagers to feel they are capable. Notice those things that

they do well and those things which they have done to the best of their ability. Not just general statements like "you're great" but specific references like "you did really well on that last test — you got 65, and I can see you are really making an effort because I know this subject is hard for you."

Maintain a sense of humour. It's



important to laugh. Laugh at yourself. Come on now. Did you really walk 5 miles to school uphill, both ways, when you were a teenager? Laugh WITH your children. A joke is only funny if both people think so. There is no place for sarcasm in raising children. Emphasize honesty and knowledge. There's a lot more to life than winning. Keep those lines of communication open and you should establish a good working relationship with your children.

The SQ4R!

Then Karen treated us to some specific study skills. First, she described a method called SQ4R. S for Survey. Read the chapter title, main headings, first and last paragraphs. Then Q for Question. What can you ask yourself about each heading. Write a question for each. Then do the 4R's — Read the chapter to answer your questions, Recite by putting the answers into your

own words, (w)Rite the answers for each question and then Review: read the questions with the answers covered and then recite the answers.

Both Karen and Mr. Meades referred to that all important school agenda book. Not only does your child's agenda play an important role in keeping your child

organized (a crucial study skill) but the agenda also contains a 32 page study guide and reference section. There is also a study tip listed on every right-hand page. Why not explore this valuable source of information with your child?

Learning styles

Then Mr. Meades discussed Learning Styles. What a powerful tool he has given to our children with the information contained in these profiles. For example, the study guide in the agenda suggests "Preparing a timetable that clearly indicates when you will study and when you will be occupied with other regular commitments or recreational activities." The information in the Learning Styles Profile will indicate an individual's best time to study — early morning, late morning, afternoon or evening. Combine these two ideas and you are on your way to success!

A parent can help with the plan-

ning so a child can learn to organize him/herself. "If I plan to learn then I must learn to plan." The study guide suggests that when you choose a place to study you should "use a firm straight chair." Perhaps your Learning Styles Profile indicates that you work best while sitting on the floor. Don't try to change yourself! Make sure that your environment reflects your individual style. Of course there are limits. Heavy Metal does not count as background music!

If there are areas of real weakness in the Learning Styles Profiles of our children, parents can help strengthen some of these skills. Say, for example, that your child has trouble summarizing the plot of a story. Read a short story with your child, or watch a TV show together, or look back over the

day's activities. Have your child tell you what happened. Perhaps a nonsequential learner can be encouraged to read the directions for making the model car before all the pieces are glued haphazardly together.

One final word about homework. There's always something to do. It may not be due tomorrow, but there are always projects to be researched, assignments to be completed and material to review. A child with both an awareness of his/her individual learning style and the study guide advice in his/her agenda needs only one more ingredient in this recipe for success. And the agenda describes it very nicely — "Motivation is to learning as the light switch is to lamps. Turn it on and be bright."

Anna Marrett

Are we really overworked in our office on Cavendish? YES!

The Board of Directors of QFHSA is looking for ways to cut down on administration and keep the budget in line. How can we do this? It has been suggested that we appeal to the membership for ideas but in the meantime here is our "wish list".

OFFICE HELP

- typing
- photocopying
- stuffing envelopes
- research

EQUIPMENT

- one or two computers
- photocopier
- fax
- filing cabinets

We accept all offers of human resources, materials and, of course, cash (for which we will issue a tax receipt). Please consider how you can help, individually or as a local, and call the office today. Help will be needed during the summer as well when Donna goes on holiday.

Debi Brown, Treasurer



FOCUS on MEMBERSHIP



1993/94 MEMBERSHIP AWARDS

(based on number of families)

ON ISLAND BOARDS – Elementary Schools	%	Membership Chairman
Royal Vale	100.0%	Cindy Schwager, Pres.
Elizabeth Ballantyne	98.0%	Catherine Maxham
Beacon Hill	89.1%	Wendy Tonkin
Christmas Park	80.3%	Cheryl Patton
<i>Honourable Mention</i>		
École Primaire Beaconsfield	75.0%	Haifa Darwiche
ON ISLAND BOARDS – Secondary Schools		
Hudson High	23.8%	Heidy Berthoud
<i>Honourable Mention</i>		
Royal West	19.4%	Kathryn Arrell
OFF ISLAND BOARDS		
Baie Comeau Elementary/High	70.8%	Pamela Lalonde
<i>Honourable Mention</i>		
New Carlisle Elementary/High	23.7%	Janice Sylvestre
SPECIAL TEACHER DRAW		
Lorna Aiken, Seigniory		Pam Godfrey

1993/94 NEWSLETTER AWARDS

Elementary Schools	Editor
Evergreen – <i>Evergreen Events</i>	Wendy Oliver
Mount Pleasant – <i>Chalk Talk</i>	Dawn Hirsch
Elizabeth Ballantyne – <i>EB Update</i>	Ann Bishundayal
<i>High Schools</i>	
Westmount High – <i>Westmount High Home & School Newsletter</i>	Anna Marrett

Newsletter Award Winners



From the left: Diane Radu, Editor of Focus on the Locals, made the presentations to Anna Marrett, Westmount High, and Ann Bishundayal, Elizabeth Ballantyne. Missing are Wendy Oliver, Evergreen, and Dawn Hirsch, Mount Pleasant.

Membership Award Winners



From left to right: Cheryl Patton, Christmas Park; Catherine Maxham, Elizabeth Ballantyne; Haifa Darwiche, École primaire Beaconsfield; Albert Thorne, Beacon Hill, accepting for Wendy Tonkin; Cindy Schwager, Royal Vale; Vikki Kouri, Seigniory, accepting on behalf of Lorna Aiken, winner of the

Special Teacher Draw. Schools missing from the photo: Hudson High (Heidy Berthoud), Royal West Academy (Kathryn Arrell), Baie Comeau (Pamela Lalonde) and New Carlisle (Janice Sylvestre).

Membership Kits

The 1994/95 membership kit will be available after the Membership Workshop held early in June at our office. If you haven't received yours by the end of June, please call the office.

Again, congratulations and a heartfelt THANK YOU to the 1993/94 Membership Chairmen for their hard work and dedication. We couldn't exist without you!

Correction

In the last issue of the NEWS we showed École Primaire Beaconsfield as having 122 family members. This should have read 202. Our apology to Haifa Dalwiche, EPB's hardworking M'ship Chm.

THANK YOU TO READER'S DIGEST

We are indebted to Reader's Digest who have very kindly given us some of the books which we give to the Membership Chairmen and Newsletter Editors as prizes. The books they donate make wonderful additions to a school's library and the recipients are always thrilled with their "prize".

Teasing: How to Help Your Child Handle Peer Put-Down

by Laura Rhizor

My new glasses had white, pointy frames that made me look like an angry cat. The first time I slipped them on at school, the boy in the desk next to mine shouted "Glassy, Glassy, Glassy!" If I hadn't been the tallest nine-year-old in the whole school, I would have crawled under my desk. As it was, I just cried.

Last fall, I observed my six-year-old son Jason being teased about his new hearing aid. "Oooh, what's the weird thing sticking out of your ear?" a classmate taunted loudly enough so that all the parents and children waiting for the school bus could hear. Without flinching, Jason shot back, "It's a hearing aid, dummy. Haven't you ever seen one?" Jason's direct, take-charge response made me proud — particularly because I knew he had dreaded being singled out. At the same time, I cringed: The incident reminded me of the misery I'd felt when I christened my cat-eyed glasses. I wanted to spare Jason such pain.

Unfortunately, there is no way to keep your child from being teased — an experience as basic to growing up as snowball fights and arm wrestling. But there are ways to help your children handle the peer put-downs they're bound to encounter at some point.

Why Do Kids Tease?

Even kids who aren't yet talking know how to tease. At the toddler stage, teasing is usually playful and conspiratorial; it enables very young children to "recognize and explore their ability to affect other people," explains Marilyn Segal, Ph.D., professor of developmental psychology and director of the Family Center at Nova University in Fort Lauderdale, Florida. "For instance, you say no when your toddler starts to climb onto the coffee table," says Dr. Segal. "But she proceeds anyway and gives you a big mischievous grin." Her expression tells you that she's inviting you to join in her fun. And toddlers send lots of similar nonverbal cues to one another.

As preschoolers progress toward the elementary years, their reasons for teasing become more varied and complex. Here are three common motivations:

To rhyme without reason: When children are experimenting with language, they often parrot rhymes like "Liar, liar, pants on fire." At this stage, a chant is a game and a fundamental ritual of language development; usually, kids have no clear idea of what they're saying. In developmental terms, "naa, naaa, na, na naaa" is just one

step up from that devilish smile beamed to you from the center of the coffee table.

To be one of the "in crowd." Children use teasing as a way to establish their membership in a peer group. "Not having friends is a disaster to school-aged children," says Dr. Segal. "The lure of the group is very basic." When children tease kids who are outsiders, they see it as a way to solidify their play circle.

As kids enter grade school, they become more aware of being compared with one another — athletically, academically, and socially. At this age, children can spot vulnerabilities among their peers and will

Don't rush to intervene to protect your child from teasing. Your coming to the rescue could diminish her self-confidence.

often label a child according to his weak points. In six-year-old Vanessa Schwartz's class in Lakewood, Colorado, for example, there's the "we know how to tie our shoes" group. Velcro-strap shoes, Vanessa explained to her mother, just won't do: Other kids tease anyone wearing them because it's like announcing "I can't do it."

To prove they aren't vulnerable. When children notice someone who looks different, such as a child with a hearing aid or glasses, they may think "That could be me" and feel afraid of the imagined vulnerability. By hurling verbal taunts or making rude comments, children distance themselves from the source of their fears, explains Diane Lynch-Fraser, Ed.D., assistant professor of child development at St. John's University in Jamaica, New York. *I'm not like you* is the message their teasing conveys.

Rushing to the Rescue

There's no simple solution for dealing with teasing because every child and situation is different. One thing, though, is clear: Parents should not automatically intervene to protect their children. "If you come to your child's rescue, you're telling both her and her peer group that she can't make it on her own," says Dr. Segal, "and that diminishes her confidence."

"A child who is being teased should be encouraged to answer back," adds Dr. Lynch-Fraser. "If he runs away, he just confirms the suspicion that he is weak and is therefore inviting his tormentors to continue."

Though only your child can effectively put a stop to teasing, there are ways in which you can equip her to cope. Here are a couple of strategies that will help her stand up for

herself:

Listen closely to your child. When she tells you she was teased, listen carefully, says Stephanie Marston, family therapist and author of *The Magic of Encouragement: Nurturing Your Child's Self-Esteem* (Pocket). If she says, "Billy called me a jerk," don't jump in with your opinion of his comment. "You want to help your child recognize her reactions and feel at ease expressing them," notes Marston. Respond with a comment like "It sounds like you're mad."

Role-playing is a constructive exercise that can help older kids handle teasing, says Marston. For example, you could play the

part of a teaser and say something provocative. Perhaps your child decides the best response is to walk away. When you talk it over, it's clear that what he really wanted to do was to flatten his harasser with the right retort, but his anger left him speechless. By switching roles and playing his part, you present some comebacks that may do the trick. The more you play the game, the more comfortable your child will become with delivering a strong response.

If your child is loathe to talk about a teasing episode, try sharing a similar experience from your childhood. When my son was teased about his hearing aid, I told him about the first time I wore my glasses to school. After listening to my story, Jason was able to tell me how he was feeling about his situation. "Sharing the way you felt lets your kids know that they're not alone and that no matter what, you're on their side," Marston explains.

Help your child look for a practical answer. There may be steps that you can take that will remove your child from the line of fire. For instance, if a first-grader is getting teased by older kids on the bus, maybe she can change seats. Or if an older child is teased because he can't throw a baseball, he could practice with you until he improves. What's critical is looking for solutions together. "Parents often want to be knights in shining armor for their children," explains Marston, "but it's important to restrain that impulse. You want to help your children become problem solvers, even when they're young."

When Name-Calling Gets Nasty

Many children seem immune to verbal taunts, says Dr. Lynch-Fraser: "In a flash,



Keeping Up with Your Friends . . .

they'll shoot down a gibe like 'You look like you're brain dead' with 'So how come I'm walking?'" Other kids, however, may crumble over even a suspected snicker. Whether or not teasing hurts depends much more on the nature of your child than on the nastiness of the name-calling, notes Dr. Lynch-Fraser.

Your child's behavior is the best measure of how well he is dealing with being teased. If he isn't coping well, he may begin to resist playing with other children, or he may tell you he's upset.

In Dr. Lynch-Fraser's opinion, teasing is often unfair but rarely arbitrary. To help their children deflect a tormentor's barbs, she says, parents need to determine in what ways their kids are vulnerable.

The first steps should be to gather as much specific information as possible about your child's being teased. For example, with some questioning you may find that a child who's dubbed Big Mouth may be alienating her peers with constant interruptions. In that case, you might explain to her why interrupting is irritating and suggest that she try counting to 25 each time she feels the impulse to cut someone off.

If the situation seems unsalvageable, you might suggest to your child that she ignore it, advises Dr. Lynch-Fraser, who points out that given the mercurial nature of children, the teasing may pass. If it doesn't and if your child remains troubled, both you and she could consult a counselor.

All parents share the instinct to protect their children from emotional and physical threats. But, experts agree, we do our children no favors when we become white knights; we serve them better by fostering self-help skills. Teaching our children how to arm themselves against peer put-downs is the best way we can defend them.

Laura Rhizor is a freelance writer based in Cincinnati and the mother of three children. This article first appeared in the November 1993 issue of Sesame Street Parents. Reprinted with permission of the author.

NEWS FROM Kids for Peace



Meredith Scroggins, Chloe Hamilton, Alex McGregor and Eric Svoboda of KIDS FOR PEACE at Beacon Hill show their Earth Day Poster.

The Kids for Peace club at Beacon Hill has been busy, as usual. In February they talked about and learned much about Black History Month, including the Underground Railroad to Canada and Harriet Tubman. They celebrated International Women's Day in March, and studied special maps telling about the 25 wars going on:

in the world today. The cost of the 20 UN peacekeeping operations in 1993 was \$4 billion in U.S. Funds.

The boys and girls wrote to Prime Minister Chrétien about their concerns about war and peace. The autographed photo he sent them occupies a place of honour in the school lobby. The Prime Minister also sent the club a

special kit on the emblems and symbols of Canada. The peace club has solved the puzzle about the flowers for each province, and will be working on some other parts of the kit, too.

The kids took part in the Celebration of Learning by displaying some of their posters, their peace tree pictures and other materials about the club. Earth Week was another opportunity for the students to express their ideas. Hayley Reynolds and Rehan Safiullah wrote poems for the school newsletter (Scoops) about stopping pollution of the earth.

The peace club also joined Virginia Larivière in helping out in a collection of stuffed toys to be given by the YMCA to sick and sad children for Easter. Many students at the school added their contributions, especially Mrs. Weller's class, and this was the largest collection on the West Island.

Earth Day was special

The pledge for support of the World Wildlife Federation was part of the commemoration of Earth Day by the Kids for Peace.

They also showed off their large poster, saying "We care for ourselves, for each other and for our world."

At the first club meeting after Easter break, the members read about and discussed the Holocaust. Many of the children had not heard much about this tragedy, but they said that they wanted to remember about it always. They made small posters expressing their feelings, and promised not to forget.

The club wrote to Justice Minister Allan Rock, supporting his ideas to ban handguns in Canada. The kids received a wonderful, handwritten letter in answer to theirs, from M.P. Clifford Lincoln, and the club is now waiting for arrangements to be made for Mr. Lincoln to visit Beacon Hill.

Cooperative games, the Kids for Peace song and the annual Peace Picnic are next on the agenda.

Colin Babin, President

Sources for SUMMER SCIENCE ACTIVITIES

Discover: Mysteries of the Past and Present. Katherine Grier. Toronto, ON: Kids Can Press, 1989. Over 50 activities that help children discover science behind the scenes in a museum.

Biology for Every Kid: 101 Easy Experiments that Really Work. Janice Pratt Vancleave. New York, NY: John Wiley, 1990. Simple, well-illustrated activities in three sections: plants, animals and humans.

Science Is... Susan Bosak. Ottawa, ON: Youth Science Foundation, 1986. This three-ring binder is organized by subject and length of time for each activity.

Science Experiments You Can Eat. Vicki Cobb. New York, NY: Harper & Row, 1972. A look at food in new and scientific ways.

Science Magic Tricks. Nathan Shalit. New York, NY: Holt, Rinehart & Winston, 1981. More than 50 tricks based on scientific principles and explained in scientific terms.

Scienceworks. Ontario Science Centre. Toronto, ON: Kids Can Press, 1984. A well-presented book on science activities.

Social Affairs Support Services Committee

by Pat Lewis



Update on Urgent Issues: Smoking

Canadian provinces (at least five) are passing new laws making buying of cigarettes more difficult for kids. Legal age to buy tobacco has been raised to 19 in Ontario and Nova Scotia, and Ontario is considering tobacco enforcement officers. Tough laws appear to be the best way to fight Canada's No. 1 cause of preventable death. Health Minister Marleau admits that the recent million-dollar ads on TV against teenage smokers were completely ineffective and has removed them from the media. On April 5th Dorval is cracking down on smoking in its bus and train station. There is a total prohibition against smoking there. The tobacco industry has now been forced to release a list of 600 secret additives to cigarettes, but the amounts of these have not been published. Tobacco companies claim that cigarettes are no worse

than dessert. The passage of a law forcing the tobacco companies to use only plain packaging would cost 1500 jobs, according to the companies, but the Health Minister said that 38,000 Canadians die as a result of smoking every year, and the packaging is but one tool she recommends in the war against smoking.

Drug Use

The Addiction Research Foundation (according to Canadian Living Magazine) in its latest survey said that drug use has been increasing among Grade 7 students. Drug use is still below the levels noted in the first survey in 1977, but the recent increases may be a new pattern of drug use among Canadian youths — perhaps because the discrepancy between aspirations and opportunities is leading to increasing delinquency.

Young Offender Laws

Justice Minister Allan Rock said there will be changes in the Young Offender Law, perhaps making tougher sentences obligatory, but the changes will be flexible and leave room for provincial concerns. These changes for a more stringent law will not be made until the end of the year.

Youth Abuse

1.3 million people saw the Fifth Estate TV program called "The Trouble with Evan," a frightening film of abuse by the family of an 11-year-old-boy. Experts say that if families like Evan's do not receive

help, they will produce even more violent youngsters. One positive result in Pointe Claire has been that the staff of the CLSC Lac St-Louis will be working with the police from Station 11 to help victims of conjugal violence. This is an island-wide project which will be launched in Montreal in May. Human Resources Minister Lloyd Axworthy has announced a new program to spend nearly \$700 million this year to train the country's unemployed youths and help them get jobs. Student loans will be increased also. The Youth Minister said that the program is "about much more than jobs. It will also provide youth with a sense of accomplishment, self-reliance and self-esteem."

Anti-Violence on TV

At a press conference in the Congress Centre in Ottawa, the Speak Out Against Violence campaign was launched on April 19th. Special aids will be seen and heard on TV and radio stations across Canada.

The Canadian Association of Broadcasters have developed a self-regulatory code as of January 1. Some provisions include: No gratuitous violence on their stations; No violence before 9 p.m.; No violence aimed at young viewers. Keith Spicer, chairman of the Canadian Radio-Television and Telecommunications Commission said that this kind of code is "right on track toward controlling televised violence ... without recourse to rules and regulations that would alarm advocates of free speech."

The CAB has urged viewers to

get involved and advises Canadians to: Join community action groups like Neighborhood Watch and Block Parents;

Speak out on open-line shows; Press your MP, mayor and councillor on action against violence; Support fundraisers for abused women, children and seniors; Call or write your local TV station or cable company about programming that disturbs you; Look for an age-classification label when buying video games for your children; Get more involved in what your children watch on TV; Volunteer to help victims of violence or work in a crime-prevention program; Encourage student councils to declare their schools violence-free zones. The cable industry was not represented at the conference. Neither were the speciality channels. Perhaps letters should be addressed to these sources, too.

The CRTC is now investigating complaints of racism by some radio stations about Indians. Comments were made last year. The

CRTC has already censured several private radio stations in Vancouver and Niagara Falls, Ontario, for broadcasting racially offensive remarks about Indians, blacks and Jews.

Gun Control

Last fall a Canadian poll indicated that 71 per cent of Canadians favored a ban of handguns, 85 per cent supported a ban of military-assault weapons and 86 per cent would like to see all firearms registered without exception. A majority of gun owners supported all three of these positions. All indications are that a handgun ban would reduce shooting deaths and injuries. The President of the Canada Safety Council in Ottawa said that recent gun killings in Canadian urban areas raise serious concerns about the ready access to and availability of guns. "In effect, ready access to guns makes it easier to become a killer." Stricter gun control legislation is critical to any crime prevention here.

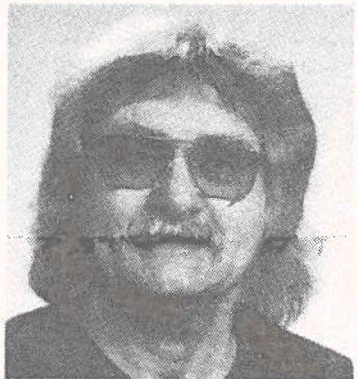
VALUABLE RESOURCES

May, 1994, issue of TODAY'S PARENT magazine, is loaded with help for parents and children. Well worth the \$2.50 for issue. p. 42 — TV Violence and Our Kids; What Can we Do about It? Aside from the main article, there is a list of organizations & publications for resources, and a page of positive steps for families, according to age of children, and by ages of children. p. 64, Celebrating the Spirited Child; p. 70, Cooking with Kids; p. 55, Hot toys for Warm Weather; p. 23, How to Handle Nightmares.

April-May, 1994; GREEN TEACHER magazine. For parents, too. p. 29-32. By Merryl Hammond (a Baie d'Urfé resident) Article about your garden, environmental effects of chemical pesticides, a quiz more like a game, and taking action to reduce pesticide dependence. List of resources on p. 32.

Support Groups for Gay-Lesbian Teenagers

by John DeNova



In January 1993 I did a one day workshop with the Lakeshore School Board's high school counsellors on gay-lesbian issues. While preparing my materials I wondered if any Lakeshore organizations had support groups for gay-lesbian teenagers. Four telephone calls later I had my answer — there were none. Montreal has its support groups through Project 10, which is government funded; Bill Ryan is the coordinator.

Why are these support groups of the utmost importance? Let us begin by looking at homophobia, the term used to describe the condition of those individuals who are uneasy, uncomfortable, or afraid of homosexuals and, in many cases, react in violent fashion vis-à-vis gay-lesbian individuals. Persons who suffer from homophobia are said to be homophobic. 'Phob' from the Greek language means 'fearing'. Homophobia is learned. It varies in degree from one indi-

vidual to another and also from culture to culture. Our western world is an extremely homophobic one. It is a foregone conclusion then, that our gay-lesbian teenagers internalize the many negative messages about homosexuality found in our culture.

Support groups create a positive, non-judgmental atmosphere where correct information is presented, discussed and teenagers begin to understand that he/she is not sick, immoral or bad. These groups also enable young people to start believing that they, too, can have contented, productive, well-adjusted lives which include loving relationships.

Anxiety, depression, denial, alienation are all commonly found conditions among gay-lesbian teenagers. They are at high risk for suicide, drug and alcohol abuse, acts of violence directed towards them and dropping out of school. Unfortunately, much of the violence occurs in schools where their peers, teachers, and other adults express their homophobic feelings. Homelessness is another common occurrence as many families not only throw their children out of the home, but do it in a violent way.

In April 1993 I telephoned fourteen individuals, invited them to an initial meeting and today we are a close-knit, active committee of eight, dedicated to forming gay-lesbian support groups in the Lakeshore area. And yes, our first

support group has existed since this past April. We have established a strong liaison with Bill Ryan who is also a member of our committee. Project 10's telephone number, (514) 989-1885, active every weekday afternoon, is the number we use for our Lakeshore support group.

The composition of our committee is not only representative of the adult population of the West Island, six also live in the area. They are:

1. Reverend Paul Evans, Cedar Park United Church
2. Inese Godins, Counsellor at John Rennie High School
3. Don Kinsella, Counsellor at John Rennie High School
4. Susan Moffat, Single mother, speaker and leader of support groups
5. Diane O'Neill, a mother and university student
6. Bill Ryan, Coordinator of Project 10
7. Nancy Stewart, Counsellor at Hudson High School

Much important ground has been covered by the Federation of Parents and Friends of Lesbians and Gays, a Washington, D.C., based organization. Their position statement covers the following salient points:

1. We who are parents and friends of lesbian and gay persons have learned that they come from families from all corners of the earth, from every culture and religious and ethnic group. Their homosex-

ual orientation is neither chosen nor something they are taught to be, and it is not "just a stage they go through".

2. There is no pattern to the kinds of families they come from — dominant or submissive mother, weak or strong fathers, single parent homes or "model" families. A gay son or lesbian daughter may be an only child, the youngest, middle or oldest child, with siblings who are not gay.

3. We who are parents have learned to be free from any burden of guilt from our children's sexual orientation and we recognize their expression of love as natural for them and moral.

4. We view rejection of a gay child by his/her family as a tragedy. We share this stance with you because we are members of close knit families who are pro family in every sense, and who affirm "traditional values". We respect the truth; recognize the reality of individual difference; honor the right of each person to be who he/she authentically is. We love and affirm our children with pride and are committed to their entitlement to full civil and human rights.

This outstanding organization has a multiplicity of excellent materials, pamphlets, books, videos on sexual orientation and related subjects. If you want more details concerning their resources contact me or, if you prefer, write to Box 27605, Washington, D.C., 20038.

The successes of our committee have given us a feeling of optimism that much can be accomplished. Should anyone want information on how to form a support group for gay-lesbian youth please do not hesitate to contact us through the Home and School office. Members of our committee will be more than delighted to assist you in any way possible.

Surely all of our children deserve all of our support as they grow and evolve towards healthy adulthood.

Recommended Reading:

1. *Gay Men And Women Who Enriched the World*, Thomas Cowan, Alyson Publications
2. *Now That You Know: What Every Parent Should Know About Homosexuality*, Bett Fairchild & Nancy Hayward, Harcourt Brace Jovanovich.



You know it's going to be a good day when you find the library books you thought you had lost.

TEACHER APPRECIATION WEEK 1994

February 13-19



TAW was initiated seven years ago by The Canadian Home & School and Parent-Teacher Federation in order to honour teachers for their personal and professional excellence. School support staff is also recognized for their important contribution to students' well-being.

Each of our member schools receives an Idea File which suggests ways of showing teachers and staff how much they are appreciated; however, each year we are always surprised at the imaginative plans thought up by various home and schools. Here is what some schools/parents were up to:

Allancroft parents took over recess duty all week, and made a huge card for every member of the school staff, with signatures, drawings or messages from children and parents. Teachers enjoyed a buffet luncheon prepared by parent volunteers, as well as a large fruit platter; individual baskets were put together for each janitor. The president of the student council thanked the teachers on behalf of all the students at an assembly.

Asbestos-Danville-Shipton School Committee had an activity planned for each day of the week. The school was decorated with TAW apples, and the teachers were treated to carnations (from the Student Council), a basket of fruit, cakes and gifts, and a dinner (organized by the Orientation Committee).

Baie Comeau teachers received small gifts and snacks all week long, but the most welcome gift of all was that playground supervision was taken over by parent volunteers for the week.

Beacon Hill teachers were treated to a potluck dinner. Parents also took over recess duty for the week, and the Home & School gave a donation to the Montreal Children's Hospital in honour of the teachers. One industrious parent produced beautiful wooden hand-made apples for the teachers with their names on them, and for the bus drivers there were wooden yellow buses, also identified — i.e. "Dan's Bus". These apples and buses could be worn as pins or used as fridge magnets. The school bus drivers and janitors were treated to hot chocolate and goodies

during the week.

Beaconsfield High Home and School volunteers provided baked goodies for the teachers to enjoy during their lunch breaks.

Beechwood Home and School held a buffet luncheon, and students participated by filling a banner with heart-shaped messages for their teachers. Every day there were little surprises found in each classroom mailbox — fancy pencils, chocolate, etc. All the classrooms were full of hearts decorated by the students.

Carlyle School has had a popular tradition of spoiling their staff in the same way for years. The teachers receive flowers on Monday, coffee and baked goods on Tuesday, and a basket full of goodies on Wednesday, and a luncheon is given on Thursday for teachers and staff. **Cedar Park** Home and Schoolers treated their teachers to a pancake breakfast, as well as baked goods every recess. The teachers were each asked to bring in a photo of themselves as a baby; these photos were put onto a bulletin board and hung up so that everyone could have a chance to guess who was who. A crossword puzzle was made up for the students using the teachers' last names and school facts, with clues such as "Who is the tallest teacher — NOT!". Corsages were presented, and student drawings of school staff were displayed. The teachers were also honoured by the principal, with a special poem in their newspaper.

Charles Kirkland parents planned homemade muffins, cookies, and a luncheon for their school staff. As well, the students assembled mugs filled with little presents and balloons and presented them to each teacher.

Christmas Park teachers all received a special gift — white aprons with their students' handprints imprinted on them in various colours. Parents took over recess duty for the week, and baked treats were served every day in the lounge, which was decorated with flowers.

Cookshire teachers were offered daily baked treats as well as small gifts, such as thank-you notes made by students. Each teacher was presented with a T-

shirt signed by their students, and were served a lasagne luncheon as well. The teachers were so pleased that they reciprocated and served the school committee a lunch at one of their meetings.

Courtland Park parents treated their teachers to a luncheon, and attached to the next newsletter was a warm thank-you note to them signed by all the teachers.

Edgewater Home & School members were busy baking for their teachers, as well as putting together or making balloon bouquets, cards, plants, chocolate, apples complete with a message, and corsages to show their thanks. **Elizabeth Ballantyne** began



Kids for Peace members at Beacon Hill School (Colin Babin and Rehan Safiullah) with giant greeting card for Teacher Appreciation Week.

ents and students signed a huge poster decorating the lobby.

Lindsay Place thanked their teachers and support staff with desserts and coffee, and \$500.00 was donated to the Library by the Home and School.

McCaig staff members, includ-

the teachers. Neighbourhood businesses donated snacks, gift certificates, and a day at a beauty salon. Teachers were serenaded by a guitar duo, and were served various refreshments, including a buffet with smoked salmon, cream cheese and bagels. There was also a hospital donation made the by students in honour of their teachers.

Ste Foy parents took over bus duty for the teachers and brought in treats every day. The students decorated teddy bear hearts and displayed them in

the school, and apples were left in all school staff mailboxes. Place-mats were handmade and signed by all the students to be presented to the teachers at an assembly.

Thorndale staff were served a luncheon, and homemade muffins were baked for one of their coffee breaks.

Three Rivers school committee volunteers organized a multi-dish buffet for their teachers and staff. This is an annual event, with the dishes being prepared by the parents of the Grade 9 students. Staff members were also presented with corsages and boutonnieres.

Valois Park parents thought up many inventive activities — cartoon sketches of the staff were done by the students, there was a "Match-the-staff's-feet" contest, and there was a "Family Feud" game for the staff. There were also recess snacks and daily gifts.

Westmount High treated their staff to a recess coffee and dessert party, and short poems to the teachers appeared daily. **Wilder Penfield** staff members were given red carnations by the principal. The teachers found helium-filled balloons tied to their chairs and large red apples signed by their students. There was also a luncheon, and a plant was raffled off to one of the teachers.

TEACHER APPRECIATION WEEK

The staff of Evergreen Elementary would like to express their sincere thanks for the wonderful week of February 14th - TEACHER APPRECIATION WEEK.

Our job is an on-going one and we seldom see concrete results or end-products. There are no increases in sales to brag about or blueprints to show. So the many thoughtful ways that both students and parents showed their appreciation this past week made us all feel very special.

The flowers were beautiful, the pencil and eraser with that wonderful thought (A school should not be a preparation for life. A school should be life), and the terrific Evergreen mugs are all treasured mementos. There was also the fabulous luncheon! What an amazing amount of effort! Finally on that last hectic Friday before break, tea and biscuit were served. What a treat! In each of our classes our students (with the help of our lunch and class mothers) had special treats for us.

What a great group of parents and students! From all of us a big thank you for a wonderful week.

The Evergreen Staff

their activities with hot chocolate and cookies served to students and staff during their Skate-A-Thon. Special treats were served all week long, everything from cookies to fruit to sushi. Money raised during a Recess Sale enabled a CD player/tape deck to be bought and presented to the students and staff.

Evergreen showed their appreciation of the school staff with flowers and other small gifts, including a special Evergreen mug. Teachers were also treated to a luncheon, tea and biscuits, and special treats.

Gault Institute presented their teachers with crystal apples, as well as a delicious spaghetti lunch.

John XXIII school held a tug-of-war between students and teachers, part of several activities during TAW week. The teachers were served a lunch, and an assembly was held where students presented their teachers with stories and songs written by them.

John Rennie High parents provided homemade muffins to all school staff, and also presented them with mini sacs of candies and thank you cards.

Jubilee teachers were served with various snacks during the week, including muffins, loaf cakes and cheese/cracker and vegetable/dip platters. There were also hand-made gifts — felt apple pencil toppers, certificates, and wooden apple fridge magnets.

Keith School staff were thanked with a luncheon catered by parents.

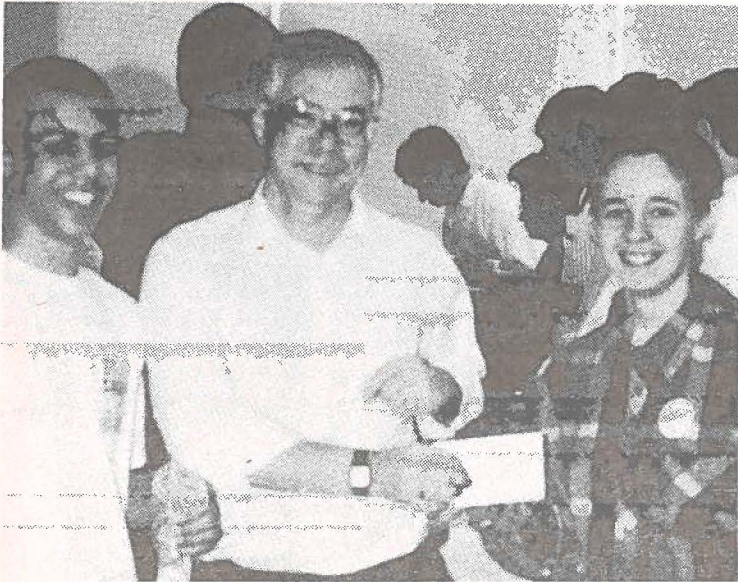
Knowlton Academy teachers were treated to snacks, and a luncheon was catered by some parents, while other parents supervised the students. Both par-

ing the bus drivers, were left baskets of snacks every recess and lunch hour. On Friday there was a luncheon for all the staff, with personalized place mats made by the students which featured pictures and school-theme cartoons collected during the year.

Meadowbrook staff members were offered homebaked treats, and there were also presentations of Gift Certificates donated by various businesses.

Netagamiou teachers were served with a luncheon on Wednesday, during which the students were supervised by parents. There were also small gifts given out during the week.

Roslyn School was decorated with banners and posters thanking



Bill Heales, Grade 10 home-room teacher and science specialist at Three Rivers High School is receiving a thank-you card from Isabelle Lafrenière, Grade 11 student and president of student council. He also received a "You Care, We Care" button from Olivier Bridgeman (left), Grade 11.

Dear Parents,

The month of February brings with it the Home and School Federation's celebration — Teacher Appreciation. As the Principal, I would like to share with you my appreciation for the teachers here at Cedar Park by sharing a poem which I hold very close to my heart.

TEACHERS (by Aaron Applegate)

They're people who care, and show us the way.
They are the sculptors and we are the clay.
They guided us through our elementary years.
And wiped away our adolescent tears.
They calmed us down when we got into fights.
And they showed us how to stand up for our rights.

Teachers are people of a special breed.
They are the gardeners and we are the seed.
They strengthen our minds, and enhance our soul.

We owe them all so very much.
For guiding us through school with a magic touch.

We at Cedar Park are extremely fortunate to have in our school a group of teachers who are truly exceptional. Please join me in thanking them and supporting them in their most important profession.

Sincerely, *Diana Patterson*

HIGHLIGHTS OF OUR 1994

VOLUNTEER AWARDS

The two special Home and School awards introduced last year were again presented to outstanding volunteers of our school communities at our Annual General Meeting. The winners received Certificates of Merit at the meeting on April 16th, and each school will later present their winner/s with an award pin. The "Unsung Hero Award" honours school volunteers, while the "Golden Torch Award" acknowledges past or present Home and School Association executive and/or Committee members. These are the winners for 1993-94:

Unsung Hero Award Winners

Aylmer	Carmela Sauvé
Dorset	Laura Provost
Elizabeth Ballantyne	Debbie King
École Primaire Harwood	Madeleine Desmarais
Roslyn	Debbie Reid
Three Rivers	Sue Mina
Westmount High	Daphne Mitchell
Wilder Penfield	Sylvie Wolfe
Willingdon	Penny Fenwick

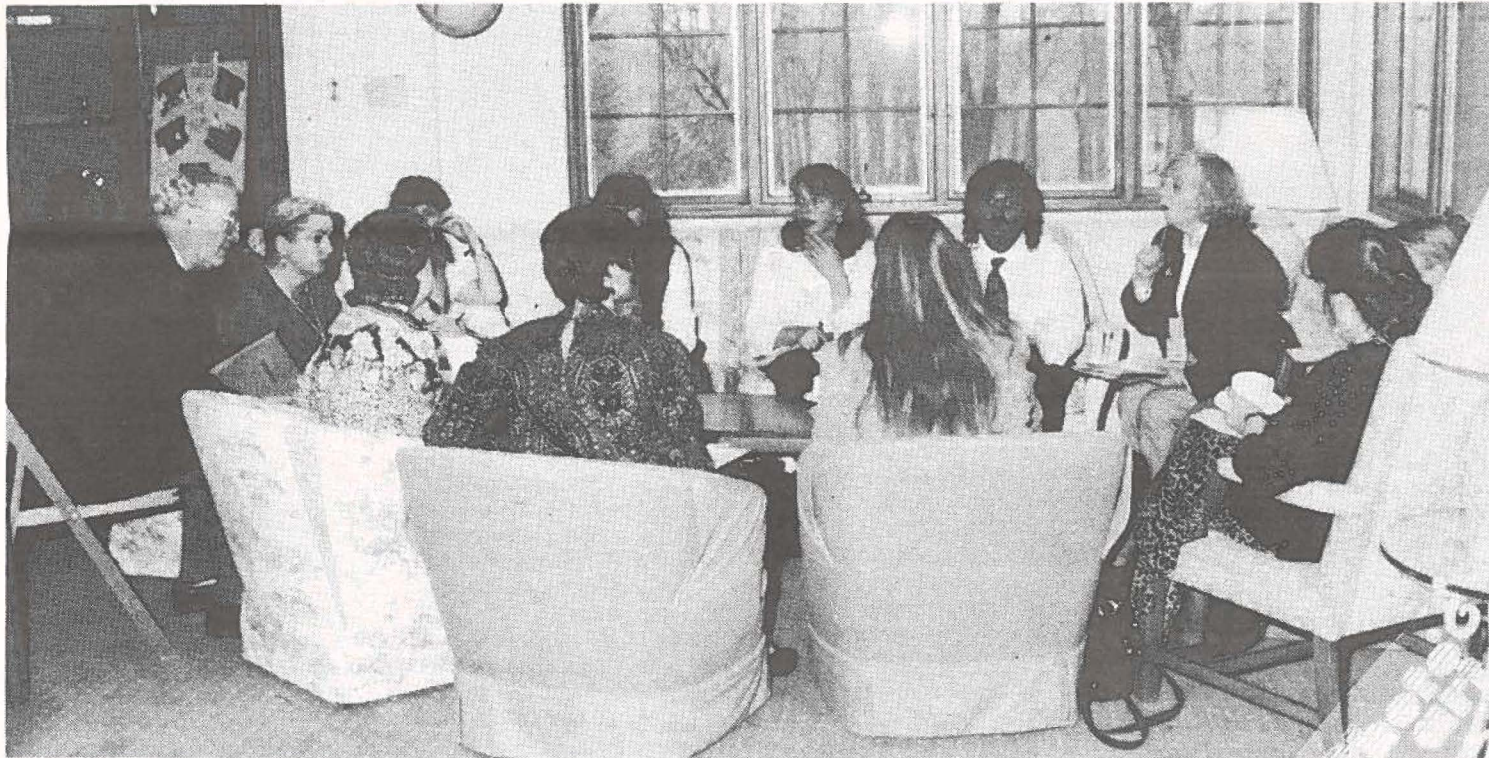
Golden Torch Award Winners

Aylmer	Nancy Rae
Dorset	Lauri Echer
Elizabeth Ballantyne	Andrea MacDonald
Greendale	Margaret Wilson
École Primaire Harwood	Rickhey Langlois
Roslyn	Pat Smith
Sunnydale Park	Mayda Subman
Westmount High	Alice Smith
Willingdon	Jane Allan

Unsung Hero and Golden Torch Award Winners



From the left: Helene Brodtkin, Sunnydale Park, accepting for Mayda Subman; Lauri Echer, Dorset; Norma Ewen, Aylmer, accepting for Carmela Sauvé; Nancy Peppy, Aylmer, accepting for Nancy Rae; Alice Smith, Westmount High; and Andrea MacDonald, Elizabeth Ballantyne — a Golden Torch winner. Andrea also accepted on behalf of Debbie King, E.B.'s Unsung Hero winner. Missing from the picture are: Greendale's Margaret Wilson, Roslyn's Debbie Reid and Pat Smith, Three River's Sue Mena, Wilder Penfield's Sylvie Wolfe, Willingdon's Jane Allan and Penny Fenwick.



This caucus group was discussing the Integration of Special Education Students.

← Caucusing at the AGM

Caucusing, begun at last year's Annual General Meeting, was continued again this year.

In a caucus session you could discuss, in depth, the reasoning and concerns behind all those WHEREASES! The twelve resolutions submitted were divided up into six groups. For the first half hour you discussed the odd number resolution you were assigned and then there was a break and the even numbered resolutions were discussed. The break permitted you to change groups to cover the two resolutions most important to you, or your school.

While different premises this year resulted in a greater separation of the groups, the noise level was still a factor. If we could just learn not to all talk at the same time!

Many delegates felt the resolutions should have been the next item on the agenda at the business meeting following the caucusing. This is a point well taken and will be addressed next year. Delegates felt it was hard to remain focussed on the points discussed about a resolution during caucusing when several other items of business intervened.

We are indebted to Rickhey Langlois and Anne Swettenham, QFHSA Recording Secretary and Executive Vice-President respectively, for introducing the caucus concept to us last year, following their attendance at the New York PTA annual meeting. And also indebted to all our delegates for their enthusiastic participation.

Celebrating our 50th Birthday ▶

Cutting the 50th birthday cake are past presidents (from left to right), Calvin Potter, Marion Daigle, Betty O'Connell, Owen Buckingham, Barbara Milne-Smith, Helen Koeppé, John Parker, and Sylvia Adams.



FOUND

One of the delegates at our AGM left behind a very nice black fountain pen which we brought back to our office. If it's yours, please call the office (514) 481-5619 and arrange to pick it up.

Editor's note: you will find the BE IT RESOLVED's for the Mandatory Bicycle Helmet resolution listed on page 16 — our Safety page!

ANNUAL GENERAL MEETING

Parenting Skills Within the Family



Kathryn McMorrow, keynote speaker

Change seems to be more rapid these days. Adapting to change is a life skill which our children will need. So how do we set about teaching this? What are the characteristics of a person who will adapt well to change? A healthy child is flexible, independent, loved and has breathing space. How can we help our children to grow this way?

The first requirement is to communicate. Communication consists of two parts: speaking and listening. Speaking is something most parents have no problem doing. But listening, now that's a different matter. For listening means active listening — really allowing another person to speak and share their thoughts and feelings without interruption, criticism or advice. It's hard work and can't be done while reading the paper, watching TV or writing the shopping list.

Next, set boundaries and limits so that your kids can kick against them. Children need to test the limits, need to know where the limits really are. They will evaluate, examine, and analyze every rule, belief and value that you have. So HOLD ON!!! Remember, children learn by watching you.

Third, our role as parents is to prepare our children to leave us. Their self-image and self-esteem are very important and what we say to our children helps them shape this image. Far from being narcissistic, thinking about yourself is a good idea. Knowing your own strengths and weaknesses will help you to cope and make realistic decisions. Just think back. How many years did it take us to get a good idea of who we are? Let's not let this happen to our kids! Let your children know what you find unique about each one of them and then help them to build on their strengths. Help your children



Listening closely to McMorrow's view of the family today.

How can we define the family? With so many changes in family structures — two parents, single parent, extended family, blended family, divorce, joint custody — how can we even begin to find a definition? Yet this was the very question Kathryn McMorrow asked us at the 50th Annual Convention of the Quebec Federation of Home and School Associations held on April 16th. And, working in groups of 8, we rose to the challenge. Of the dozens of definitions offered, three really caught my attention. First, a warm loving group of people who live in another city. Second, a group of people living together with common goals. And third — my favourite — people who love you and who you love. For there is a fluid quality to today's family and today's lifestyle. In the words of Heraclitus, there is nothing permanent except change.

to be future oriented — not the future ten years from now, but the short term — next week, next month, next year! In fact, why not set a goal for yourself and your children today: analyze your strengths as a parent and as a family and then praise yourself for doing these things well. Take an honest look at your weaknesses. How can you make things a little better in your family? Share your concerns with other parents, talk

with your children, and, above all, smile and listen!

*Anna Marrett
Westmount High Home & School*

Kathryn McMorrow has a Master's degree in Teaching and in Clinical Psychology and is a well-known speaker on the family in today's world.

Installation of New Officers



NEWLY ELECTED EXECUTIVE, from left to right: Miriam Lalonde, Recording Secretary; Patricia Waters, Jocelyne Pickler, Margaret Funnell, Vice-Presidents; Wendy Buchanan and Allan Locke, QFHSA Co-Presidents; Rickhey Langlois and Betty Lou Manker, Vice-Presidents; Debi Brown, treasurer; and Albert Thorne with Ann Bishundayal directly in front of him, Vice-Presidents.

A delegate's bird's eye view of our annual general meeting

The Quebec Federation of Home and Schools held its Annual General Convention this past weekend. Three of our Peer Mediators, **Mohamed Mohamed, Cristy Fantie, and Charlena Claxton**, came to answer questions and support our resolution to encourage other schools to start this program in their schools. There was a lively debate in our caucusing session and the resolution passed when it was presented to the General Assembly.

Our students were the only students present. They made quite an impression on the other delegates — their active participation, their confidence, the fact that they all had their own opinions — and stuck to them!!!

They also had a chance to learn more about the political process in our country. Dare I say it? It can be boring! But when we look at how political process is handled in some other parts of the world, boring isn't too bad. So congratu-

lations kids, on sticking with it. Many times good ideas are lost because people give up at some point in the process.

The Family: The Heart of Society

The guest speaker at the convention was Kathryn McMorrow. Together we worked to define the family and the changes in today's family structure. The nicest definition of the family was given by one of our students who said it consisted of "the people who love you and who you love."

Ms. McMorrow gave us two excellent tips on parenting. First, set boundaries and limits so that your kids can kick against them. They need to know where the limits are. Second, close the door to your teenager's room. If health and safety are not at risk, leave this space to be your child's domain.

All in all, the annual meeting was a most enjoyable, worthwhile day.

*by Anna Marrett,
Westmount High School*

SCHOOL PICTURES

ELEMENTARY:

- Individual picture
- Group picture
- First Communion
- Confirmation
- Kindergarten

HIGH SCHOOL:

- I.D. Card
- Rolodex Card
- Adhesive pictures
- Graduation
- Prom Night



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We are indebted to Ben Durand of Photo Art for taking our AGM pictures.

FOCUS on the LOCALS

ELIZABETH BALLANTYNE

Saving the Whales

The introduction on the World Wildlife Fund information sheet began, "Gentle whale, musical, seeks clean quiet home, please help!"

Although we were talking about endangered species worldwide my class were especially interested to learn that it was the St. Lawrence Saguenay belugas needing help — almost on our doorstep!

We talked about ways to help and it was decided to earn money during the three weeks leading up to Earth Week. The classroom door began to be covered with

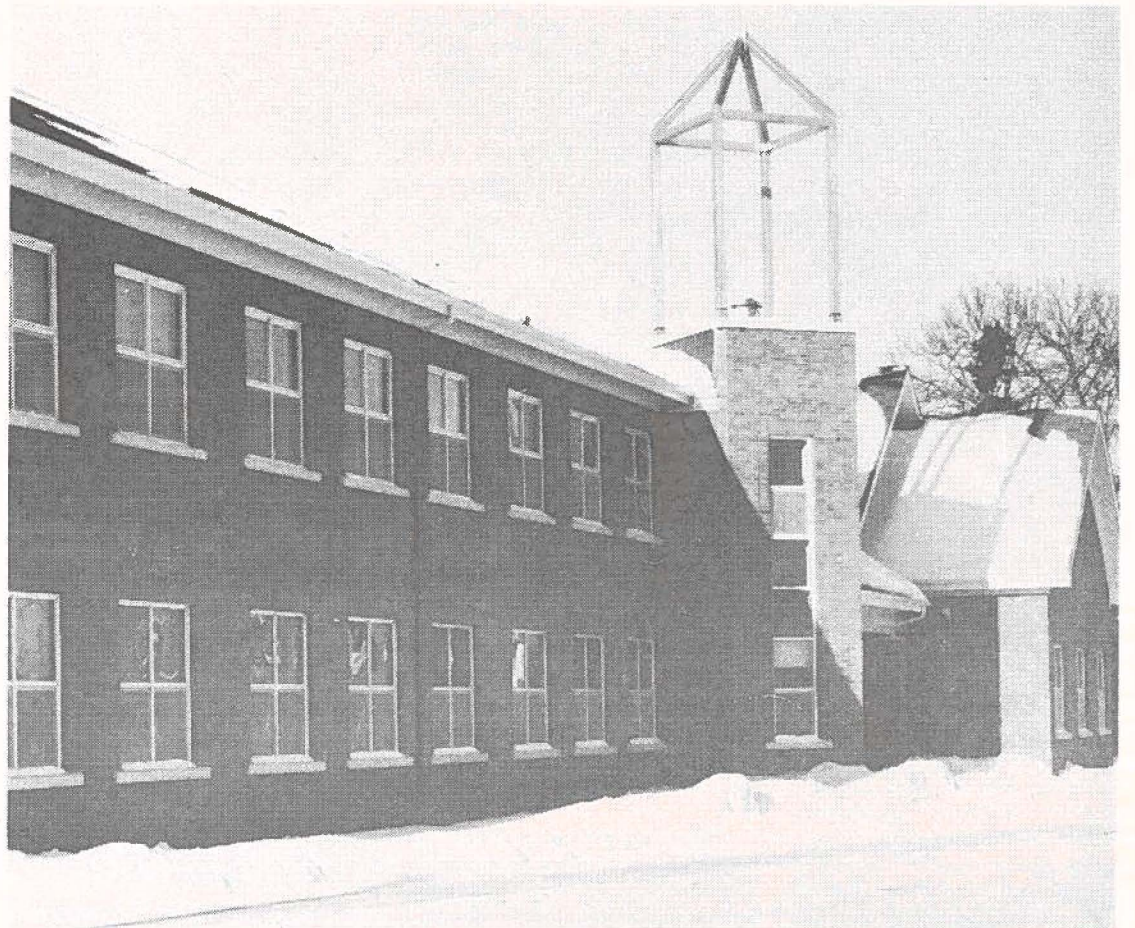
write-ups of jobs done. These ranged from grooming two Lhasa Apsos, to the more usual household chores, to "being nice to my younger brother"! (I was told that this had to be the hardest job!!)

I am very proud of the efforts made by my class which added up to a grand total of \$97.03. The money has been sent to the Canadian branch of the World Wildlife Fund, where we hope it will help the efforts being made to create a safe sanctuary for these whales.

Janet Ward
Gr. 1 Teacher



"Mrs. Ward's" Grade 1 class, EBS.



New Richmond High recently reopened after being burned to the ground. (SPEC photo)

What we tend to forget too often is that the root of the word "educate" means "to draw out," and not to pound in.

Hopetown — Shigawake — Port Daniel

At the beginning of March the children of Shigawake-Port Daniel School returned to their newly renovated school. An Open House for parents was held on March 25, 1994. The grade six students gave the parents a tour of the school. Afterwards, they were treated to doughnuts and coffee.

The Pre-K and K children took part in a poster competition sponsored by the Marcil Branch of the Quebec Women's Institutes. Grades one to six participated in

an essay competition sponsored by the Quebec Women's Institutes. The topic for both competitions was "My Family and Me."

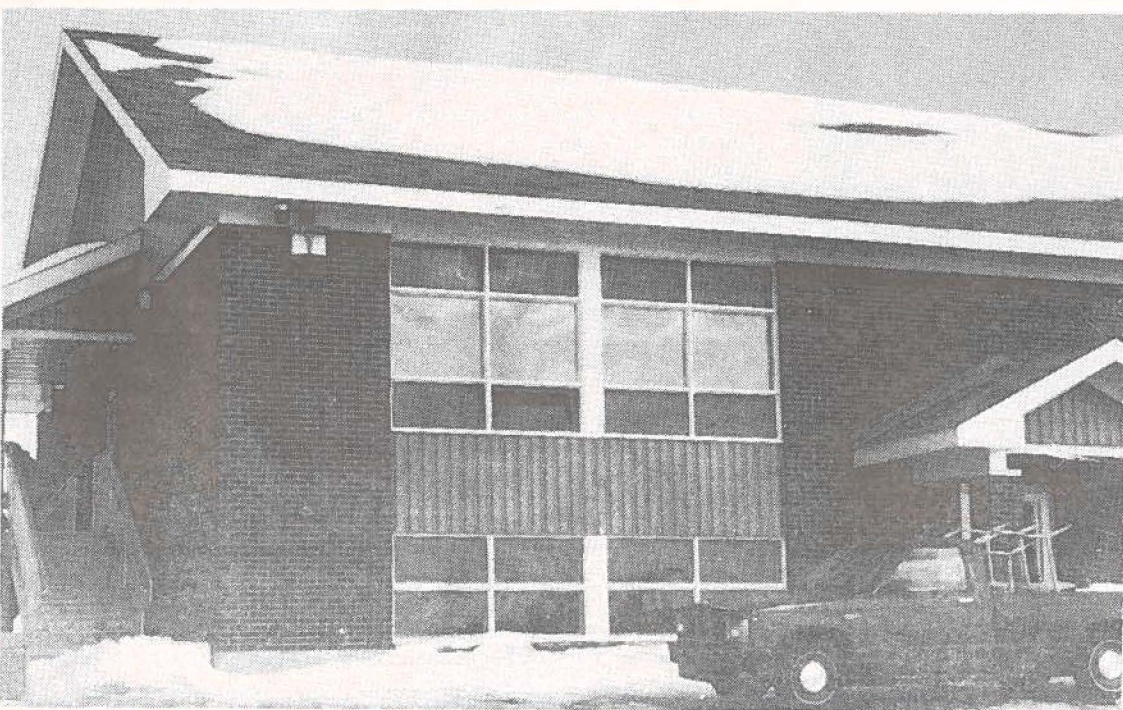
Fund raising activities for the remainder of the school year for Home and School will be popcorn and ice cream sales. Janice Tottot, Hazel Smith, Mandy and Vernon Walker volunteered to take care of the popcorn sales.

Monica Roussy and Vernon Walker were the lucky winners for the book draw.

The program for the April meeting was speeches by the grades 4-6. This is an annual event.

For our May program we had Mr. Lorne Hayes as our guest speaker. He was the recipient of the Gordon Paterson Award in 1977. Parents of the 1994-95 Pre-K class will be invited to attend. The 50th anniversary of the Quebec Federation of Home and School Associations will be celebrated with a birthday cake.

Barbara Hottot
Bertha Hayes



Shigawake-Port Daniel, newly renovated school. (SPEC photo)

PARKDALE



Sinoun Oun with Judge Jasmin.

School Has A Winner!

Sinoun Oun of grade four was among the five winners chosen in a "Write for Justice" contest offered to students in the second cycle of the primary level and the first cycle of the secondary level by the Montreal Bar. Students were invited to write an essay of at least two pages entitled "It's Not Just." Selection criteria was based on faithfulness to the theme, quality of the language, personal analysis and originality.

Sinoun, her parents, Mr. and Mrs. Oun, and class teacher Ms. Arthur attended a special day (April 13) organised by the Court of Quebec Juvenile Chamber. At this time, the winners, parents and teachers participated in an infor-

mal talk with Judge Jasmin, and lawyers Casper Bloom, President of the Montreal Bar, and Bernard Sepinwall."

The focus of the talk was the Young Offenders Act and measures taken when a child commits a crime.

Following this the group was given a tour of the court, the winners only being allowed to sit in on a hearing which was in session. The winners then read their essays after which Maitre Casper Bloom presented them with a certificate and a French/English pictorial dictionary. The occasion culminated with lunch served to all who participated.

Edris Arthur

Westmount High

Parent-Teacher Interviews

Third term draws to a close and it's time to go to the interviews. You know the setup by now — the teachers sit in alphabetical order at desks situated around the edge of the gymnasium. Two chairs face the desks, and, at a discreet distance, chairs are provided for those waiting in line. Although the contact with the teachers is well worth the trip, the setting is rather gloomy.

Now imagine the looks of delight and surprise on the faces of the parents when they arrived on April 21st to find the gymnasium filled with colour. Posters which dealt with ecology, technology and history graced the walls. Tables were filled with work produced in technology, geography, home economics and woodworking courses. Screens in the center of the gym featured different styles of poetry, a newspaper from Biblical times (complete with everything from fashion to editorials!), des bandes dessinées, renaissance art and a world map showing where all the students at WHS were born. The foyer and remaining wall space were covered with works of art. It was amazing!!!

As Westmount High Spy, I felt it was important to see just who was taking a look at all this work. First, students were having a look at the work their fellow students produced. Some were looking to compare their work with others. Some were looking just to see what was done in other classes. One ambitious grade 11 student was having a good look at projects on volcanoes which had been done by grade 7 students. She was on the lookout for students to help with next year's yearbook and was checking to see who to approach based on

which students had an eye for layout and design! Parents were admiring their own children's work as well as work other students produce.

Both teachers and parents were ready to purchase the spice racks, footstools, bowls and desks made by students in the woodworking classes. There was a beautiful little wooden bench we all wanted to take home. We planned to stencil it with hearts and flowers, place it in a sunny window beside a tall graceful plant, sit on it while drinking a cup of tea, and from there gaze out of the window onto the garden. We were so busy daydreaming, we hardly remembered that we were in the gym! Thank-you to all the teachers who made this evening extra special.

Ain't Misbehavin'

The Family. The Heart of Society. In keeping with the theme of the Annual General Meeting, our Home and School brought a lot of "family" out to Beaconsfield. There was Alice Smith, our Golden Torch award winner, Louise Blizzard who is very active both in Home and School and on School Committee, three students — Mohamed Mohamed, Charlena Claxton and Cristy Fantie — and myself, Anna Marrett. We acted like a family. We each had our own opinion about our school's resolutions. This certainly added spice to the lively debate in the caucusing sessions. We giggled and teased each other during the General Assembly when the long morning was drawing to a close. And, like any other family, we were separated at lunch (one or two to a table) so that we could share our *Joi de Vivre* with others!

Seriously, it was a day well spent and everyone benefitted from the experience. Thanks to everyone who made our students feel wel-

come. After all, we are hoping they will become the Home and School executives of the future!

The PSBGM Music Festival

This festival must be the best kept secret in the PSBGM. Eight schools and 23 entries including the PSBGM Choir filled the auditorium at Rosemount High with beautiful music. Though I am responsible for failing to advertise this event at my school, I was appalled to see that only Rosemount had more than 5 parents present! Shame on us! Let's not let this happen again next year! The school is easily accessible by metro (probably faster than driving!) so there's really no excuse.

How did Westmount High fare? Under the direction of Penny Lewis, both our intermediate and our class A senior band returned home with bronze medals. Congratulations!

Mozart, Muffins, and Meades

Mark VI. Hard to believe that Mr. Meades has been flipping pancakes for SIX years! This annual breakfast attracted a great many families and as our annual fundraiser earned us \$600.00. This year's highlights included a dollar draw and a presentation by Mrs. McAulay, head of the English department and former rival chef, of an apron. This apron was given to Mr. Meades for his immediate use and boldly proclaimed that he was a "sexy pan handler."

Miss Lewis' intermediate and senior bands treated us to selections from Mozart and the parents baked an incredible array of muffins. There are a lot of unique muffin recipes out there. Perhaps we should reconsider that cookbook project we started last year. Hmmm!

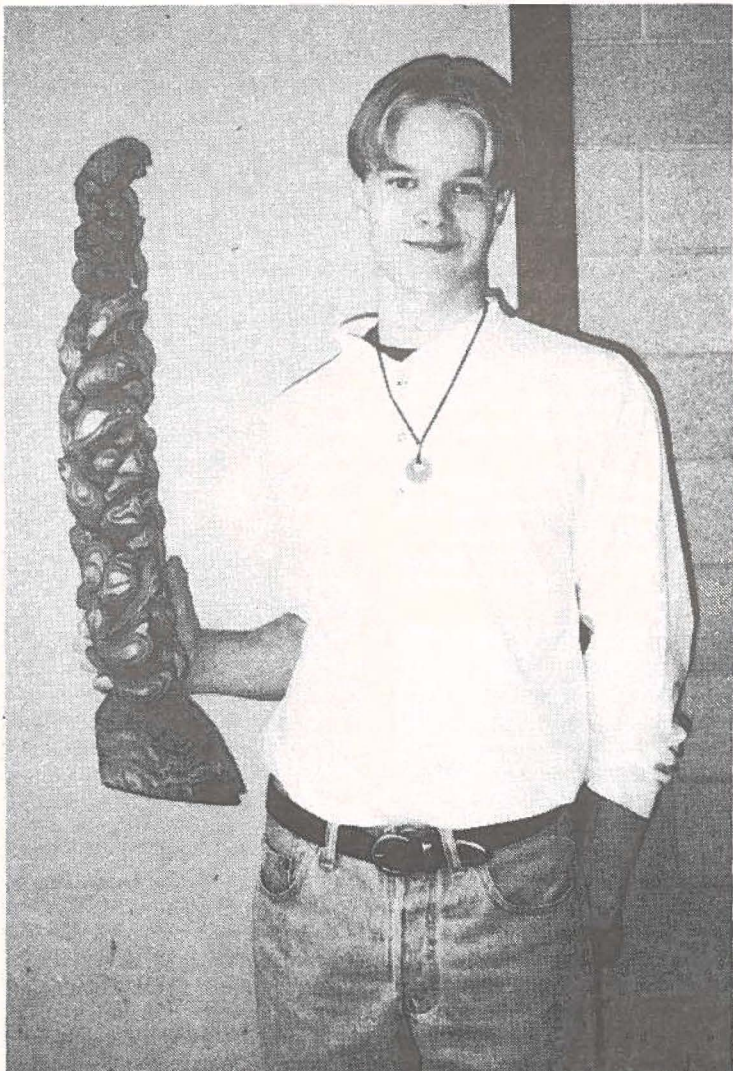
Anna Marrett

AYLMER

Winter Olympics was a theme for many classes this past term. Mrs. St. Aubin's class divided into groups and studied different countries. Each of the groups painted a large picture of an Olympic sport. These activities encouraged the students to follow the games from start to finish while at the same time learning more about the world around them.

Mrs. Carley's class is writing to students in Kamloops, BC, exchanging information about their different lifestyles as most of the Kamloops students live on farms.

For Valentine's Day, the Student Council sold "Valentine grams" to raise money for the yearbook. The Valentines cost 50 cents each and were delivered personally with a candy attached.



Dylan Peters, Westmount High School grade 11 student, with his winning entry — an interpretive wooden sculpture depicting ducks. The art competition was held in Ocean City, Maryland.

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MORE FOCUS

JOHN RENNIE H.S.

John Rennie Home & School is proud to help sponsor student Lisa Brown for the National Debating Tournament in Winnipeg. Lisa is currently ranked 7th in high school debating in Canada.

During the last months, several H&S parents have helped out as chaperones on school trips and judges in the Debating Tournament.

We are looking forward to the Graduation Ceremony on June 17, when, as in previous years, H&S will be presenting eight bursaries to graduating students. After the ceremony, H&S will be providing refreshments.

Esther MacLeod



JRHS H&S President, Brenda Dewar, presenting one of the H&S bursaries to graduating student, Natasha Wille at the Graduating Ceremony in June '93.

LUKE METTAWESKUMA: The Three R's in Nemaska

Renew, reminisce and retain! This year's winter carnival included a number of new events. In order to *renew* interest in traditional ways of life, elders were asked to *reminisce* about traditional methods of transportation and, in order, to *retain* these memories, a reenactment of these methods was carried out.

Long ago, survival depended to a large extent on what could be hunted or trapped. This not only provided a source of food, shelter and clothing, but also a source of revenue. Furs, hides, and pelts could be sold or traded in order to obtain additional supplies.

Ba Ba Jooch is an expression which means "people travelling on

foot (snowshoes) and pulling sleds". Ba Ba Jooch could be interpreted in two different ways: returning from overnight hunting trips or returning from a trading post or Hudson's Bay store. Traditionally, only the men went on the hunt. Women remained behind at the camp. When the men and sleds returned, the sleds would hope-



"Ba Ba Jooch" is a cause for excitement and celebration.

CEDAR PARK

Celebrating our 100th!

Cedar Park School is getting ready to celebrate. In September 1995 Cedar Park will be 100 years old. To help prepare for the school's 100th anniversary, a centennial committee has been formed and events are now in the planning stage for this very special occasion. One of the events planned is a dance which will bring together staff members and alumni of years passed. To help facilitate planning, the committee have sent a survey to the parents outlining some of the events envisioned and the dates and times which are available. More news of this great event will be forthcoming as it develops.

Orientation Committee decided to launch a few birthday ideas early and initiated the idea of "Pride Week" — March 28th — March 30th. The themes of "Pride Week" were Personal Pride, Class Pride, Pride in the School and Pride in the Community. Participation was very encouraging, and Cedar Park students can be "proud" of all their accomplishments.

Many of the Cedar Park students have enjoyed cultural exhibits at Stewart Hall, including "Images du Mexique", "From the Underfront" and the latest exhibit

fully contain the results of a successful hunt or trip to the traplines. Young adults today, who were young children in Old Nemaska, can still remember seeing tiny figures in the distance moving towards the community. They remember anxiously awaiting their arrival in order to greet them and see the fruits of their efforts.

Ba Ba Jooch also meant returning from a trip to the trading post and thus the sleds would contain items such as tea, sugar, flour and sweets.

At this year's carnival, three men re-enacted this return. They dressed in the style of 40 years ago, loaded their sleds and made the trek across the lake to the banks of the community where many awaited their arrival. They were greeted in the same spirit as they had been many years ago — a lot of cheering, joking and undisguised curiosity as to what was in the sleds.

These particular sleds contained fresh moosemeat and a beaver. Both were later roasted for the community feast and savoured by all those who arrived at the right time.

More and more, people in Nemaska are trying to bring back the traditions of their culture.

*Metha Bos and Lillian Diamond
Nemaska, James Bay*

entitled "Undercurrents". Our thanks to Anne Elder, who has taken the time to organize these enrichment activities.

Students to be taught assault prevention skills

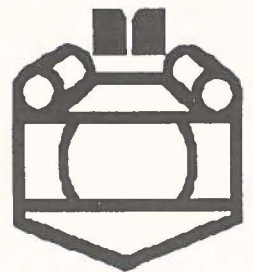
All students will be involved in classroom workshops on the Child Assault Prevention Project (CAPP). This program teaches children easy-to-learn strategies to reduce their vulnerability through the use of assertiveness, peer support and a network of trusted adults. Parents will participate in the CAPP workshop at night. This program is being funded by Cedar Park Home & School Association.

The younger grades are looking forward to a Bicycle Rodeo, sponsored by the Home and School. The children will learn about road safety with tips on how to look after their bikes. The safety committee is organizing a bike and helmet sale on that day as well.

In closing, grades 4, 5 and 6's are busily working on their drama production, *Fantastik Follies*, which will be presented in May. We'll reveal all in the next edition.

Cindy Lane

ROYAL WEST ACADEMY



Royal West Academy

Many students are interested in attending Royal West

When Royal West opened its doors to the public early last November during its annual Open House, a record 1,400 interested students and parents crammed every hallway and classroom.

Faced with a mountain of five hundred applications, the administration began to boil down that number to the 150 spots available for new grade seven students. "We were just overwhelmed," explained vice-principal Martin Koch.

Through a close examination of the applicant's records, and a personal interview with each candidate, effort and academic achievement were evaluated. Even after these steps, there were still about 350 applicants left in the pool.

In order to make final cuts, the applicant's elementary-school performance in French, Math and Language Arts skills was especially examined. By early spring, this process culminated in the mailing of the letters of acceptance to students from on and off the island.

The reason for the volume of interested students is simple. "Taxpayers are telling the schoolboard that this is the kind of school they want," Koch explained. Alternative schools which encompass strong math and computer education with full French immersion are catching on in Montreal. While uniforms become more widespread, the kind of strong parental and student involvement that is present at Royal West continues to attract an ever-growing level of interest.

Jennifer Chandler (Sec. V)

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Michael Fung, Katie Little, Carolyn Brown and Josh Fudge investigate bubbles in Mme. Farrera's class at Beacon Hill School for Celebration of Learning science, March 1994.

BEACON HILL

Celebration of Learning

A Celebration of Learning evening at Beacon Hill was the culmination of a month's activity involving the entire school. On March 30th the parents and friends were invited to view the results of the students' investigations of science. From preschool through Grade 3 visitors found classrooms displaying projects and group work involving sound, water, cooking, effects of exercises on the body, batteries, the pendulum and drama.

In the gym parents could view Grades 5 and 6 boys and girls who built machines and investigated concepts of space and machines, often with partners working together. Pupils in another classroom had worked with electricity, learning safety rules at the same time. The Enrichment groups sponsored by Home & School also had exhibits, such as arts and crafts, dinosaurs, babysitting, computers, chess, toile painting, Mad Science, martial arts and the Kids for Peace club. Parents were enthusiastic about the celebration.

Teacher Cathy Sheppard is now offering after school study hall for students, following good feedback from the parents about the Study Hall 1.

Happenings

Various classes have written to

Therese Sawadogo, our Foster Child, and we recently received a letter about her and an update on her family, their health and housing.

Home & School has organized a Flower & Plant Sale, and some volunteers are helping. Delivery date: Thursday, May 19th.

The playground equipment destroyed by vandals will be replaced at no cost to Home & School.

There have been a number of visitors to the school who wished to observe the ways in which our special needs children are integrated, and ways in which volunteer parents are involved.

An idea checklist for families about the International Year of the Family (1994) was distributed to each family in the school, thanks to QFHSA.

The big date for this year's JUMP ROPE FOR HEART project was May 4th. Pledge forms have been collected for the QUEBEC HEART AND STROKE FOUNDATION, and the jumping started for Grades 1-3 at 8:05 a.m. Grades 4-6 started at 12:35 p.m. School Coordinator is Janie Ladd Carr.

At the Annual General Meeting of Home & School, Wendy Tonkin, our Membership Chair, was awarded a lovely book as her prize for her work in achieving 89%-plus membership for Beacon Hill.

Pat Lewis

CENTENNIAL PARK

Olympic games held in Chateauguy!

This winter, the students and staff of Centennial Park School in Chateauguy successfully battled the February blahs! As the Olympic games were going on in Norway, the children participated in their own "games" and studied 9 different cultures from around the world. The CP Olympics kicked off with an official opening ceremony. All grades participated in a parade around the gym proudly waving the flag of their particular country. Teachers representing India wore saris, students from the U.S.A. carried ski equipment and skates, and kindergardeners from Poland wore the colors of that flag. A torch bearer carried the flame to the podium and our principal officially declared the games open.

For the next 2 weeks special indoor and outdoor activities were held. Despite the freezing temperatures intrepid students competed in mock luge, ski and skating events and sculpted masterpieces from snow. One day everyone (including staff) wore their clothing backwards. On hug day children were rewarded with bright pieces of yarn for being kind to one another. A special day was devoted exclusively to origami, drawing, crafts, sewing, dancing and board games.

During the multicultural weeks classroom studies were focused on

a particular country and its traditions, geography, history, etc. Some lucky children were served specialty foods of the region, others represented their country in an international talent show. Songs like "A whole new world", "Frère Jacques" (sung in Polish) and "Rainbow of Children" touched everyone. Invited guests included a puppeteer, a dancer and Chief Topleaf who spoke about Native American traditions and lifestyle of long ago.

Twenty students drew pictures of Olympic sports which were later displayed in Canadian Olympic House in Lillehammer, signed by the athletes and now hang on C.P.'s walls!

On Friday Feb 25, parents were invited to watch the closing ceremonies. The high spirits and enthusiasm evident throughout the 2 weeks reached a fever pitch as students marched in a parade of flags and color. In a very moving ceremony, gold, silver and bronze ribbons were awarded to the 3 countries which had participated the most. Later all students were given special passports and visited each classroom's display collecting stamps with the country's particular symbol. This proved to be one of the highlights.

The theme of multiculturalism and olympic spirit provided an ideal framework within which to discuss fair play, respect and shared interests. All participants agreed that it had been a fun filled quality learning experience.

Nancy Laberge



COURTLAND PK.

Grades 5 and 6 went to the IMAX Theatre, at the Old Port in Montreal, on February 17. They saw the film "Titanica". The story, as well as the recent discovery and all documented information, have always generated a lot of wonder and interest, so it was an exciting event.

On February 18, thirty grade 6 students participated in a GMAA basketball tournament at Riverdale High School. The children enjoyed the match while showing the techniques they had learned in after school practices.

Teacher Appreciation Week was celebrated with a luncheon held on February 16. Tasty dishes were prepared for the teachers by parents.

The library now has a CD-ROM. The students are able to use it when looking information for projects or just if they have an interest in the Grolier Encyclopedia.

The Science fair was a great success. The grade 2 students did a project on the solar house and mega structures with help from Louise Perreault.

During March the school was involved in many activities: as part of the school objective La Musiquetterie did a presentation entitled *Fantome de Barberi*, a short play incorporating several musical instruments; a chemist from Merck Frosst Pharmaceutical company visited the grade 2 class and offered the students a hands-on portion using regular household material to learn about surface tension; and the Kindergarten children brought home plants when they visited the horticulturalist.

KEITH SCHOOL

Students and parents from Pre-Kindergarten to grade 3 took part in the Reading Project. Every Monday students took home a "book-in-a-bag" to read with parents for three days. They were returned to the class for teachers to organize for the following week.

Students from grades 4 to 6 chose the slogan "Book-a-Mania" for their reading project. There was no time limit set for the completion of the longer books senior students read, but each time a child completed a selection both the student and parent signed the acknowledgement slip fastened onto the last page of the book. Reading for pleasure in youth is a most important key to academic success at higher levels.

Students and staff enjoyed a wonderful play by the Black Theatre Workshop on February 21. Also, in conjunction with Black History Month, fifteen students from grades 4 to 6 entered a writing contest sponsored by the Board of Black Educators of Quebec.

In April, the choir under the direction of Keri Skitch, participated in the Fine Arts Festival at Outremont H.S.

Congratulations to Kiran Virdee, a member of the PSBGM Chorale. The Chorale won first place in their category at the Montreal Chorale Festival.

Mrs. Kim Montour, Vice-President of the H&S, coordinated the annual chocolate bar drive. She was helped by an excellent team of volunteer parents.

Student Remi Grenier Stebenne is this year's poster child for the Easter Seals Campaign. The school was proud to donate the proceeds of the raffle (\$85) to the Campaign.

BAIE COMEAU HIGH SCHOOL



Annual Bean Supper a big success

It was March 25th and winter was gracing us with yet another snowfall. Though not ideal spring-time weather, we still had a good turn-out for the annual B.C.H.S. BEAN SUPPER. This is our school's main fund-raising event, organized by the local Home & School Association. Parents, teachers and Secondary V students are all involved.

The doors open punctually at 5:30 p.m. and the hungry hordes hurry in. Some of them have been lined up since five, so they are really famished. In buffet style, the parents serve the goodies onto the passing plates. First it's the beans, cooked in a time-honoured way by a lumberjack chef. Wieners come next, followed by succulent ham, salads and bread. Raw vegetables and cheese chunks are also available. We've been doing this meal for

years, so we know where to get the finest of foods. The desserts are a wonder to behold, all baked by parents and teachers.

For two hours, our gymnasium is alive with the hum of friendly voices and laughter. People sometimes meet others they haven't seen since the last Bean Supper. How joyful, this sense of community!

Funds raised through ticket sales and donations from sponsors are used towards bursaries, school trips and cultural events. We are very thankful to everyone who helped out this year, and of course, to all the eaters.

Back in February, the teachers had a wonderful surprise with the start of Teacher-Appreciation Week. They were treated to lapel carnations, balloons, posters, bookmarks and recess snacks all week long. Perhaps the most appreciated gesture was not having to do playground supervision that week. This was kindly taken over by parent volunteers. Thanks again.

By the way, Yours Truly is a teacher representative in our Home & School Association.

Pauline Kaye



THREE RIVERS ELEMENTARY & HIGH SCHOOL



Danny Grenier (left) and Laurent Odjick, both Grade 8 students at Three Rivers High School, are doing a good job of changing 11-month old William St. Louis' diaper. (The proof is in the pudding: William is not crying!) The boys are getting the hands on practice during a Red Cross baby-sitting course, sponsored by the School Committee. The course was taught by Patricia Giovannetti and Barbara Smith, both members of the School Committee.



Teachers, staff and their spouses donned rabbit ears on the Wednesday evening before Easter. Why, you ask? To be able to participate in an Easter egg hunt. Jackie Smith, who says she had a direct line with the Easter bunny, scoured the school to find ideal places to hide eggs. She then proceeded to write a "guide to find the eggs" which was given to each of the bunny-eared homo sapiens. After finding most of the eggs, the hungry bunnies (contrary to children, these bunnies did not eat their eggs as they found them) proceeded to the home economics room where the principal, Bill Dousett, had prepared some of his well-known pizzas. As witnessed by the picture, a good time was had by all.

MARGARET PENDLEBURY

Laughing Your Way to Success

The fund-raising event, held February 26, was something to laugh about! Our small school of 190 students had a big dream — organize an Bowser and Blue concert and hope to make a profit. We did it!! The Bowser and Blue comedy team performed to a sell-out crowd who laughed the night away.

The event was made possible by the School Committee, staff and community working together. That's how dreams come true.

The profits from this performance will be returned to the students in their daily educational programs which enrich and expand their view of the world. Visits to the school from a marine biologist as part of a unit on endangered species, visits to the local museums and theatres and an expansion of our computer technology which will help our students reach out to other parts of the country are all parts of the school enrichment program which will benefit.

THORNDALE

The H&S has decided to purchase a computer for the Resource Room and to set aside funds to purchase French Encyclopedia software.

Teachers thanked the H&S for providing a luncheon during Teacher Appreciation Week.

MEADOWBROOK

The school welcomed seven McGill student teachers in January and two student Art teachers in February. Two of the student teachers were former Meadowbrook students.

The grades 1 to 6 travelled to Lachine H.S. to see *Hansel and Gretel* presented by L'Academie Rouleau. The performance was sponsored by the H&S.

The Spring fundraiser was a success, bringing in approximately \$2,000.

Congratulations to the basketball teams who won all six games at Riverdale. The school has received

HUDSON H.S.

The Grad Europe Excursion '94 started on March 24. Coordinator, Don Hirsch, left with an excited group of graduating students. They travelled with a group of eighteen students from Riverdale H.S. and their chaperon Dave Reid.

Their itinerary took them from Amsterdam through the Netherlands, Belgium, Austria and Germany, then to Italy. After three days in Italy, the group travelled to Switzerland, Monaco, Paris and ended in London.

This year's trip was done primarily by luxury tour bus with other modes of travel in some areas.

The students had an opportunity to learn first-hand some of the wonderful aspects of European history.

On March 16, forty grade 11 students went to the Centaur Theatre to see the play, *Someone Who'll Watch Over Me*.

Lynne Frapper, Robin Morse, Daniel Nash, Tim Woods and Regan Taylor presented *Time for Children*, a poetry reading, at the Seniors Tea on April 20.

The music department was busy with festivals and performances. In St. Jerome, the Intermediate and Senior Bands won Bronze and Silver Medals respectively and the Jazz Band won a Silver Medal at the Jazzfest du Quebec in St. Hubert. All the concert bands performed at the feeder schools: Harwood, Mount Pleasant and Evergreen.

a second GMAA award for sportsmanship in all seven categories. Thank you to coach Carolyn Floyd and all the parents who volunteered to drive.

The school was well represented at Lachine H.S. Public Speaking contest. Congratulations to Jessica Mocella and Rachel Coqdale.

The Rummage Sale took place on April 28. There were many unbeatable bargains.

The H&S Dance went off without a hitch thanks to the enthusiastic care of Jennifer and Gaby Jankovics. Everyone had a great time and it appears that it made a profit.

LINDSAY PLACE

We've been working

The H&S has been busy. As well as holding regular meetings, they hosted intermission refreshments for the Music Department Christmas concerts; listened to a fascinating presentation by Mr. Morrison, Vice-Principal, about different learning styles; celebrated Teacher Appreciation Week with desserts and coffee for teachers and support staff. They gave the Library \$500 and held the 3rd Annual Plant Sale.

This year, the school fielded a hockey team for the first time in several years. Coached by Mr. Donnelly, the team did outstandingly well and earned the respect of all the teams in the league.

The 31 grade 8 students and 29 grade 7 Francais, langue maternelle, students had a great year both academically and socially. Most of them achieved scholarship standing, not only in French, but in the majority of their subjects.

As the school year drew to a close, a large thank-you was extended to the many parents and student volunteers who have been so supportive this year. In appreciation of their efforts, a reception was hosted again this year by the H&S.

Actor visits school

David Morris, a dynamic actor from Toronto, presented his monologue "The Life and Times of Sir William Shakespeare" to Grade 11 students, giving them a well-rounded picture of the man and the fascinating times in which he lived. Country life, city life and theatre life were presented to show that Shakespeare was the product of all three. A second monologue on Gabriel Dumont, the general of Louis Riel's Metis forces, was presented to students taking Canadian history. What is impressive about these performances is that the audience's imagination was suspended for two periods as David Morris took them back in time and vividly described past places, people and events. At the end of the performance, students asked questions which were answered in character. A truly remarkable performance.

ASBESTOS DANVILLE SHIPTON

Learning about Drugs

All levels participated in the Christmas Concert which was held in December. After hearing poems, seeing Japanese Ribbon dancing and watching the Nativity scene, everyone was able to buy delicious baked goods at the School Committee's Bake Sale.


The school was pleased to welcome Eli and Ellen Cescar, two missionary workers from Brazil, on February 4. Each class was visited by the couple. The students had a chance to learn many little known facts about Brazil.

On March 9, a Quebec Provincial Police Officer from Richmond, Quebec, came to the school and talked to grades 4 to 6 about drugs and alcohol. The students watched a movie called *Choices*. They were given a lot of facts and information to help them make the "proper choices".

The students asked many questions and, at the same time, answered some questions. Afterwards, everyone received a Superman magazine.

ANSWERS TO PULL-OUT POSTER

1. Don't carry passengers on handlebars. Cyclists should not carry any passengers unless the bicycle is designed for more than one person.
2. Don't ride too close to parked cars. Ride at least one meter from parked cars in order to avoid open car doors..
3. The cyclist did not stop at the Stop sign. Cyclists must obey all traffic signs.
4. The cyclists is riding where he shouldn't. Your bike is a vehicle. Treat it as such.
5. The bicycles have been left unattended in all the wrong places. Cyclists should lock their bicycles in bicycle racks or areas which are designed for bicycles.
6. The cyclists is holding onto a moving truck. It is dangerous for any cyclists to hold onto a moving vehicle.
7. The cyclist is riding on the wrong side of the street and too close to the curb. Always ride on the right side of the road.
8. Always ride in single file.
9. Same as Number 4.
10. The cyclist is riding in the wrong direction of a one-way street.
11. Always yield to pedestrians..
12. The cyclists is not wearing his helmet. Always wear a certified helmet.
13. Packages should be carried in baskets specially designed for a bicycle.
14. The cyclist is not holding his handlebars. A cyclist should always ride with at least one hand on the handlebars. Two hands are even better.
15. The cyclist is littering. Protect the environment. Put the litter where it belongs, in the garbage.
16. The cyclist is pulling a skateboarder and he is riding on the wrong side of the road. Obey all traffic laws and ride on the right side of the road and never pull anyone or anything that is not designed to be pulled by a bicycle.
17. The cyclist is listening to his walkman. Always obey the traffic signals and never listen to a walkman while operating your bicycle.
18. Never ride on the railroad tracks. Obey the traffic laws.
19. Never leave your bicycle in a driveway where motorists may back up over them.
20. Leave the sidewalk to the pedestrians.



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BOOK REVIEWS

Parents and Adolescents Living Together Part I: The Basics by Gerald Patterson and Marion Forgatch 285 pages, soft cover, \$20

Today's family is in trouble. Where can parents find good role models for themselves? On TV? No. Soap operas are too seamy (not to mention too steamy!) and sitcoms show families where everyone is upstaging everyone else with glib one liners. How unrealistic! Yet, without extended families and with the dramatic changes in family structures — single parents, blended families, two parent families where Mum and/or Dad work — how are we to know what is normal? What do other parents do? What makes some parents so successful?

First, it is important to understand what is of importance in the family. Love, work and play all have an important role. There should be a balance between self interest and a sense of responsibility. The family is the place where children will learn the skills that are needed to be able to form enduring relationships with others.

Disciplining and guiding adoles-

cents can be difficult. They need to be included in the rule setting process. Their behaviour fluctuates between that of a mature adult and that of a little child. This can be difficult, not only for the parent but for the teenager as well. He/she is as confused about the changes he/she is going through as the parent is. Perfectly well intentioned parents can end up with problem children, perhaps because these problems develop very gradually.

But if your life has become a source of daily confrontation with your teenager, is filled with battles, yelling and screaming, don't despair! This book can help you. For the best way to help adolescents with problems is to teach their parents how to change behaviour. This involves changing parent behaviour as well. It's a tough job and can be very disappointing. It takes a lot of effort on the part of the parent. But parents are in the very best position to help. They control the resources, set the tone in the family environment, and most importantly, love their children.

This book focuses on the need for consistency and guides parents step by step through the process of making change. The book suggests that if you are having extreme

difficulty, professional help will give you the assistance and support that you need. Take advantage of this. For you are in the key position to make change and, ultimately, the future of your children is in your hands.

This book is very practical. It has homework assignments and is filled with "real" dialogue between parents and children. It gives one a chance to see how conversation can "go right" or "go wrong." It tells you the best way to make a request. It emphasizes important guidelines for parents of adolescents. When it comes to adolescents, it is important to know where they are, who they are with, what they are doing and when they will be home.

The book deals with discipline and punishment in very practical terms. There is a tough quality to this book — it is not for the weak willed. But if you need to make change, this is the way to do it. Ready to deal with the problem, whether it be disobedience, arguing, tantrums, school problems, fighting, lying, stealing, shoplifting, burglary, assault, truancy, or substance abuse, this book makes some powerful statements. But it doesn't lay blame or pass judgement, and is well worth reading.

Anna Marrett

SAFARI BENEATH THE SEA, The Wonder World of The North Pacific Coast, by Diane Swanson WhiteCap Books Ltd., 1994, Pp 58. \$16.95, laminated board.

Life in our oceans is strange, beautiful and colourful. In Safari Beneath The Sea, Diane Swanson takes children under the North Pacific coastal waters to visit some of its exotic inhabitants in their natural habitats. Through breathtakingly beautiful photographs, children venture into the ocean's depths to observe, for instance, the colourful orange sea pens and tube worms and the bizarre fish-eating

anemone and California sea cucumber! *Safari Beneath The Sea* also contains many interesting facts about marine life. Did you know that a shark can lose and replace 30,000 teeth during its lifetime? Or that the Pacific hagfish has four hearts, each beating at its own pace? Strange but true!

Safari Beneath The Sea contains a wealth of information and colourful pictures about marine life along the North Pacific coastal waters. It is a worthwhile acquisition in any children's library, in the home or school.

Deo Bishundayal



EVERGREEN

The grade 5 and 6 students went off to winter camp at Katimavik on Ile Perrot during the week of February 7.

Carnival Day took place on March 11 with some exciting winter activities.

The PRIDE group from Hudson H.S. was in to talk to the senior students about substance abuse, and the High School band performed for all the students on February 15.

The computer program was busy, busy, busy under the watchful eye of chief computer volunteer Linda Zambon. Through cooperation between the H&S and the school, they added some new and exciting equipment to the computer room. A new IBM compatible computer and printer were purchased and a modem was installed to link up the school to the "Kid Links" computer net-



work of student penpals from all over North America.

In addition, a "Scan Man" was purchased, which enables students to scan photographs to add to their written projects. A big thanks to the Town of St. Lazare for their cooperation in allowing the school to hook up to their "in-school" phone line for Kid Links.

Green slime oozed at the school on January 26, as the students were treated to "Gap, Gook, and Zap!" experiments by the Mad Scientists.

All students had a 30 minute demonstration of how much fun science can be. Judging by the 'oohs' and 'aahhs,' the children agreed!

MT. PLEASANT

The Spring Book Fair and a presentation by Youth Theatre helped the school celebrate Literacy Month in March.

Many surprises were planned

for the teachers during Teacher Appreciation Week in February. On Monday, they received a much-deserved "coffee break" during recess. Several parents baked muffins, cookies, and cakes to be enjoyed along with a hot cup of coffee.

During the week, a Baby Photo Contest kept students busy, trying to match names of familiar teachers to the pictures of not-so-familiar baby faces. All students were invited to participate in the con-



test. Students who had the most correct guesses won gift certificates to the Hudson Book Store. The winners were Stephanie Gobeil and Lindsay Kirby of Mrs. Ventura's fifth grade class and Caitlyn Milot in Mrs. Dodd's third grade class. Congratulations.

Nine students from Mr. Milot's class went on a camping trip to the Adirondack Mountains in February. They slept out in the freezing cold and snow, did lots of winter activities such as skiing, snow shoeing and hiking, and had lots of fun.

Books on Review

by Kenneth Radu

Two recent picture book retellings of traditional fairy tales demonstrate the current tendency to trivialize profound narratives and to sacrifice literary art for the sake of contemporary vernacular, a quick laugh, or a visual trick. The great spiritual and psychological values of these stories risk being lost in the name of mere cleverness and local colour.

Sonja Dunn's brief and somewhat patronizing rap version of *Rapunzel* (Moonstone Press) is a case in point. Perhaps in the oral presentation of this version, the poor use of language would not be noticeable. As a written piece of literature, however, Dunn's carelessness is evident. For example, Rapunzel "wasn't allowed / Downstairs to play," but later we are told "this tower was high / And had no stair." After pushing Rapunzel "Down her own hair / Like an elevator" (an image that strains credulity), the witch "stalked" the prince in the "lonely tower." If he is outside and she is in the tower, waiting for his approach, the verb "stalked" is inappropriate.

The rhythms of this particular rendition lack the facility and fluency of true rap poetry. They are closer to nursery rhyme and to inconsistent iambic pentameter than they are to rap.

The drawings by Andrea W. von Königslöw are cartoonish in nature and they seem inconsistent with the text. For a child held in captivity by "the queen of mean," Rapunzel is shown at her keyboard, despite Dunn's use of the word piano, reading and sewing with a singularly happy expression. Anachronism is a common literary device and may attract a child's interest. But Dunn's and Königslöw's application is more arbitrarily than imaginatively conceived, sacrificing conviction for facile comedy.

More competently written and certainly better illustrated than *Rapunzel's rap*, *Cinderella penguin*, or *the little glass flipper* (Kids Can Press) by Janet Perlman offers, as the title indicates, a visual joke as its basic premise. Despite the publisher's press release, this version is not "authentic right to the end." With no mention of Cinderella's father, her mother's grave, the self-mutilation of the stepsisters, the doves attacking the sisters on the way to the wedding, Perlman's retelling, like many of Disney's renditions of classic stories, is bowdlerized and sanitized.

Perlman, therefore, tells only part of the story of Cinderella who is depicted as a penguin. As such, it would clearly tickle a child's fancy. A simple trick of substitution, however, does not constitute an interesting achievement. Fortunately, Perlman's illustrations do.

Originally designed as an animated film, *The tender tale of Cinderella penguin*, which won the Parents' Choice Award for Best Children's Video and was nominated for an Academy Award, *Cinderella penguin* would engage a child's interest by virtue of its delightful illustrations alone. In Perlman's retelling of the classic tale, the story is secondary to the artwork. Painted directly on the back of matte acetate, the full-colour illustrations are vivid, uncluttered and amusing. Although lacking depth of feeling or subtleties of shading, remaining more clever than substantial, they nonetheless are accomplished images, convincingly connected to a text which, unfortunately, has been deprived of meaning.

The Tale Of A Silly Goose And Other Stories

by Vicki Rogers, Pacific Educational Press, Vancouver: 1993, 44 pp. \$14.95

This beautifully written and illustrated book is a collection of ten stories that deal with the multicultural diversity of Canada. Specifically written for 4 to 7 year olds, these stories relate in very simple terms how we are all different, yet how we can all be friends and live together.

When Rocky the mountain goat goes off to Mountain Goat School, he has a very hard time learning to jump from mountain top to mountain top. He just can't do it like all the other goats. Eventually he discovers his "own way" and his disappointment from not being "like the others" turns into elation in knowing he found his own way to do it! Everybody is different!!

Then there's the story of Mayling who has just arrived in Canada

from Hong Kong. The children make fun of her because she doesn't understand English. An understanding school librarian and a special "Hong Kong" display in the library soon show the children that Mayling is just like them and wants to be their friend. Mayling knows she will soon learn to speak English. (Perhaps she will teach her new friends some Cantonese!)

It is very important that educators and parents instill in children at a very young age the importance of understanding and respecting the differences between individuals. This book is a step in that direction. Each of its ten stories illustrates how to resolve differences and misunderstandings.

Ann Bishundayal
Note: A Teacher's Guide is also available to go along with this book — these stories are a must for today's multicultural classroom.

Hearts and Crafts

by Jennifer Storey Gillis, Whitecap Books Ltd., Toronto/Vancouver: 1994, 60 pp. \$10.95

Over 20 Projects For Fun-Loving Kids

You can be forgiven for thinking that this neat little book is just for that special time in February — that's exactly what I thought when I first picked it up. It didn't take me long, though, to discover that this book had much more to offer than just how to make Valentine cards!

Ms. Gillis explains in very simple

language how your heart works, what kind of exercises make for a healthy heart, and what healthy foods children should eat. Written for children at the elementary school level, this book offers a wide variety of projects which they will find captivating and enjoyable. For example, making heart-shaped clay checkers, painting heart bread, and learning the facts about your heart from Henry Heart! It's a fun-filled activity book that's sure to please.

Ann Bishundayal



SAFETY SCENE

SAFETY SCENE

Let's make this summer a safe one!

AGM ECHOES

One nice thing about an annual general meeting is the chance to see old friends and new faces. Having been weather bound on Highway 40 last year, I was glad to see the white stuff coming down in clear liquid form — and not freezing as it fell!

While browsing through my "AGM kit", I came across a booklet entitled *Chris Wheelspoke A Head Start On Safety* (1993 edition). Neat booklet published by the Canada Safety Council and co-sponsored by the Canadian Standards Association and the Reliable Life Insurance Company. Safety being my number one concern, needless to say I read the booklet to see how bicycle safety was handled. Basically a good booklet, it does come up short with regard to our situation in Quebec.

Quebec Highway Code

The Quebec Highway Safety Code not only applies for motorized vehicles, but bicycles as well. If you turn to page 17 in the booklet, you will find what accessories are important to help you see and to be seen. While it is true that

a bicycle should have a white light in the front, the Quebec Highway Safety Code stipulated that a white light is needed to ride a bicycle on a highway (or street) at night. (A red light is also needed for the rear. However, article 232 of the Highway Safety Code indicates that a bicycle must be equipped at all times with a yellow (not white as the booklet denotes) spoke reflector at front, yellow pedal reflectors, as well as a white reflector at the front and a red reflector at the rear. As is noted in the booklet, the Highway Safety Code also requires a red spoke reflector at the rear.

One point that is shown, but not made in the booklet can be seen on page 5 at the bottom of the page where our cyclists are riding single file. This is a must, according to our Highway Safety Code and safety sense. It should be stressed.

MAJOR MISTAKE on page 9, the crossword puzzle. Apparently a printer's error, as it would be hard to complete the puzzle as it is in the booklet, but 1 down states that riding facing traffic is _____ (right). No way!!! Again, the Highway Safety Code states that cyclists must ride with

the flow of the traffic.

Safety hazards

Finally, let's look at the 20 safety hazards in the scene below. Hazard number 7 states that the cyclist is riding on the wrong side of the street. True, but if you look closely at the illustration you will see that the bicycle is about to flip because the cyclist has just wrenched his wheels in the slot of a storm drain cover. As with railroad tracks, always cross the slots of such a cover at a 90° angle, or avoid the cover (make sure you look in your rear-view mirror before doing so).

Hazard 17 shows a cyclist riding a bicycle while listening to a walkman. The booklet says that this is an unsafe practice. Yes, but it is also against the law (Highway Safety Code) in the Province of Quebec.

SKATE BOARDS

A point that was brought up during the passing of the resolutions was that of safety with regard to the use of skateboards. It was suggested that maybe next year a

resolution be adopted concerning the wearing of helmets while riding skateboards. One problem. If a person is riding a skateboard on private property, including school grounds, a law cannot be passed obliging the wearing of helmets.

As for riding skateboards in the streets, it is against the law period. In other words, a law will not be passed to oblige someone to wear a helmet while breaking the law.

Riding skateboards on the street is a big headache for police officers. It is not always feasible to set up a skateboard circuit in a field or vacant lot.

The same thing applies to another sport growing in popularity — the roller blades. It is also against the law to ride your roller blades on the street. Obviously the police have difficulty in enforcing this law as the blader takes to the sidewalks, lanes and alleys weaving in and out of traffic leaving the policemen far behind!

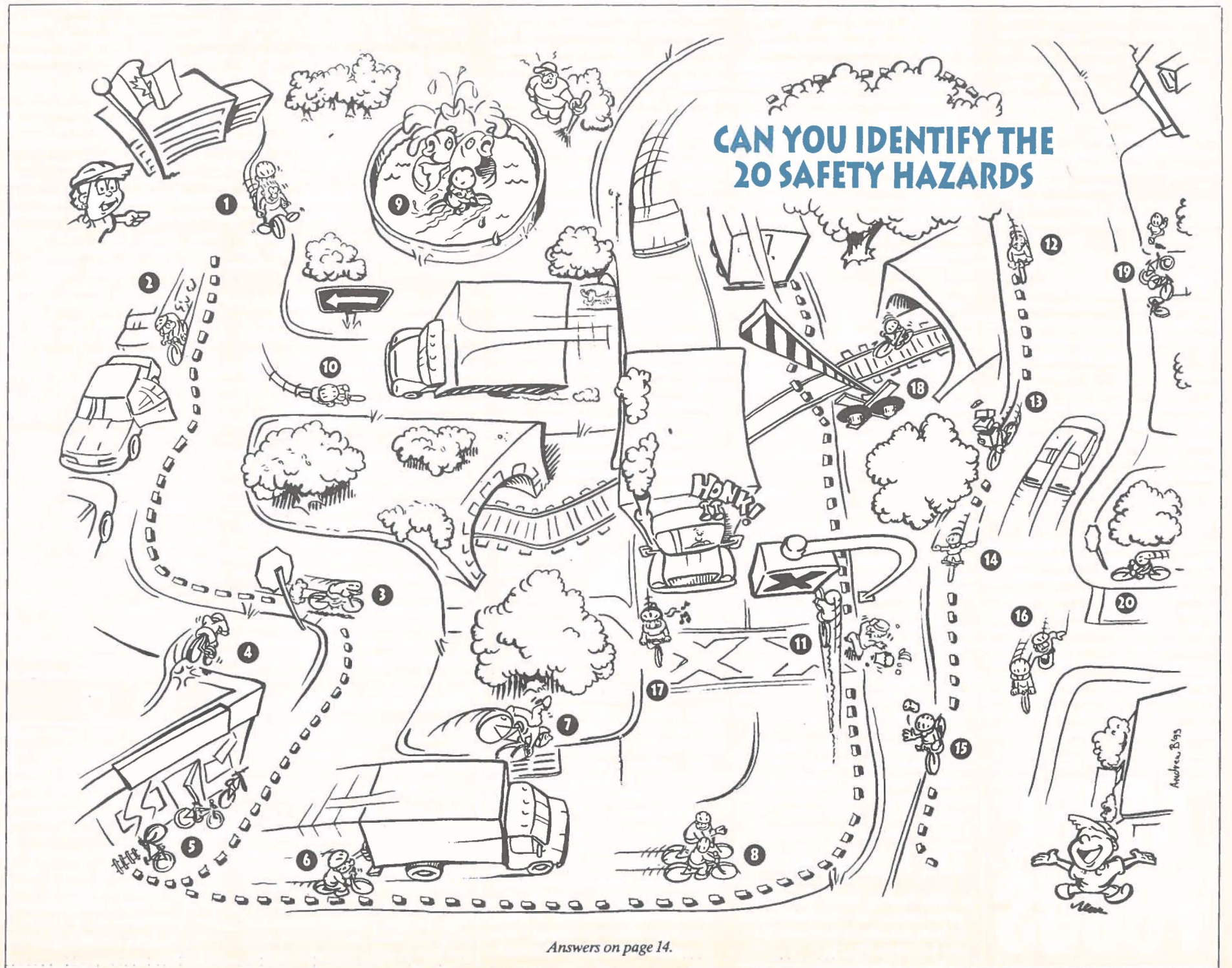
Anyone having any suggestions that could satisfy the rollerbladers would be welcome! I certainly will pass it on to the authorities involved.

Don Smith

Resolution 94/9

Mandatory Bicycle Helmets

THEREFORE BE IT RESOLVED that the Quebec Federation of Home & School Associations (QFHSA) urge the Minister of Health and Social Services and the Minister of Transport and the Société de l'assurance automobile du Québec to adopt legislation implementing the mandatory wearing of approved bicycle helmets for all cyclists; and **BE IT FURTHER RESOLVED** that QFHSA urge the Quebec School Boards Association and the Fédération des commissions scolaires du Québec to request their member boards to encourage the use of bicycle helmets for the students who cycle to school; and **BE IT FURTHER RESOLVED** that QFHSA urge local Home & School Associations to encourage parents to become effective role models by wearing helmets themselves and to seek sponsors to offer family discounts for the purchase of helmets; and **BE IT FURTHER RESOLVED** that QFHSA urge the Minister of Revenue Québec to eliminate the provincial sales tax on the purchase of bicycle helmets.



Answers on page 14.