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INDEX

Fall Conference Reports
pages 8,9

Chateauguay Valley
Workshop
page 10

Think Tank Pictures
page 11

Focus on Locals
pages 12,13,14

QFHSA takes its show on the road

GASPE BOUND

By **SUSAN BOND**
Gaspé Polyvalent School
Committee

The Quebec Federation of Home and School Associations' Mini-Conference was held on October 3, 1988 at the Gaspé Polyvalent.

After an introduction by Principal Stan Vibert, QFHSA representative Marion Daigle explained the night's agenda. She then presented Mr. Vibert and Gaspé Elementary Chairperson Debbie Sams with a lovely book for their school libraries.

Receiving a QFHSA pin from Mrs Daigle were Debbie Sams, Susan Bond, chairperson of Gaspé Polyvalent and Carol Jones, former chairperson of Gaspé Polyvalent.

We were then treated to "Kristal Dreams", an anti-drug play that talked to the audience and not at them.

Though music and language with which our youth could identify, teen-agers were asked to make an informed choice.

It was very well presented and accolades go to all the actors and staff who gave parents a chance to see the drug scene as it really is and not as we sometimes mistakenly see it.

After refreshments and a browsing session at the QFHSA's information table, adeptly supervised

by Hopetown's Home and School Chairperson Mrs. McCrae, we went to one of two offered workshops.

I attended the Children and Stress Workshop given by Margaret Mitchell, MRE consultant with the Lakeshore School Board.

Opening with the quote "Do we listen to our children so we can speak or so we can hear?", we

learned:

- Why there was more stress today.
- What children need to help cope with stress.
- What we as parents can do to help our children in their stressful situations.

Book suggestions, relaxation techniques, audio-visual aids and hand-outs were greatly

the poor turnout for the workshop. Gaspé, please open your eyes before it is too late."

Many thanks to: QFHSA and Marian Daigle, who co-ordinated the mini-conference; Margaret Mitchell; Sue Meyer; the Youth Theatre Company; Mrs. McCrae;

Stan Vibert; Howard Miller; Elsie Patterson; Elaine Coull; Treena Coull; Debbie Sams; Gaspé Elementary School; Judy Gallan; Marion Twyman, Kevin Bond, Jason Bond and everyone else who contributed to this very rewarding evening.



From left, Wendy McCrae, H&S president of Hopetown/Shigawake/Port Daniel; Marion Daigle, QFHSA; Susan Bond, chairwoman of C.E. Pouliot Polyvalent School Committee, and Debbie Sams, Chairwoman of Gaspé Elementary School Committee.

Coast area need H&S

Editor's note: Ken Kalman, a member of the QFHSA's Board of Directors, was one of the people who spent a week in the Gaspé with Marion Daigle. Here is his report.

By **KEN KALMAN**

THIS trip was a tremendous experience. We visited schools, talked to teachers, saw kids involved with Youth Theatre and visited with parents at New Richmond.

And we also attended the Rural Schools Educational Conference (RSEC) where we talked to teachers, administrators and Ministry of Education officials.

The Gaspé coast schools need the QFHSA and the services it can provide. The welcome in each venue — schools, parents, RSEC — was fantastic. Everyone respects the QFHSA and its efforts in promoting workshops, much needed in the area.

On October 5, our first day, we were taken to Port Daniel — Shigawake School, where we were met by Lorna Duguay, Head Teacher, had a chance to see some classes in action and talk to some of the teachers.

This school dates from 1883 and the present structure, built in 1953, is in excellent shape. Out front is the Bay of Chaleur, out back the woods and nature trails — what a great learning experience.

Then we went to Hopetown School where Head Teacher Bertha Hayes, introduced us to the small staff. The kindergarten is bright and cheerful, and the kids have a lot of fun. I had the opportunity to work with a handicapped lad, Gerry, and a specialist from the Ministry of Education. It was quite an experience for me and for Gerry who could say my name by the time I left.

We next went to New Carlisle School to see the presentation to students of the play, "Kristal Dreams". The kids enjoyed it.

Most were reticent to ask questions, but eventually they did ask a few.

Later that evening I learned that some kids had asked their parents to attend that evening because (they had enjoyed it themselves so much).

That evening we held workshops for parents of New Richmond and New Carlisle and the surrounding areas. It was well-attended, and we were able to talk about H&S affairs with many parents of the area, including H&S presidents of the various schools.

"Kristal Dreams" was presented and you could hear a pin drop, such was the excitement of the play. Parents were quicker to ask questions. All expressed approval of the performance.

Workshops were held after a beautiful supper prepared by the H&S Associations of New Richmond and New Carlisle High Schools, and Hopetown/Shigawake/Port Daniel Elementary School, a perfect opportunity for these associations to work together.

All in all the day was a full one in which we caught the spirit of the Gaspé for English schools, and for rural problems, and also enjoyed the scenery.

On Thursday we attended the Rural Schools Educational Conference as guests of the Gaspesia Teachers' Association (GTA) and Howard Miller, its president.

Through the QFHSA display table we were able to discuss the H&S with many teachers and administrators, and in fact we may have seen the beginning of a new H&S at Escuminac School, 75 km. southwest.

The conference itself was enlightening. We heard the School Board's (1500 students) priorities: Mathematics, money (what else?) and, the number 1 priority, improving teacher skills, and creat-

continued on page 6

For further information:
call QFHSA office
(514) 481-5619




ADVANCE NOTICE

WE ♥ OUR TEACHERS!

NATIONAL CAMPAIGN
FEBRUARY 12th - 19th, 1989

QUEBEC FEDERATION OF HOME & SCHOOL ASSOCIATIONS
in association with
all provincial members of the Canadian Home & School
and Parent - Teacher Federation

will be celebrating this special week in
order to show our teachers that we
truly appreciate all that they
do for our children.

appreciated.

Margaret's sharing of personal experiences and her wonderful sense of humour made us hope that a return visit by her can be arranged.

Unfortunately, the workshops had to be run simultaneously and a choice had to be made. Although I was not able to attend the workshop on Drug Abuse and Youth given by Sue Meyer, director of Aurora (a drug information and referral service), Carol Jones attended and offers this summary:

"The workshop was very capably directed by Sue Meyers. It is a very wide subject which is difficult to handle in one workshop.

Some suggestions which arose were:

Families, neighbours, and friends taking time to talk (really talk and listen).

Parents and peers setting the right example.

When problems really get out of control — practicing the tough love policy.

Youth always realising they can find someone who will listen to their problems.

The only disappointment was

OTHER PEOPLES OPINIONS

No Fed. funds to CHSPTF worries parents

The Right Honourable Jake Epp,
Minister,
The Dept. of Health and Welfare,
Canada,
Ottawa, Ontario.

Dear Sir,

We are writing to express our deep concern that the Dept. of Health and Welfare Canada has refused to renew to Canadian Home and School Parent-Teacher Federation's sustaining grant of \$7,000.

We believe the following excerpt from a recent issue of Quebec Home and School News accurately outlines the work being accomplished by the Federation and its provincial organizations.

"Home and School is an independent organization which, for over 90 years has not only gone to bat for improvement in education and in the welfare of our children, but has been just as concerned with helping keep parents informed and aware.

It is an organization which listens and strives to answer and fill the need. It is non-sectarian, non-partisan, non-commercial and non-racial.

Through Home and Schools, parents can independently take part in issues at local, provincial and national levels which affect the education and welfare of our young people."

The Canadian Home and School Parent-Teacher Federation is an important vessel through which some semblance of national educational objectives can be achieved and communication across the country be enhanced. We sincerely hope, you will reconsider the decision which has been taken.

Yours very truly,
Janet Cormier (Chairman)
School Committee
Royal Charles School
St. Hubert, Quebec

Motivation is . . .

Motivation is only realized if the people see a need for the job to be done. This is the key.

Motivation is being well paid for what you are doing, either with money or appreciation and recognition. Those personal letters you send out go MILES. There is nothing nicer to receive than a pat on the back.

Motivation is knowing there is a good market for your very own special talent and being recognized for that talent.

Motivation is having a deadline to get the job done. We all need one.

Motivation is better if there is equality of power in the organization. Ideally the people should know that the burden of power does not rest only on the shoulders of the leader but that the leader manages the flow created by the movements of the group.

Motivation is knowing that we are all together and that we need to work together as one.

Motivation can be realized by seeing a job well done by another and wanting to do equally well.

THE LIGHT SIDE

The seven-year-old son of a radio comedian came home with his report card.

"Well, son," asked the radio star, "were you promoted?"

"Better than that, Pop," replied the boy happily, "I was held over for another twenty-six weeks."

"Stolen" from SPEC.



Quebec Home & School NEWS

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EDITORIAL BOARD: Editor: Charlene de Condé; Focus on Locals: Diane Radu; Articles and policy: Jon Percy, Gordon Robertson; Safety Scene: Donald Smith; Peace Column: Susan Lussier.

Legal Deposit Quebec National Library — ISSN: 0033-5967

Editorial . . .

Parenthood is a wonderful experience, but it does have its ups and downs.

The World Health Organization includes as part of its definition of mental health "a sense of belonging, of accomplishment and of significance".

On good days, as parents, we know we possess these attributes; on bad days, we may wonder.

It is my firm belief, supported by experience and a large literature of psychological data, that the best way to nurture children is to nurture their parents.

Society has an ambivalent attitude towards childrearing. This is typified by the frequently heard and dismissive comment, "Oh, you don't work" directed at a parent who stays home with a child.

On the one hand, we are encouraged to have and raise children. On the other, if we remain at home with them, we have no status in the eyes of many. Yet, if we work outside the home, we may be accused of neglecting our children.

It is very difficult to remain unfailingly patient and giving when one feels tired, overworked and uncertain. It is even more difficult when one feels unrecognized and lacks social validation.

These feelings are common when one is raising young children. Guilt is frequently experienced — many parents think they have no right to feel frightened, impatient or occasionally resentful.

Social support from friends and family can do much to alleviate the situation. Yet with the decline of the extended family and the increased mobility of the average nuclear family, often the support just isn't there. Thus the onus must fall on the community.

Members of the community must be sensitized to this need, and encouraged

in establishing a network of social support.

The cooperative preschools and day cares as well as the neighbourhood schools are in an excellent position to do this, particularly those with an active Home and School Association, School Committee and Volunteer Program.

It is possible for these groups to become a family of families, providing emotional support and resource information, particularly in times of stress.

In addition, these groups offer opportunities for parents to utilize talents, develop new skills and discover skills of which they were unaware.

Contributing to a group whose worth is keenly felt gives rise to a deep sense of significance.

Work within the preschools and neighbourhood schools tends to overlap into other areas, such as Block Parents, Neighbourhood Watch, Parents SOS, crisis information hotlines, Meals on Wheels, and so forth, enabling members to function as facilitators and resource people "networking" together within an involved community.

There is an increasing need for caring in the community. There are few grandmothers and aunts around anymore, and neighbours are always moving away.

Just as we begin to put down roots and build our own support system, it's time to move again. Often nobody knows that someone is really hurting.

Groups such as those mentioned above can contribute greatly to the reduction of loneliness and isolation, facilitate the integration of children AND parents into the community, and provide resources and support when necessary.

By Kathleen Greenfield-Zanti
Christmas Park

FUNDING SOUGHT

Information and
Referral Centre
of Greater Montréal

The Information and Referral Centre of Greater Montreal Foundation is launching the 1988 edition of the Directory of Community Services of Greater Montreal.

Since 1967, the Information Centre is directly responsible for the publishing of the bilingual reference book indispensable to any person looking for pertinent and up-to-date information on community health and welfare services - federal, provincial and private - which are available to the Greater Montreal population (including the Southshore, the Northshore and Laval).

The 1988 Directory covers more than 30 different topics (health, financial assistance, elderly citizens, housing, legal services, etc...) and details over 3000 agencies.

A French section and an English section list a broad range of public services plus the community services particular to each linguistic group.

The 1988 Directory of Community Services of Greater Montreal can be purchased at the Information and Referral Centre of Greater Montreal.

Its current price is \$32.00 if picked up at the office and \$35.00 if mailed. All orders must be prepaid by checks or money orders payable to the Information and Referral Centre of Greater Montreal Foundation. A complete update will be offered in 1989 for \$10.00.

The Centre is also launching a capital campaign in order to purchase a building where the Centre may relocate, thereby stabilizing its future operational resources.

The campaign's goal for the Centre's relocation is \$500,000.

The Information and Referral Centre Foundation is a registered non-profit organization. Mr. Marcellin Tremblay, from the Canadian Reinsurance Company, is chairman of the campaign.

You may forward any donation to:

Information and Referral Centre
of Greater Montreal Foundation
1800 René-Levesque Blvd. West,
Suite 326
Montreal (Quebec) H3H 2H2
(514) 931-2292

An official receipt will be issued.

School Council Island of Montreal Education in Underprivileged Areas

• Kindergartens for 4-year-olds at the PSBGM

Following a request from the PSBGM asking the Conseil to reconsider this question, the members decided to maintain their decision taken last June.

The goal of this decision was to

contain the increase in kindergartens for 4-year-olds to only .5 above the present number (2.5). The PSBGM had asked to add an additional 2.5 kindergartens of this kind.

Conseil members reiterated the importance of maintaining a balance between the activities of kindergartens for 4-year-olds and local projects.

'Stay-at-home' mom says in H&S . . .

'I learned to let myself grow'

Dear Marion

What a wonderful chat we had at the grocery store today. It seems that is where I see you most often lately and it is often too infrequent!

You did ask me though, if I could put some of the things we talked about into a letter. You felt there might be some people out there who might be interested in some of the feelings I had, more specifically, in what I had gained from being an active Home and School volunteer.

I have to admit that some awfully wonderful things have come in my windows since I first walked out the door to be a 'Home and School mom'.

I was pretty much a stay-at-home mother when my children were little. With three small children, no car, no bus and a new mortgage. I was lucky to get to the corner store for milk.

I felt something like a mother duck because everywhere I went I had three little ducklings tripping behind me. It was a wonderful time.

It seemed perfectly natural then, that when my first one went off to kindergarten, for this mother duck to waddle off with him. There were lots of activities for me to get involved in of course, because you had already been there Home and Schooling and getting things moving.

I attended my first meeting with a friend because of course I just could not go alone and meet all these new people. I found interesting people who discussed interesting things that directly related to the experience my child was going to have in school.

Naturally I could only listen. I was just a housewife and stay-at-home mom. You know I really believed that to be true.

You never could accept that anyone should be less than what they are, and consequently I ended up on the hospitality committee. I can bake and I can make coffee. It was a beginning.

Over the next few years, the other children set off to school and I just naturally went along too. I moved on to nominations committee and ballet committee.

Before I could realize what was going on, I was co-chairman. Of course I wouldn't have to talk or make decisions. I just had to sit there. It wouldn't be too hard. I could try that.

Then one night you weren't there and the show was mine. It was a struggle, but I chaired that meeting.

From then on there was no stopping me. I took the presidency, moved on for a two-year stint as school committee chairman. I have led workshops, sat on a task force, and been a liaison for the library.

I have even had the opportunity to address a group of teachers on parent-teacher communication. I went from a mild mannered Ms. Mom to a confident, competent and involved parent.

It was a lot of work and I put in a

lot of what some might snidely say were unpaid hours. But how I reaped such marvellous benefits!

I made some wonderful friends. Many of them were the bricks that were my foundation when my husband was seriously ill.

I learned to speak to a group of people. I learned how to chair a meeting. I learned how to set an agenda. I learned how to prioritize.

I learned how to settle disputes in a public forum. I learned how to work with people whose philosophy was different from mine. I learned the importance of establishing and maintaining good relationships with my co-volunteers.

I learned to work as a team member. I learned how to delegate responsibility. I learned how to recover from mistakes.

I learned a tremendous amount about the field of education and how it affects my children.

I learned the importance of helping others see the skills and abilities they have to offer.

I learned a lot about myself. *I learned to let myself grow.*

I am still a Home and School mom. I have stepped aside the active role hoping that others will take the opportunity of this enriching experience.

After many years at home I have entered the 'paid' workforce. Every day that I go to work the efforts of working for Home and School are revealed.

I can honestly say that what I had to put in was very little compared to what I have received.

Here are the thoughts that you asked me to write down. I hope that they might encourage someone to take that first step.

I hope that someone might see the exciting opportunity available to them.

Let's get together at the supermarket again soon.

Affectionately
Stephanie Stubbs
Edgewater Elementary School

RICHTER HONORED

DOREEN RICHTER, past president of the Quebec Home and School Association, was one of nine recipients of the 1988 Bonne Entente Awards.

She received the award for her many years of volunteer work in aiding the harmony of Canada in her capacity as past QFHSA president, as well as co-ordinating the Quebec-Canada Student Exchange Programs for 15 years.

Huntingdon Academy

Recently over 50 spruce trees were planted at Huntingdon Academy by various classes. The trees were provided by Quebec Government Lands and Forests as part of a reforestation project.

reprinted from *Southwest Dialogue*, July 88.



President's Message

Helen Koeppé

Our goal is to enhance by participation

AUTUMN MEMBERSHIP drives have been launched and are well under way.

We must congratulate our provincial membership chairman, Norma Rennie, and all her local association counterparts for the important role that they play in our organization, and for their efforts in generating and spreading that enthusiasm that draws potential members and supporters to our cause.

Our GOAL remains that of securing for our children the best possible education available.

Home & Schoolers, parents and teachers alike, are devoted to enhancing what is made available within the guidelines provided by the Ministry of Education, and encouraging the fullest participation possible by all segments of the school community in the process of educating children.

At the annual Quebec Federation of Home & School Associations THINK TANK held recently in Dorval, the participants at this informal dinner meeting considered the problems that local associations are having attracting members and strategies which could be used to promote the role of the Home & School at the local level.

It became clear that it is necessary to do some spadework before starting. Find out what needs to be done and then do it with a minimum of fuss. Don't wait and rely on school administrators to supervise but trust our own abilities and if necessary LEARN ON

THE JOB. (see letter to Marion Dagle, past president, QFHSA, at left).

We have become aware over the years that our clientele is increasingly diversified. Most schools are no longer homogeneous units, nestled in a distinct neighbourhood. They are comprehensive establishments serving children from many ethnic and cultural backgrounds, and from an ever enlarging geographic area.

Like it or not, some children are bussed to school from great distances either in order to take advantage of programs not offered at a school closer to home, or because they are part of a widely dispersed population that is served by a centrally located school.

Home & Schoolers must therefore get to know the parents of their school, where they come from and what their interests are, before Home & School activities are undertaken.

Over and over we are asked what can Quebec Federation do to help at the local level. Lets hear from the locals about the great ideas that were tried this year; what was successful and why you think it was so.

Put it down on a post card and send it to us at the Federation Office post-haste and we'll share your ideas with all the locals in a special section in our very next issue.

Best wishes for a successful Home & School program at your school this year.

READ AND WIN!

Quebec Federation has a wonderful Christmas gift for your whole family — the four-volume set of Canadian Encyclopedias. And all you have to do to be eligible is read the Home and School NEWS. That's where you'll find the answer to the question below.

Sound easy? It is. If you send the right answer your entry will be put in a bin. We'll draw one lucky family from the entries and they will win the Canadian encyclopedias.

So, start reading. Get your entry in today. You could be the winner of the four-volume set of Canadian Encyclopedias.

QUESTION: What Quebec doctor was awarded the 1988 Manning Award?

ANSWER _____

NAME _____

ADDRESS _____


CITY _____ POSTAL CODE _____

PHONE _____ SCHOOL _____

Send your entry to: NEWS contest, QFHSA, 3285 Cavendish Blvd., Suite 562, Montreal, Quebec, H4B 2L9. Entries must be postmarked no later than December 15, 1988.



FOCUS on MEMBERSHIP

**You're off on the right foot!
Keep it up, MEMBERSHIP CHAIRMEN !**

Signed N. Rennie, Membership Chairman

Date November 1, 1988

Home & School MEMBERSHIP CHAIRMEN 1988/89

- | | |
|----------------------------|------------------------------|
| ALLANCROFT | Jean Touchie |
| ANDREW S. JOHNSON MEMORIAL | Gerald Bennett |
| AYER'S CLIFF | Nancy Loadenthal |
| AYLMER | Sheila Glandon |
| BAIE COMEAU | Barbara Rioux |
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| | Janet Goldstein |
| | Francine Jones-Doyle |
| | Barbara Johansen |

WELCOME TO BIENVENUE À
ÉCOLE PRIMAIRE HARWOOD
 QFHSA's newest local association

Co-presidents Nancy Hope, Anne Swettenham
 Secretary Marie-Josée Gélinas
 Treasurer Doris Spencer
 Principal Leo La France

1988/1989 GROUP AFFILIATE MEMBERS

- School/Parents' Committees**
 (as of November 15, 1988)
- Asbestos-Danville-Shipton School
 - Aylmer Sound School
 - Bury School (and Pope Mem'l School)
 - Cecil Newman School
 - Cedar Street School
 - Centennial Regional High School
 - C.E. Pouliot Polyvalent
 - Chateauguay Valley Regional High School
 - Chomedey Polyvalent High School
 - Dr. S.E. McDowell School
 - Dorset School
 - Ecole Primaire Beaconsfield
 - Edgewater School
 - Franklin School
 - Harold Sheppard School
 - Hemmingford School
 - Hudson Elementary & High School
 - John F. Kennedy School
 - John Rennie High School
 - Jubilee School
 - Knowlton Academy
 - LeMoynes d'Iberville High School
 - Macdonald High School
 - Mansonville School
 - Margaret Pendlebury School
 - Mountainview School

- School Boards**
- Eastern Townships School Board
 - Greater Hull School Board
 - Greater Quebec School Board
 - Greater Seven Islands School Board
 - Lakeshore School Board
 - Pontiac Protestant School Board
 - Protestant Regional School Board, District of Bedford
 - Protestant School Board of Northwestern Quebec
 - Protestant Regional School Board of Western Quebec
 - Richelieu Valley School Board
 - South Central Protestant School Board
 - South Shore Protestant Reg'l School Board
 - St. Lawrence Protestant School Board
 - St. Maurice Protestant School Board
 - Quebec Association of Protestant School Boards
- Mount Royal Academy
 - Murdochville School
 - North Hatley School
 - Ormstown School
 - Parkview School
 - Philemon Wright High School
 - Quebec High School
 - Queen Elizabeth School
 - Richelieu Valley Regional High School
 - Riverview School
 - Royal Charles School
 - Ste. Agathe Academy
 - St. Augustine School
 - St. Foy School
 - St. Johns School
 - St. Patrick School
 - St. Veronica School
 - Souvenir School
 - Spring Garden School
 - Sunnydale Park School
 - Sunnyside School
 - Three Rivers High School
 - Verdun Catholic High School
 - Wakefield School
 - Western Laval High School
 - Westpark School
 - Wilder Penfield School
 - William Latter School
 - Woodland School

- Teachers**
- Aylmer Elementary School
 - Edinburgh Elementary School
 - Lakeshore Teachers Association
- Others**
- École Primaire Pierrefonds
 - Loyola High School

HOME and SCHOOL MEMBERSHIP



APPLICATION — QFHSA

Supporting (Family Membership) . . \$ 9.00

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

Name: _____

Address: _____

Postal Code: _____

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

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

Quebec Federation of Home & School Associations
 3285 Cavendish Blvd., #562, Montreal, Quebec H4B 2L9 (514) 481-5619

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

Note: Our best wishes to Gerald Bennett, membership chairman at Andrew S. Johnson Memorial High School, who is recuperating in hospital from a motorcycle accident.

Anger

Anger is dark red
It tastes like bitter coffee
It smells like rotting leaves
It looks like graffiti
It sounds like a cracking rock being
smashed against the wall
Anger makes me feel like exploding.

By: David Ko, Grade 7
Grandview Heights Jr. High School
Edmonton, Alberta



War toys give forceful message

By MARY GUREKAS

WALKING INTO any toy store, an observant eye would assume that the toy shelves have become arsenals of war.

War toys are not a new product. Many of us played "cops and robbers", "cowboys and Indians", "combat", etc. . . as children.

But the frightening element which exists today is the state of *real* weaponry in our society, and the message we are giving our children when we buy war toys.

Are we, in fact, saying that it is okay to solve our problems through force? Is the collection of war toys a mere reflection of the real-life arms build up?

Every time we purchase a toy, we communicate our adult values to the children who received them. Through play, children imitate our values. Children will assume war has value to us if we let them play with war toys.

They will think disputes and differences are best settled by force, or that the world is divided up into good guys and bad guys.

Who, then will mend the wounds of war or negotiate peace and cooperation for the planet in the future? The skills required to do so, are not learned by playing with war toys.

We cannot blame children for their desires. They have been largely conditioned to accept and want war toys. They serve little educational value, and fantasy and wonder are limited to play of conflict or aggression.

Mechanized war toys do not require or develop courage or creative problem solving. They are substitutes for courage.

They lead children to think that everything can be settled by pushing a button or pulling a trigger.

Today, when war has become a destroyer of *whole* populations, we must stop encouraging children to make a game of killing, especially with toys of destruction.

It is important to consider the outrageous multi-billion dollar industry that has been created at our children's expense.

The added feature of this industry, and it's proliferation, is that they pass off cartoons as supplements to the toys. They are, however, nothing more than half-hour commercials to buy a war toy.

A child who makes a gun out of Lego or Construx will play at war, but may need the pieces eventually to make something else, and play something else.

A toy weapon is a toy weapon. It cannot be used for any other type of play. Many other war toys have the same pre-programmed usage.

One way to deal with war toys already in the home is to suggest a type of conversion. G.I. Joe figures could join to become "The Saver Team", and Voltron and his weaponry can serve as creators of a universe rather than destroyers.

For some children conversion works. It becomes a novel idea, provides them with new and positive ways for play, and sometimes relieves them from the tense play associated with these toys.

For the converted child, or one wishing to dispose of their war toys, the Center on War and The Child is accepting war toys to melt down and make a structure for peace. Their address is: P.O. Box 487, 35 Benton St., Eureka Springs, AR 72632, USA.

Or you can contact a Montreal group PACIJOU (Des Jouets pour la Paix) for their suggestions (527-2611). They have had success with projects involving entire schools.

Mediation answers classroom conflicts

MEDIATION HAS become a popular word in describing a form of problem solving between couples or families in conflict. Yet mediation is also an excellent process for classroom use to settle conflicts which arise between students either in the classroom or in the school-yard.

The Children's Creative Response to Conflict (CCRC) program has been developing conflict resolution techniques to incorporate within classrooms for many years, notably: "The Friendly Classroom for a Small Planet", and "Children's Songs for a Small Planet".

Their main themes are cooperation, communication, affirmation and conflict resolution.

These principles are applied in the mediation process with positive benefits to the children.

- Students are trained to be mediators, developing confidence, self-esteem, and a sense of empowerment.
- It channels leadership abilities of some children in a positive way.
- It offers a forum to be heard fairly, and generates a solution. They have a "say" in the decisions, which enhance a lasting effect.

Peer mediation is a viable solution to many student conflicts. For more information on the program or its application contact: Mary Anne Buchowski-Monnin, CCRC-Canada, P.O. Box 7068 Station "J", Ottawa, Ontario K2A 3Z6.

STEPS FOR MEDIATION

A. INTRODUCTION

1. Introduce yourselves as mediators.
2. Ask if they would like a mediator to help solve problem.
3. Find quiet area for mediation.
4. Ask for agreement:
To try to solve problem.
Not to put down other person(s).
To let the other person finish talking.

B. LISTENING

5. Ask one to describe what happened.
6. Paraphrase using active listening.

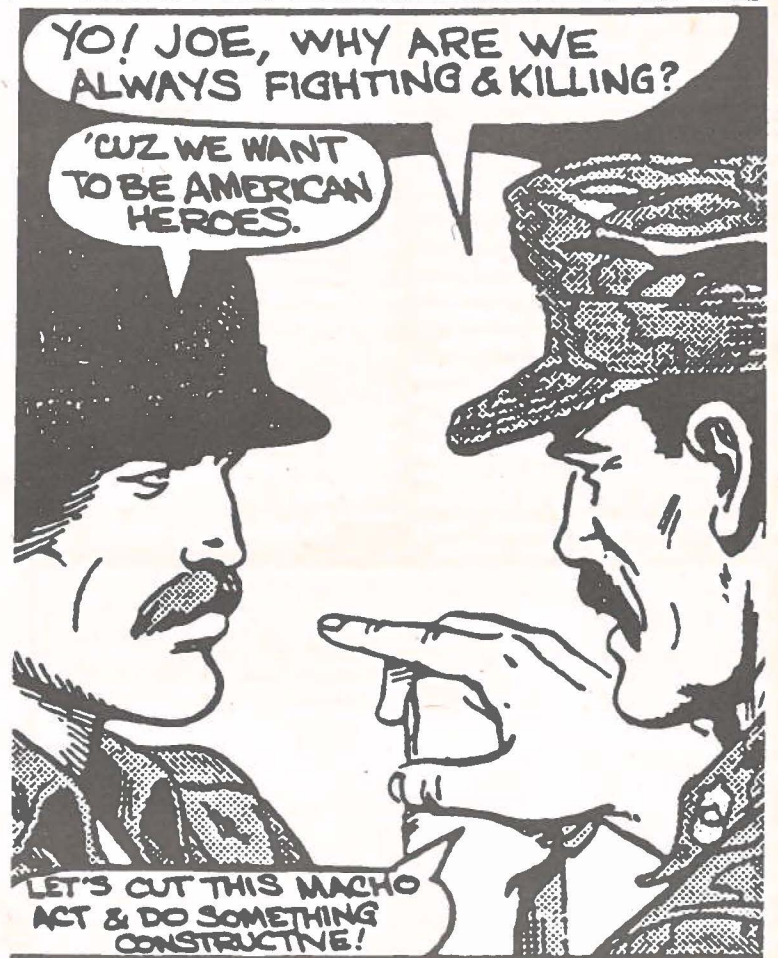
7. Let first person finish describing what happened or how s/he feels.
8. Paraphrase.

C. FINDING SOLUTIONS

11. Ask: First person what could have been done differently.
12. Second person what could have been done differently.
13. First person what can be done now.
14. Second person what can be done now.

D. CHOOSING SOLUTION AND CLOSING

15. Help find mutual solution.
16. Congratulate both on successful mediation.
17. Fill out mediation form just like a contract.



Coretta King (wife of Martin Luther King) stated last Christmas: "In recent years, the arms race between the superpowers has been exceeded only by the arms race among the little boys of America".

When you buy toys this Christmas consider that the spirit of Christmas is above all the spirit of peace. It is the spirit of joy and meekness, not revenge and

violence.

All the efforts of celebration at Christmas-time speak to that universal human longing for genuine peace on earth.

Violent play on Christmas morning would undermine and betray the spirit of Peace on Earth. Join the trend this season and buy your children creative, peaceful toys and encourage others to do the same.

W.I.N.D. has purchased **Bibliography of Nuclear Age Education Resources**, a comprehensive annotated bibliography for educators, kindergarten and up. It includes 275 curriculum materials, 35 games, 650 journal articles, and 100 bibliographies, films, and guides (English only). To borrow, contact Mary Rowan, WIND's Librarian, 630-3685.

A children's non-profit, multi-ethnic journal is soliciting submissions from children ages 8 to 12. The publishers hope it will become a forum for exchange between young people in North America and the rest of the world.

The magazine is accepting art and literary work (pen-pal letters, songs, poems, stories, games, interviews, drawings, etc.) Write to: **SKIPPING STONES**, c/o **Aprovecho Institute**, 80574 Hazelton Road, Cottage Grove, OR 97424, USA.

SAGE (Students Against Global Extermination) completed a cross-Canada tour spreading the message of peace, and relating the dangers of war to their peers two years ago. Their tour is now a film: **MILE ZERO — THE SAGE TOUR**, and is available at any National Film Board outlet.

A new radio show, **IN THE BELLY OF THE BEAST**, has surfaced in Montreal. It is specifically concerned with development and peace issues. The show airs

Bits 'n' Pieces

Wednesdays at 1:30 pm and is looking for ideas for upcoming shows, people to interview, and people to help out!

School peace groups may be interested in contributing to the show. **Contact: In the Belly of the Beast**, c/o IYPHT, 1435 City Councillors, suite 31, Montreal, H3A 2E4, phone: 842-5374.

DISARMING THE CHILDREN, a 15-minute slide presentation and accompanying tape is now available through W.I.N.D. It is presently being translated in French (available in November). The production is designed to survey the current war toy industry, giving reasons for its growth, and effects on children. **Contact: 695-1624 for more information.**

NEW COMMISSIONER

BRIAN LANE, a resident of Dollard des Ormeaux, was appointed commissioner for the Thorndale Ward (#12) of the Lakeshore School Board. The post became vacant August 29 with the resignation of Walter Dutton. Mr. Lane's term of office will expire in November, 1990.

QFHSA IN THE GASPE

H&S resources needed

continued from page one

ing excitement and creativity in the classroom.

The Gaspé Regional School Board has problems in meeting expenses with the money allotted by the MEQ formula. (Example: 2 students less at a school here, 3 less there, leads to one less teacher, but distances make it impossible to move teachers around that much.)

The workshop sessions Thursday and Friday allowed teachers and administrators to explore new ideas in education — together. Some parents also participated.

The lunch and dinner times allowed for informal discussions with various H&S locals, especially with Mona Pettit, new president at New Richmond, and focused on ideas that work here in Montreal. Many potential ideas were



Francis and Ken Kalman

discussed.

The Youth Theatre performance at the teachers' conference was well-received and enthusiastically supported by everyone, including the Director General of the Regional School Board, Lynden Berchervaise.

The entire trip was a great success and these struggling communities need H&S and its resources. We need to put as much time and money into these visits as we can afford and to continue to show these communities how much we value their support for QFHSA.

I recommend another visit in April to begin the work on new membership and development for the following year (1989-90).

A personal note — Anyone who gets the chance to go should grab it; it is a thoroughly invigorating experience.



Belle Anse head teacher Jim Routh with a group of his singing students

DEAR MARION

Dear Marion

On behalf of the Gaspesia Teachers' Association, please accept our deepest thanks and appreciation for your efforts on our behalf. "Kristal Dreams" as performed by Youtheatre was a major success, enjoyed thoroughly by teachers and students alike.

Margaret Mitchell, as one of our guest speakers at the Rural Schools' Educational Conference, was her usual inspiring and informative self. Please express our gratitude to the QFHSA for once again sponsoring Ms. Mitchell to our RSEC 1988.

And while I am on my list of

IN KEEPING with its aim of "Promoting Parent Potential," Quebec Federation of Home and School Associations held mini-conferences in Gaspé and New Richmond where all interested parents and community members were invited to attend and participate.

Following Youtheatre's production of "Kristal Dreams," an original play concerning drug abuse among teenagers, three workshops were presented:

DRUG ABUSE AND OUR YOUTH. Sue Meyer, a volunteer at Drug Rehabilitation Centre in Montreal led a follow-up discussion to the play and answered questions from parents.

CHILDREN AND STRESS. Margaret Mitchell, MRE consultant for the Lakeshore School Board, spoke to parents and teachers on how to manage stress in children. Back by popular demand, Margaret did the second part of the workshop she presented last year for parents at New Carlisle High.

LOVE IS . . . Jim Sullivan from the Protestant Education Services of the Ministry of Education showed a video depicting real-life scenes from an MRE classroom at Christmas Park Elementary School in Beaconsfield.



Youtheatre presenting "Kristal Dreams" in the Gaspé

thank you's, what can I say from a personal point of view except that I shall wear my "Kids Are Worth It" t-shirt with pride at PAPT Board of Directors Meetings.

There is, of course, a matter of business outstanding. I remind you that we are anxious to collaborate upon a workshop centering on Parent/Teacher liaison efforts.

The workshop would be conducted by Rod Elkin of the PAPT and would be held, perhaps, in both the New Carlisle and Gaspé areas.

Teachers, administrators, commissioners, and parents would all be invited to attend.

Knowing that we will be in contact sometime in the near future on this and other issues, I remain

Sincerely
Howard Miller
President, GTA

Dear Marion

On behalf of the Regional School Board of Gaspesia, I would like to express our thanks to the Quebec Federation of Home and

Schools Associations for your efforts here on the Gaspé Coast, as well as your presence at the Rural Schools Educational Conference.

We also greatly appreciate the contribution of Home and Schools towards the presentation of the youtheatre play "Kristal Dreams", which enabled us to show it to more of our teenagers and parents then would otherwise have been possible.

I must also tell you how greatly we appreciated your sponsorship of Margaret Mitchell. She was no doubt the star of the conference.

The efforts of Home and School members are of tremendous value to the educational system in our area and you can be sure that the school board is well aware of them.

Please express our thanks also to Mr. and Mrs. Kalman for their help.

We hope that our continued association with Home and School will be as fruitful as it is this year.

Yours sincerely
Shirley Duncan

\$1.4 billion allotted for official languages

Reprinted from SPEC, 14 June '88

Secretary of State of Canada Lucien Bouchard announced recently that the federal government would devote more than \$1.4 billion over the next five years to major programs promoting Canada's official languages.

"This represents an increase of \$195 million which reflects the spirit of the Official Languages Bill (C-72) and the Meech Lake Accord and is a tangible demonstration of this government's commitment to the promotion of linguistic duality as a fundamental aspect of Canadian society," said Mr. Bouchard.

This amount will be allocated to the renewal of the major Department of the Secretary of State programs concerning official languages in education and the promotion of official languages.

Under the terms of bilateral

agreements negotiated with each province and territory, the federal government will contribute \$1.2 billion over the next five years — an increase of \$145 million over the previous five-year period — to education in the minority language (English in Quebec and French elsewhere in the country) and the teaching of French and English as second languages.

Priority for the use of the new funds will be to finance new federal-provincial-territorial initiatives that expand opportunities for:

- Instruction in the minority language at every level of the educational system;
- Providing more French-language services at the post-secondary level;
- Training teachers;
- Teaching the second language.

"This program, which was established in 1970, is an excellent example of federal-provincial

cooperation in an area of vital importance to the official-language communities.

Education is crucial to the development of those communities," said Mr. Bouchard.

At the beginning of the program, education opportunities for francophones outside Quebec were scarce. All provinces now provide some French services although the network of classes and schools for francophones envisaged under Section 23 of the Charter is still incomplete and needs to be expanded.

Canadians' interest in learning their second language is a tangible indication of the extent to which attitudes towards official languages in Canada have evolved.

"We know that tomorrow's society will be shaped by today's youth, and it is encouraging to see the growing interest young people are showing in learning the other official language," added Mr. Bouchard.

Reading Council cited

THE MONTREAL Reading Council was cited by the International Reading Association for its achievement of excellence in the Honor Council program for 1987-1988.

Receiving the award was Lorraine Gillmeister-Krause, president of the Mtl. Reading Council. The officers for 1987-1988 include Caryl Japp, vice-president; Barbara Fowler, corresponding secretary; Samira Tallboy, treasurer, and Shirley Somma, membership director.

Lorraine Gillmeister-Krause is a teacher with the Lakeshore School Board (Soulanges School), as are Caryl Japp (Christmas Park), Samira Tallboy (Seignory) and

Shirley Somma (on temporary leave of absence).

Barbara Fowler teaches at Holy Rosary School (Mascouche) with the Commission scolaire des Manoirs.

The Honor Council program recognizes councils which excel in the promotion of reading and a wide array of special activities related to reading and community support of literacy.

The Montreal Reading Council is part of the vital network of more than 1,200 chapters which comprise the International Reading Association, a non-profit educational organization with over 79,000 members dedicated to improving the quality of reading instruction, promoting literacy, and making reading a lifetime habit.

MARGARET MITCHELL SAYS SELF ESTEEM IS . . . Key to living, loving, learning



Margaret Mitchell

By Doris Brown
Keith Home and School
SELF ESTEEM WORKSHOP at our Annual General Meeting and Conference, May 7, 1988, given by Margaret Mitchell, Learning Consultant, Lakeshore School Board.
The write-up from this workshop was unavailable for the June issue of our newspaper. Our apologies to Margaret Mitchell, well-respected workshop presenter.

In her opening remarks in this workshop, Margaret Mitchell thanked us for asking her to speak at the conference. Ms. Mitchell felt our theme — "PROMOTING PARENT POTENTIAL" — was both powerful and timely. She went on to tell us about a statement she had made in the Gaspé and said it bore repeating:

"There is no organization that I have more respect and admiration for than the Home and School Association. Without your support and love, the quality of education would never be where it is today . . ."

Margaret said she brought greetings and love from those in the formal education field. It was in giving to us that she continued to grow.

She also felt that there is no group of people who have been more short changed in our communities than our parents. Parenthood needs to be viewed as the most honoured profession in our society.

Ms. Mitchell went on to share

ME
I am the only "me" I've got. I am unique. There are two major parts of me. There is the inside "me" and the outside "me."
The outside me is what you see. The way I act, the image I portray, the way I look and the things I do.
The outside me is very important. It is my messenger to the world and much of my outside me is what communicates with you. I value what I have done, the way I look, and what I share with you.
The inside "me" knows all my feelings, my secret ideas, and my many hopes and dreams. Sometimes I let you know a little bit about the inside "me" and sometimes it's a very private part of myself.
Even though there are an enormous number of people in this world, no one is exactly like "me." I take full responsibility for "me" and the more I learn about myself, the more responsibility I am going to take.
You see, my "me" is my responsibility. As I know myself more and more, I find out that I am an OK person.
I've some good things in life because I am a good person. I have accomplished somethings in my life because I am a competent person. I know some special people because I am worth knowing. I celebrate the many things I have done for myself.
I've also made some mistakes. I can learn from them. I have also known some people who did not appreciate me. I do not need to keep those people in my life.
I've wasted some precious time. I can make new choices now. As long as I can see, hear, feel, think, change, grow and behave, I have great possibility.
I'm going to take those risks and those possibilities, and I am going to grow and love and be and celebrate. I am worth it.

her thoughts on self-esteem — the key that can unlock the door to living, learning and loving. Webster's dictionary does not list "self-worth" but the definition she would suggest is: "my valuable identity, deserving of all good things".

If we were to tune in on the thoughts of a person with a positive self-attitude, we might hear self-descriptive statements that go like this:

I consider myself a valuable and important person, and I feel that I'm at least as good as anyone else

of my age and background.

I think I've earned the respect and consideration of my peers and co-workers. I sometimes have a positive influence on other people because I try to respect their feelings and don't run roughshod over them.

I have a pretty definite idea of what is right, and I'm able and willing to defend these views.

At the same time, I feel that I'm fairly flexible, and I'm willing to listen to other points of view without feeling threatened and under attack.

I enjoy new and challenging tasks and don't get upset when things don't turn out perfectly right away. I have patience.

What would an interior monolog sound like coming from someone with a negative self attitude? It would be full of pessimism and depression and self-deprecation:

I don't think I'm a very important person or likeable person. Actually, I don't see any reason for anyone to like me.

I'm really not very good at anything, and I never have been. Others don't pay very much attention to me, and given what I know and feel about myself, I don't blame them.

I'm not very adventuresome. I don't like new or unusual occurrences, and I prefer to stick to the known and safe ground.

I don't expect very much of myself, either now or in the future even when I try very hard, I don't seem to get anywhere. The future really looks hopeless.

I don't feel that I have a whole lot of control over what happens to me. It's probably going to get worse.

There are many levels of self-

esteem falling between these two instances. For example, at one time or another we have all experienced feelings of inadequacy, anger, guilt, loneliness, shame and grief.

The real voyage of discovery of our own self-esteem consists not in seeking new landscapes but in having new EYES — to see and use the full potential of our own creative powers. How we feel about ourselves affects virtually every aspect of our experience.

Our self-esteem has two parts — self-competence and self-respect. The tragedy for many of us is that we look for these two components everywhere except within ourselves.

As we cultivate our own self-esteem we are better equipped to cope with life's adversities.

During the course of this stimulating workshop, we also separated into groups for discussion and then to learn how the other members of the group viewed us. An illuminating experience!

It is my belief that everyone who attended this workshop came away with a better understanding of themselves and an insight into how other people see them. Thank you Margaret Mitchell for a job well done.

COMMITTEE AND LIASON REPORTS SOCIAL AFFAIRS/SUPPORT SERVICES COMMITTEE

By Pat Lewis

Smoking: Federal legislation limiting the advertising of cigarettes was passed through Parliament, but the tobacco companies' lobby is appealing the decision. This means more delay.

Another bill which was passed concerns guaranteeing a smoke-free environment for employees in banks, Crown corporations and other workplaces under federal jurisdiction, as well as for travelers on planes, trains, buses and ships that are federally regulated.

Also, it was recently revealed that young girls and women, in particular, should be encouraged not to smoke as there has been found to be a definite link between smoking (and even second-hand smoke) and cervical cancer.

Perhaps all locals should encourage another round of anti-smoking education in our schools, starting at Grade 1.

Racism: It is encouraging to note that the Protestant School Board aims to eliminate all forms of racism, discrimination and stereotyping from its school system.

The PSBGM will be spending \$265,000 for development of this program. This problem is handled through the moral and religious education curriculum of the Lakeshore School Board. Look for a report on the efficacy of these programs.

Alcohol and Drug Abuse: Drug education in Quebec is left largely to the individual school board. An example of how such issues are handled is the introduction of AIDS education in the most

school boards through moral education curricula.

Marg Mitchell, for example, is heading up the AIDS program in the Lakeshore School Board. Many medical and psychological experts contend that this kind of program should be introduced at the elementary school level, too.

Child Abuse and Family Violence: The PSBGM is now expanding a child abuse prevention program which was introduced at Grade 3 last spring. Teachers received training in the use of role-play, slides and a National Film Board video.


The program is presented in a non-threatening way. Special evening orientation sessions were held for parents prior to the start of the program.

Freyja Fischer of our Social Affairs Committee will help any local which would like to investigate such a program. Contact her through our office.

In June there was a national meeting called Exchange on Health and Social Issues in Education at the University of Manitoba. Reports are available on this meeting from Home & School office.


The Lakeshore Board is presently reviewing a video aimed at high school students entitled "Broken Trust," which offers strategies for breaking the cycle of family violence.

The Montreal Y is also sponsoring youth clubs which will offer workshops on such subjects as drug and alcohol abuse and birth control to young people, as well as many other activities.

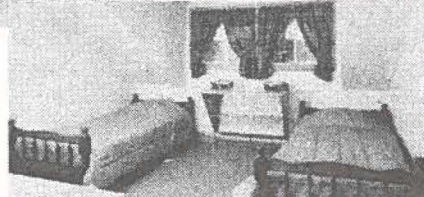


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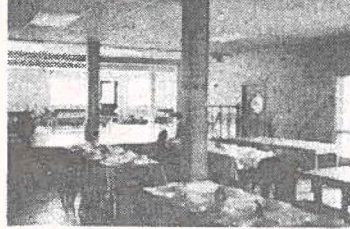
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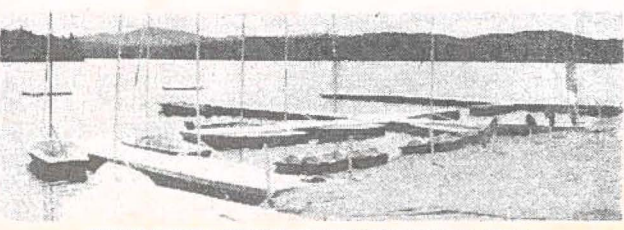
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FALL CONFERENCE READERS ARE LEADERS

By CAROLE CRESWELL
Howick Elementary
Workshop Readers are Leaders
Dan O'Leary, Director of Development, Frontier College, Toronto

DAN O'LEARY, in an all too short 90 minutes, led our group in a discussion on literacy — what it is, how many Canadians cannot read and why.

He then presented a slide show about the Frontier College, and outlined a prevention program — a program aimed at developing literacy which he hopes will be adopted by every community in Canada.

What is literacy? That was our first question. Literacy means having the basic skills of reading and writing but most people in our group felt it is more than that. It means communicating, expressing oneself in a coherent way both orally and in writing and attaining different levels of reading.

Mr. O'Leary pointed out that each individual sets his own level as to what literacy is. It is not to be set by a teacher or another

individual.

How many Canadians cannot read? According to the inquiry carried out by Southam Press there are 4 1/2 million Canadians who cannot read.

Why? The key reason, Mr O'Leary stated, is that our society doesn't value reading, we value amusement, entertainment and sports.

For example, children spend an average of 26 hours a week watching T.V. and approximately 5 hours a week reading in the classroom.

The main reason for illiteracy is not that schools and teachers are not doing their jobs but that the only place children see books is in school.

Kids don't value books and we as Canadians don't value reading, writing and literacy.

Before introducing the prevention program, Mr. O'Leary showed us slides of the origin and development of the Frontier College. It was founded in 1898 by Alfred Fitzpatrick who set up reading tents for new Canadians in work camps across Canada.

The teachers were young university students. In 1923 Fitzpatrick



Dan O'Leary of Toronto's Frontier College

was given a charter and the labourers could attain a degree.

However, in 1933 the Canada government took away the charter when education fell under provincial jurisdiction.

Today, members of the Frontier College teach adults to read and have developed, Bookshow, a prevention program intended to get children hooked on books and reading.

There are 3 parts to the Program.

1. Storytelling — Prominent Canadians, such as Mila Mulroney, Peter Gzowski, and NHL stars are asked to read their own favourite children's stories wherever and whenever they appear in public.

The goal of the Frontier College is to make storytelling a feature of all community occasions — big and small.

2. Bookshow Clubs or Reading Circles. After 4 pm, weekends,

summertime, and during school holidays, are times when most children do not read.

Bookshow Clubs are being started to overcome this situation.

These clubs are rooted in the neighbourhood — in community centres, boys and girls clubs, church basement etc.

Regular sessions are held and volunteers read with children (age 10 and under) on a one to one basis.

The volunteers, or bookbuddies, are mostly teens and the college provides some initial training and support to get the club started.

The goal of the Frontier College is to have Bookshow Clubs in every community in Canada so that every child gets a minimum 15 minutes a day, every day, of quality reading time.

3. Special Events. In an effort to make books and reading a routine part of daily life Bookshow Club

Encyclopaedia Britannica
Fund Raise Canada Inc.
My School Enterprises
Parfait Fund Raising Reg'd.
Peter Macgregor Ltd.
Pig Tales Books Ltd.
Photo-Art
Prestige Services Reg'd.

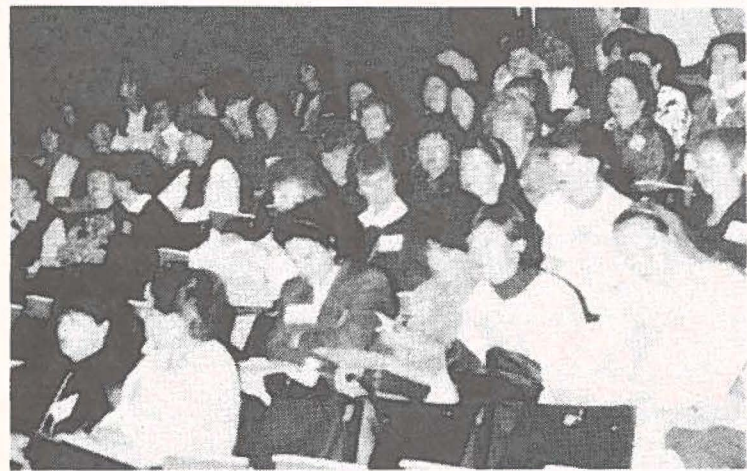
volunteers will initiate reading in Malls, subways or in the rink.

Mr. O'Leary inspired me to take his Bookshow idea to the next Home & School or School Committee meeting and to try to get the ball rolling.

1990 is the United Nations "International Year of Literacy". Let's see what we can do to promote a love of reading in our children.

Additional information regarding the Bookshow Program is available through the QFHSA office.

The results of the Southam Press inquiry "Broken Words" is available for \$2 from the Gazette.



Keeping the books can be easy job

ANNIE GILL, former treasurer at Signiory Home & School, gave an excellent workshop outlining the treasurer's job and responsibilities, and included a 'hand-out' which covered all the points she made.

There were also two different examples of types of journals a treasurer might keep, a copy of an Annual Statement of Revenues and Expenditures and a Proposed Budget.

Anne covered some very useful points. Try to have a chequing/savings account if your bank will let you. Not all banks will permit a charitable organization, like a Home & School Association, to do this.

It makes sense for the treasurer to use his/her bank because it makes life easier. It is a good idea to have an account with three possible signatures and requiring two out of three for withdrawals and only one signature on deposits or

transfers (from chequing to saving or vice versa).

Make a friend out of your bank by handing in nice looking, tidy deposits. Have your cash in order, coins rolled, etc. Pick up your bank statements; that way you won't lose them in the mail.

Anne suggested that it is a sound business practice to have your books audited each year.

This does not need to be a paid audit, a bookkeeper parent may be agreeable to looking them over (in return for a nice bottle of wine). Or you could ask a past treasurer to cast a critical eye over them.

Remember that the treasurer's books are a very permanent record of what you have done as a Home & School Association.

A final point, was to include the invoice number on the stubs in your bank book. For large pieces of equipment you may be buying the serial number is also a good idea. (Of course your stubs have either a person's name or a company name on them and the amount.)



Ann Gill, president of Signiory H&S, and its former treasurer

Displayers at the conference

Volunteers: Ca + keep 'em

By ROSLYN KARPMAN
Lindsay Place High School

KATHLEEN GREENFIELD-Zanti and Diana De Roche, both of Christmas Park School, explained very effectively how they managed to "catch" such an active group of volunteers and keep them interested during the year.

They also included information in a sheet to which H&S members can refer when trying to come up with ideas of how to attract new members and keep them.

One way to attract others is to have an album of pictures which can be displayed at teachers interviews and during other school activities where volunteers can see themselves and where others can see the work being done.

The volunteer director has to be

sensitive to the needs of other people.

She must be:
Friendly;
Enjoy working with others;
Enjoy being with others;
Be sensitive to other peoples' feelings, and

Have a good sense of humor.
The volunteer director must have a picture early in the year of what she wants to accomplish in H&S.

Then deal with volunteer staff by using personal contact and humor, a useful tool. It is also important to be honest.

And it helps to find a job that suits the individual. Try not to ask a person to do something that doesn't suit her or she can't handle.

It is also important for you, the volunteer coordinator, to know right from the start how much time you can spend doing your job.

THAN

CONFERENCE WORKERS

- General Arrangements - Diane
- Hospitality - Carol
- Vi Mir
- Joan
- Program - Ken K
- Greer
- QFHS
- Registration - Barba
- Betty
- Publicity - Kathle
- Photography - Photo
- Kits - Gord
- Displays - Wend
- Audio-visuals - Wend
- QFHSA Table (publications) - Caspa
- Muffins supplied by Dunrae Gardens ar

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What is H&S

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From left, QFHSA president Helen Koeppe, National president Sylvia Adams, Lakeshore Regional Council president Jon Percy

THANK YOU

CONFERENCE WORKERS

General Arrangements
Hospitality

- Diane Lacey, V.P., QFHSA
- Carol Ohlin, Executive V.P., QFHSA
Vi Minto, Beaconsfield High School
Joan and Al Locke

Program

- Ken Kalman, Helen Koeppe, Diane Lacey, Kathleen Greenfield-Zanti, Marion Daigle and Carol Ohlin, QFHSA Executive Committee and Board of Directors

Registration

- Barbara Milne-Smith, Board of Directors, QFHSA, Betty Hermo, Edinburgh School

Publicity

- Kathleen Greenfield-Zanti, Christmas Park School

Photography

- Photo-Art

Kits

- Gordon McGibbon, Christmas Park School

Displays

- Wendy Buchanan, John Rennie High School

Audio-visuals

- Wendy Buchanan, John Rennie High School

QFHSA Table (publications)

- Caspar Esselaar, Riverdale High School

Muffins supplied by Dunrae Gardens and Edinburgh schools, PSBGM.

Volunteers: Catch 'em + keep 'em

By ROSLYN KARPMAN
Lindsay Place High School

KATHLEEN GREENFIELD-ZANTI and Diana De Roche, both of Christmas Park School, explained very effectively how they managed to "catch" such an active group of volunteers and keep them interested during the year.

They also included information in a sheet to which H&S members can refer when trying to come up with ideas of how to attract new members and keep them.

One way to attract others is to have an album of pictures which can be displayed at teachers interviews and during other school activities where volunteers can see themselves and where others can see the work being done.

The volunteer director has to be

sensitive to the needs of other people.

She must be:

Friendly;

Enjoy working with others;

Enjoy being with others;

Be sensitive to other peoples' feelings, and

Have a good sense of humor.

The volunteer director must have a picture early in the year of what she wants to accomplish in H&S.

Then deal with volunteer staff by using personal contact and humor, a useful tool. It is also important to be honest.

And it helps to find a job that suits the individual. Try not to ask a person to do something that doesn't suit her or she can't handle.

It is also important for you, the volunteer coordinator, to know right from the start how much time you can spend doing your job.



From left, Kathleen Greenfield-Zanti, president, and Diana De Roche, volunteer coordinator, both of Christmas Park School

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transfers (from chequing to saving or vice versa).

Make a friend out of your bank by handing in nice looking, tidy deposits. Have your cash in order, coins rolled, etc. Pick up your bank statements; that way you won't lose them in the mail.

Anne suggested that it is a sound business practice to have your books audited each year.

This does not need to be a paid audit, a bookkeeper parent may be agreeable to looking them over (in return for a nice bottle of wine). Or you could ask a past treasurer to cast a critical eye over them.

Remember that the treasurer's books are a very permanent record of what you have done as a Home & School Association.

A final point, was to include the invoice number on the stubs in your bank book. For large pieces of equipment you may be buying the serial number is also a good idea. (Of course your stubs have either a person's name or a company name on them and the amount.)

the treasurer

because it

a good idea

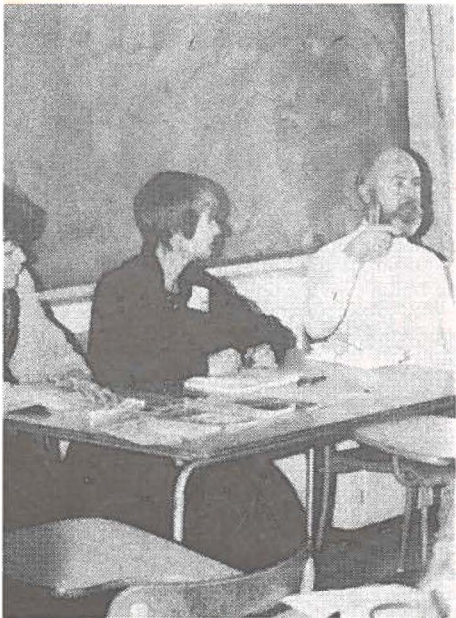
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What is H&S all about?



QFHSA president Helen Koeppel, National Executive V.P. Sylvia Adams, Lakeshore Regional Council Executive V.P. Jon Percy

By MARCUS TABACHNICK
THE WORKSHOP, "Home and School: What's It All About" was designed to inform Home and Schoolers about the three levels of Home and School: Local, Provincial and National.

The "Local Level" was presented by Jon Percy, president of the Lakeshore Regional Council (LRC). Helen Koeppel, president of the QFHSA, spoke about the "Provincial Level" and Sylvia Adams, president of CHSPTF, gave the presentation about the "National" level. Jon Percy started with some background on locals but focused on the role of the regional body. He highlighted the fact that the most important function of the LRC is to act as an information exchange for the locals within that area and to be a channel for common concerns to the provincial level. He explained that the provincial level should be looked upon as a service bureau. Helen Koeppel picked up on that theme and outlined some of the services made available by "provincial". These include books,

pamphlets and kits on a wide variety of social and health issues. As well as being a resource center for speakers and workshops, QFHSA also acts as an educational liaison with such groups as Quebec Association of Protestant School Boards (QAPSB), the Provincial Association of Protestant Teachers (PAPT), The Superior Council of Education and the Ministry of Education (MEQ). Sylvia Adams then gave the national perspective of H&S. Founded in 1895, today it is the largest volunteer organization in Canada with over 60,000 families from coast-to-coast paying membership annually. She explained that CHSPTF is not a single-measure group; its main objective is "the welfare of children and youth nationally." Most of the questions that followed centered around the definition of H&S, what it really is and what it should mean to parents. As a direct result of these questions, the membership development committee has started work on a president's guide to H&S. Hopefully it will be ready for distribution by the end of this school year.

K YOU

Executive V.P., QFHSA
 Beaconsfield High School
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 Helen Koeppel, Diane Lacey, Kathleen Zanti, Marion Daigle and Carol Ohlin, Executive Committee and Board of Directors
 Greenfield-Smith, Board of Directors, QFHSA,
 Edinburg School
 Greenfield-Zanti, Christmas Park School
 Greenfield, Christmas Park School
 Greenfield, John Rennie High School
 Greenfield, John Rennie High School
 Greenfield, Riverdale High School
 Greenfield, PSBGM.

Watch 'em



Kathleen Greenfield-Zanti, president, and Diana Greenfield, volunteer coordinator, both of Christmas Park

THE THREE R's

By Pat Lewis

The two leaders of the Fall Conference workshop called "The 3 R's: Rights, Roles & Responsibilities" involved their audience immediately by asking them to fill out one form on their expectations for the session and another about phone calls to their schools.

John Killingbeck, Assistant Director General of the Lakeshore School (LSB), and Doreen Canavan, chairperson of the Parents Committee of the LSB, spoke about putting the resources of the school to work for your child and about parents' rights with regard to the school.

Each emphasized the important role of parents in the "mission" of the LSB. "Tell me; I forget. Show me; I remember. Involve me; I understand," quoted Killingbeck, as he pointed out that this is the challenge for teachers and also for working with parents.

Perceptions can vary from individual to individual, according to him, and parents have the right to "know", as well as the ability and responsibility to receive information.

Killingbeck believes the community should be involved in decisions of the school boards, as they affect our children.

Doreen Canavan pointed out that our first responsibility is to our children, but to be a good parent, other roles are also important.

Parents have the responsibility to be informed, to keep ourselves informed and to become involved. We are benefitting now from the work of parents in the past, and we are responsible now to carry on for the next generation.

Parents and teachers should work together. Parents should attend H&S meetings and participate in other activities.

It helps if parents can use a positive approach, even in asking

questions at meetings. In this way parents participate in the life of the school and the community.

Although there are legal boundaries and suggestions from the government today with regard to school board decisions, John Killingbeck believes parents should be involved as much as possible.

There is much consultation now with parents and many parents' groups. The focus in the past was on the individual; today there is still a focus on the individual, but also on the school and the community. Parents should know the content of courses, etc.

The question period was limited,



John Killingbeck of the Lakeshore School (LSB) and Doreen Canavan, Parents Committee of the LSB.

SIGN IN PLEASE



LEARNING TO REASON

By GORDON ROBERTSON
JUDY KYLE, a teacher at Edinburg School, gave those attending her workshop a most interesting summary of a new learning program called "Philosophy for Children" developed in the late 1970s at Montclair State College in New Jersey by Dr. Matthew Lipman.

While the program is formally a new approach to learning it builds effectively on a potential that has always been present in the classroom, i.e. the possibility for dialogue and reasoning together that can produce such worthwhile results.

Philosophy for Children places emphasis on such issues as fairness, reality, truth, goodness and on "being a person."

The program seeks to develop the ability to dialogue effectively, listen, read and write.

It can be an effective vehicle for teaching moral and religious education as well as other subjects.

The program develops something called "The Community of Enquiry" which creates an environment of tolerance and respect for the thoughts and feelings of others.

Possibly one of the most important beliefs that seems to emerge is that children, through reasoning together, reach some conclusions they would not necessarily reach on their own.

As in the case of worthwhile innovations they come at a price and this one will require special training for teachers and materials specially designed to promote the concept. Both could be expensive.

The interesting thing is that the approach that promotes a questioning attitude seems to be the one we will need to live effectively in the "brave new world".

Anyone wishing to know more about the program can contact: Judy Kyle, Edinburg School, 500 Hudson Ave, Montreal West, P.Q. H4X 1X1, 486-0981.

THE WINNERS CORNER

For handing in the "winning" evaluation form on the Conference, Mary Ellen Malolepszy of Edinburg Elementary School in Montreal West.

Lucky draw winners were: Rosemary Costaguta of Beacon Hill Elementary School in Beaconsfield and Lynn Doyle from Prestige Services! who won books from Encyclopaedia Britannica; Paul-Emile Fortin of St. Patrick's Elementary School in Thetford Mines and Corry Olshoorn of Macdonald High School in Ste. Anne de Bellevue who won frozen steaks and fish from Peter Macgregor Ltd.

Congratulations to all of you.



'Kristal Dreams' goes to Howick

By WENDY DENISON
CAROLE CRESWELL
Howick Home & School

ON MONDAY afternoon, Oct. 17, level six students from the Valley Elementary Schools participated in an anti drug program put on by Montreal's Youtheatre at C.V.R.

The afternoon performance of "Kristal Dreams" was followed by question and answer session. The purpose of the performance was to sensitize the younger students to the dangers and pitfalls of drug usage.

"Kristal Dreams" portrayed a real life situation where teenagers have to deal with the reality of friends using drugs and the

consequences.

The messages as presented by the Youtheatre actors were clear, concise and to the point.

Monday evening a repeat performance was given for parents of levels six and seven. A question and answer period followed with representatives from "Aurora" — a drug referral agency based in Montreal.

The response to this presentation has been extremely positive and many thanks go out to the Quebec Federation of Home and School Associations for sponsoring the evening performance on behalf of Howick Home and School.

Hopefully this will be an incentive to schools who haven't joined the Quebec Federation to now do so. There are many other parent



information programs available through the association.

Thank you to all parents who filled out the evaluation form following the play. The winning school of the book draw was Howick Elementary (fixed?).

Reprinted from *The Gleaner*, October 26, 1988

How to build good study habits

Building Good Work and Study Habits

by R. Pierce, Vice-Principal,
Arnold H. McLeod School

Study and learning is an art and a skill. It is an art one must practise in order to improve his/her school grades.

Ineffective study is one of the biggest and most persistent problems students have.

Below are some helpful hints to better work habits that may improve ones school grades provided they are put to use.

1) Health Habits

One's ability to study can be affected by bad health habits.

Pupils should practise having the following:

a. a good breakfast each morning. If not, you may have headaches or become irritable.

b. at least one hour of exercise daily. If not, your muscles may become flabby, your digestion suffers, you become ill.

c. Good posture. Both sitting and standing. If not, work may become sloppy too. Some muscular tension aids alertness of mind.

d. Eight to ten hours or more sleep each night. If not, you wake up tired and yawn in school, concentrate with difficulty.

2) Plan Your Time

When the school day is over try to

plan your activities so that time is set aside for homework. It may mean cutting down on activities that handicap your school success.

3) Lesson Planning

Always write down your assignments — write them in a notebook or homework book. Record work when it is assigned — before going home check to see what books are required. At night, look up this record to see what work is to be done.

4) Scheduling

Balance your homework. Start with the easiest subjects and you will find it easier to get down to work. Take the hardest subject

next while you are fresh and able to think clearly.

Make a schedule for study — always try to have work done for the next day before you go to bed. After you determine when it is best to do your work, make a schedule for the week. This saves time and allows you to spend time where you really need it.

Try to do your work within time limits — learn to work as rapidly as you can without being careless.

Try not to put off getting started at a home assignment. It is better to study for short periods than to schedule long ones and waste them away.

5) Study Conditions

Give yourself the best possible conditions for study — a good light, a comfortable chair, and a clear desk with nothing on it that will distract you. Have all your equipment at hand. Remember to find a place to work where others can't bother you.

6) Interruptions

Once you have started your homework try to avoid frequent interruptions and distractions which may handicap your work. For example, if someone calls take a message and get back to the person who called.

7) Reading Assignments

Try reading your assignments with a pencil in your hand. It helps keep your mind on what you are doing. It may be useful to make a few notes on each paragraph.

Practise in oral reading. Have someone hear you read. When you read silently you may find it useful to figure out what short test you would give on the assignment if you were to be the teacher. This will help to see what the main points of the lesson are.

Try to pick out the main thought, or idea, of each paragraph.

8) Vocabulary

Learn the meanings of as many new words as you can. If you don't know the meanings of the word, look it up in a dictionary. Drill with flash cards is a good practise to reinforce new vocabulary. Repetition of the sounds of new words is

good for the learning of phonics.

9) Written Assignments

Adopt strict rules to keep your paper neat. Have a scratch pad on hand to try the spelling of difficult words.

10) Mathematics

Try to understand the examples and the exercises you do. These illustrate the main idea of the chapter.

— Drill in addition, subtraction, multiplication, and division tables by use of flash cards will help your everyday mathematics.

11) Writing Compositions

If you find it hard to write stories or reports don't let yourself fall into a state of thinking you can never do better. Good writers make themselves by hard work.

— Start a composition by taking notes on what you are going to say. Index cards (3" x 5") are good for this.

— Make a good outline or rough draft of your topic.

— Organize your outline into a final copy in your best handwriting.

12) The Library

The best way to find out how the library can help you is to become thoroughly familiar with what is there, and how to use the materials at your disposal.

There are two important helpers in the Library: 1/ the Librarian, 2/ the card catalogue.

Go into the library and see how the Dewey Decimal System of cataloging books works.

Reference Books — you will find much of the information you need in this section.

Learn to ask questions. Never be afraid to admit that you don't understand.

Make a practise of getting your work done on time.

13) Studying and Test Taking

Your study environment has a lot to do with how well you learn. Find out what conditions work best for you. When you understand how different kinds of questions work, you can often do better on tests.

Reprinted from N.B. Home & School newsletter.

Hug someone you love today

HUGGING CAN IMPROVE YOUR HEALTH

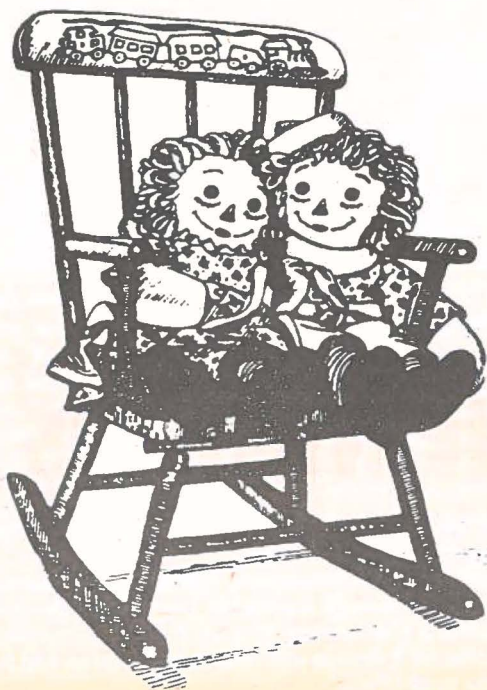
Hugging is a miracle medicine that can relieve many physical and emotional problems. Hugging can help you live longer, protect you against illness, cure depression and stress, strengthen family relationships and even help you sleep without pills.

Hugging can lift depression — enabling the body's immune system to become tuned up. Hugging breathes fresh life into a tired body and makes you feel younger and more vibrant.

Researchers discovered that when a person is touched the amount of hemoglobin in their blood increases significantly. Hemoglobin is a part of the blood that carries vital supplies of oxygen to all organs of the body — including the heart and brain. An increase in hemoglobin tones up the whole body, helps prevent disease and speeds recovery from illness.

Hug your spouse, your children, close friends or relatives. If you live alone the warm embrace with a friend whenever you meet is just as beneficial. It's a marvelous way to improve the quality of your life.

— Lee Harrison





Good self-image helps kids say 'no' to drugs

ON MAY 27 Thorndale School Committee sponsored a drug information evening.

A video called "Shattered Lives... If Your Kid's On Drugs" was followed by a discussion period with Lucie Fournier, coordinator of the YMCA diversion program for West Island Youth, and Elda Guglielmin, former substance abuse counsellor with the SPERA Foundation.

Also available were various pamphlets including "Straight Facts About Drugs and Drug Abuse" and "Stay Real" concerned specifically with marijuana, hashish and hash oil.

There was also information on PRIDE, a national parents resource institute for drug education.

Many parents may have been surprised our school committee was interested in this topic. Perhaps they didn't bother attending because they felt it's an adolescent problem and elementary children aren't "into" drugs.

While it is true we do not have a drug problem in our school, the statistics point to the high probability almost all our children will at some time or other be approached by someone pushing drugs and/or alcohol no matter where they live or what school, private or public, they attend.

Our aim was to explore whether there are any preventative measures parents can take to prepare themselves and their children for this unwanted but likely occasion.

One of the most common fears parents expressed was that their children would try drugs. They also had an overwhelming feeling of ignorance about drugs and a feeling of complete helplessness.

The discussion brought a realization that although no one can guarantee ways of preventing drug abuse, parents can better the odds

and give themselves and their children skills with which to cope.

The first point is not to "run away", or panic and avoid the topic when it arises. Get as much current information as is available on the issue.

If a child asks about drugs, don't respond with a gut reaction. Remain calm and offer to look up information and discuss it rationally with them.

This leads to the second measure. Keep those communication lines open with your kids. Do it on all levels about all kinds of things, controversial and otherwise.

If you can't even talk about simple everyday issues, talking about drugs may prove impossible. Also try to keep on top of the friends with whom they spend time.

Thirdly, since peer pressure is one of the greatest problems with which a child will have to deal, start building their self-esteem and self-image — NOW!!!

It was with this last issue in mind that the Thorndale School Committee sponsored the "Make Some Choices" program. Keeping "communication lines open" and "building self-image" are easy to recommend but they can be extremely difficult to achieve. There is a need for ongoing, preventive program.

It would be a good idea, and should be feasible, to have a guidance counsellor on staff who would have time to talk to kids, implement programs and know what and where other resources would be available.

Surely a preventive program would cost less than a rehabilitation program, not only in money but in family and human suffering.

The preventive approach is not something our society as a whole seems to support in any area. Perhaps it is time it did.

THINK TANK

A meeting of H&S minds



On August 30, a beautiful and warm summer evening, the QFHSA board of directors and H&S presidents from 1987-88 and for 1988-89 met at the St. Lawrence Yacht Club for an evening of brainstorming and preparation for the 1988-89 school year. Bertha Dawang of Roslyn School, PSBGM, and Pat Baker, a community development officer for the Lakeshore School Board led a lively discussion which included ideas on how to help the H&S, School Committee, Administration and School Council work together to make our schools more productive and happier places.



Canadian illiteracy statistics alarming

- Illiteracy increased from west to east, rising from a low of 17 percent among adults in British Columbia to an astonishing high of 44 percent in Newfoundland.
- Illiteracy is higher among francophones than anglophones — 29 percent to 23 percent — but the gap is widest among the old and vanishes among the young.
- Half of the 4.5 million illiterates say they went to high school and one-third say they graduated. One in 12 who claimed to be university graduates still tested as functionally illiterate.
- In the first literacy test across the 49th parallel, young Americans scored ahead of young Canadians in more than two-thirds of the questions. The Americans

clearly out-perform the Canadians both in general reading proficiency and in using everyday documents such as bus schedules and the *Yellow Pages*.

The dangers are stark:

- 10 percent of Canadian adults can't understand the dosage directions on a medicine bottle.
- 20 percent can't correctly select a fact from a simple newspaper article.
- 40 percent can't figure out the tip on a lunch bill.
- 50 percent have serious trouble using bus schedules.
- 60 percent misinterpret the key sections of the Charter of Rights and Freedoms.

John 'Bud' Campbell honored

JOHN A. "BUD" Campbell has been made an honorary member of the Quebec Association of Protestant School Boards (QAPSB).

QAPSB president Dr. John Simms presented Mr. Campbell with a framed certificate testifying to his years of service, on April 29 during the association's annual meeting in Montreal.

Regional School Board of Gaspesia chairperson Ferne Howatson, in presenting Mr. Campbell

for the honor, noted he was first elected to the Grande Cascapedia School Board in 1949 and, until last year, he served as a school commissioner as well as chairman of the board for most of that time.

Mr. Campbell also served on the Board of Directors of the QAPSB for 27 years between 1960-1987, and was at one time one of its vice presidents. During this time he initiated the practice of holding meetings of the board off the Island of Montreal.

Reprinted from Spec

FOCUS on the LOCALS

HOWICK

Schools celebrate first bilingual graduates

Kindergarten students from all eight elementary schools under the jurisdiction of the Chateaugay Valley School Board assembled at Howick Elementary School on Oct. 14 to celebrate not only being the first graduates in this school board in the 21st Century, but also the board's first bilingual graduates!

In September the school board officially implemented its Bilingual Education Program, starting with Kindergarten, after successful pilot projects at Howick and other schools in the valley.

The children, each wearing a commemorative Tee-shirt in their school colours, gathered for individual class pictures as well as group pictures which will be posted in each of the two Valley high schools, Howard S. Billings and Chateaugay Valley Regional High, so that students can identify themselves in years to come.

The children all participated in a boisterous bilingual singalong then formed the number 2,000 on the playground, each holding a balloon.

The balloons, carrying the individual messages of our young scholars, were released on cue. The kids then enjoyed cookies and milk and a show by Ronald McDonald.

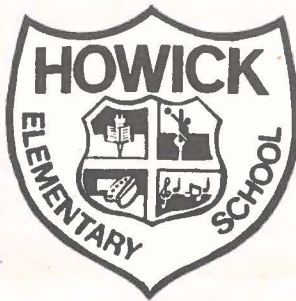
This is the third year of Howick's bilingual program. Presently kindergarten, grade 1 and 2 are being taught on a 50 percent English, 50 percent French basis.

A grade of bilingual instruction has been added each year as those

ALLANCROFT

MAY 17 WAS Teddy Bear Picnic day in the library. All of our friends from Kindergarten and Grade 1 shared Teddy Bear cookies (thanks to Mrs. Jones) and Teddy Bear stories (thanks to Mrs. Walton and Mrs. Grenier).

Everyone brought along their favourite bear, except Mr. Lessard, the principal, who brought Rocky Raccoon!



students who began the program in kindergarten three years ago progress through the system.

The aim of this school, and every school the board is to have all elementary grades in the program by the time the pioneer bilingual kindergarten class graduates to high school.

Parents, students and staff have

settled into the bilingualism business. The program is working well and its adoption has resulted in a boost in the sagging enrolment record.

This year's kindergarten class tops 20 students, a very encouraging sign for our small rural English schools.

The Parents Committee has been busily preparing for the annual Howick Craft Fair, held November 19 at the school. The fair is our major fund raising event and one of the most important craft fairs in the Valley.

Over 35 craft people from all over Quebec and Ontario were present. Proceeds will help purchase library books and playground equipment, and fund field trips, among other things.

WILLINGDON

The Team Handball Tournament was held May 4 and boys and girls from grade 5 & 6 played against other Montreal area schools at McGill's Arthur Currie Gym.

The schools teams were magnificent going undefeated in all the games played. Observers were highly complimentary on the skills of Willingdon's teams.

The PSBGM budget cut meant a \$1000 deficit for the library for 1987/88. Willingdon has an active school library with a circulation of 6,000 books a month.

This is wonderful but also means that our books are well used and therefore are often in need of repair, and this is costly.

To offset the deficit, a MacGregor Meat Drive was held. This raised \$815 and the comments on the products were so encouraging that two more Meat sales were held in February and May.

ON OCT. 25 MS. KARBIN, the new science specialist, spoke to the parents about the science program. The school is fortunate in having a fabulous science room and this was a chance for parents to learn more about it.

Under the sponsorship of the QFHSA's 'Workshops for Parents Program', Jean Heaton, a teacher/parent from Greendale School, participated in a Parent-Teacher Interview Workshop on Oct. 19, and showed parents how to make the most of their 10-minute interview with their child's teacher.

DR. McDOWELL

IT IS with regret that we bid farewell to three members of the teaching staff.

Muriel Bertrand, who has served in the rural schools of Clarendon and at the Dr. S.E. McDowell School for thirty years, retired.

Therese Taylor transferred to South Hull Elementary and Jo Campbell accepted a teaching position in Prince Edward Island.

These three dedicated professionals made outstanding contributions during their years of service in our school, and will be missed.

Forrest Sparling, a member of the caretaking staff, also retired this summer. Our wishes for many years of health and happiness went with him.

DURING THE WEEK of September 19-23, the students and staff were asked to walk two kilometers around the school year each day. Needless to say many students exceeded this limit.

At the end of each day, the total number of kilometers walked was tallied and the distance marked on a large map of Canada. By the end of the week, we had "walked" the equivalent kilometers to reach across Canada and out into the Pacific Ocean!

We also asked for donations of \$1.00 for cancer research and raised \$333, which was forwarded to the Canadian Cancer Society.

CHRISTMAS PARK

It was a fair medieval market



IN CONJUNCTION with "I Love To Read Week" in May, the school followed a medieval theme culminating in a Medieval Fair and "Ye Olde Market".

The school was adorned with castles, shields designed by students, knights and ancient warders, masks, murals, dungeons, even dragon footprints!

Stories, poems, descriptions of the Middle Ages filled bulletin boards and displays.

Classes organized games and activities such as Pin the Tail on the Dragon, Fortune Telling, Quarter-staff Competition, Sword Fights,

ST. VERONICA

CLASSES STARTED early this year for students — August 30. However, the complaints were few and everybody has settled in.

We welcome a new Grade 4 teacher, Mr. Claude Cote. Mr. Cote comes to us from a high school and it seems he enjoys the change — especially at recess time when he is an active member of the soccer games.

Our fundraising campaign has already begun. Once again, we will be offering spices, but we decided not to have a Christmas Bazaar this year.

Tentative plans have been made for a pizza night for the families of the school so parents, staff, and students can get together informally early in the year.

Button Sale, Magic Potions, Jousting, Ring Toss, Bows & Arrows, Knights of the Round Table, Fruit Booth and refreshments.

Children were invited to don medieval garb as were parents and staff.

"Ye Olde Market" featured everything you might expect at a market — crafts, food, raffles, bake goods, and prizes.

The Medieval Fair was an excellent example of the rapport, cooperation and dedication shown by students, staff and parents at the school. It was a marvelous two days of magic, make-believe and fun!

HARWOOD

THOUGH THE SCHOOL only recently opened, the H&S is already well underway.

Volunteer parents attended a session in September to enable them to help out with the computer program. Lunch-time activities are being organized. The buddy system was made a priority and fundraising suggestions, such as hot lunches, were considered. \$500 donation was suggested for the kindergarten class to buy good quality educational toys. And Nancy Hope was elected president.

FLASHES FROM THE LOCALS

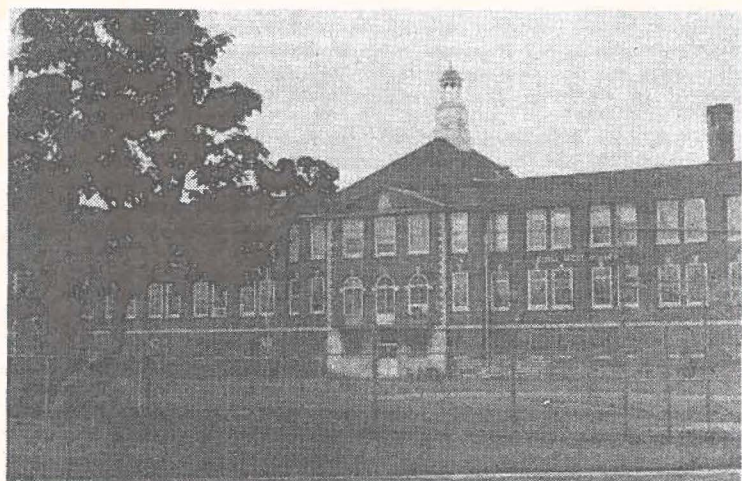
THE 8th ANNUAL Shigawake-Port Daniel Terry Fox run raised \$1118.78. The school is proud of the effort and interest that the students have shown throughout this financethon. Special mention went to Melissa Audet, Travis Hall, Randy Sweetman, Michael Major, Christina Dow, and Shirley Skene...

Have something to trade or sell? *Windermere* H&S offers advertising space to its school community by publishing "classified ads" in its newsletter...

New Carlisle's first H&S meeting of the year was held on Sept. 20 at 7:30. To give everyone a chance to meet informally, dessert and coffee was served at 6:30.

Courtland Park welcomed a new principal this year, Miss Lilly Urban. The first year may have its ups and downs but with the super staff and all the parents and children working together, they will try to make life a little easier for Miss. Urban!

ROYAL WEST ACADEMY GETS A FACE LIFT



Parents, students and staff were excited to hear that the P.S.B.G.M. and the Quebec government will be jointly spending, approximately \$700,000 to upgrade Royal West Academy. The 57 year old building can expect to see its windows, doors, and roof replaced, as well as its auditorium, cafeteria, entranceways and locker rooms renovated. The alternative school, which produces bilingual and computer literate graduates, is now in its sixth year of operation.

BEACON HILL

Crowd comes out for family BBQ

THE ANNUAL Home & School family Bar-B-Q for staff, parents and students at Beacon Hill was a huge success with hundreds in attendance for the fun and games, and with a raffle for prizes such as a bicycle adding excitement.

At the annual Ski and Skate Sale on Sept. 9 there were also uniforms sold for the Beaver Scouts, Brownies and Guides. This sale proved very profitable.

Home & School is producing a cookbook and copies will soon be available at the school.

Geordie Productions' "From You to Us to You" will be presented sometime this fall.

The very popular family portraits will be taken in a few weeks.

Recently a MUC policeman visited Beacon Hill to talk to students about street safety. He told his audience that skateboards are illegal on Beaconsfield streets.

The enrichment program sponsored by Home & School began the last week in September, and there are many choices for students including choir for Grades 3 through 6, with Mrs. Morrow again as director.

There is also a baby-sitting course taught by Mrs. Haynes, and Mme. Ferrara is conducting class for both beginners and advanced students in ceramics.

Kids for Peace Club will meet again this year with Mrs. Lewis and other teachers, while Mrs. Wood will teach piano. June Scarlett will have drama; Mrs. Kanis will teach toile painting; there will be chess, as well as tap & jazz ballet.

Lunch-hour computer classes under Mrs. Appleton and a special course for primary students on emergencies, dangers and first aid will also be held. A busy year is coming up for Home & School at Beacon Hill.

Elizabeth Aldred

"I don't want to grow up and have conflicts going on. It is terrible, and we

MORE FOCUS

RIVERDALE HIGH

THE TERRY FOX RUN COLLECTED over \$5000 with most of the students participating by walking, running, or helping at water stands. The handicapped students were great participants, and administration and staff also took part.

The class with the best money average/student received a Donino's Pizza Party. Mr. Davis, vice-principal, offered prizes to 20 people who finished ahead of him.

better do something about it," so wrote Leslie Goodfellow to President Reagan on the occasion of the day-long celebration of a Peal for Peace that took place at Beacon Hill School on September 20.

Students spent most of the morning writing letters and poems on paper doves. These colored pictures were then attached to long strings, so that children could form the letters for PEACE and PAIX.

Six young people from KIDS FOR PEACE, the school's peace club, gave presentations of their thoughts at an assembly. Then each homeroom formed a letter outside in the schoolyard.

To mark the worldwide celebration the students observed a minute of silence and then rang approximately 300 bells to show their joy and enthusiasm for a peaceful world.

Peace is —
P leasing
E asygoing
A greeable
C aring
E njoyable

Amy Benn

Peace is caring;
Peace is happiness
Peace is helping;
Peace is wonderful;
Peace is sharing;
Peace is love;
Peace is possible.

Doug Farrell

NORTHVIEW

Seniors score with T. Sawyer

Northview School has a tradition of annual musical plays for senior elementary students, but last year's production *Tom Sawyer* was performed by the primary grades.

Teachers Penny Ludington and Marion Lapchak and music teacher Sue Rempel began rehearsals during lunch hours early in January.

By the end of April, two casts of two dozen players and over a hundred choir members entertained Northview parents and friends.

The youngsters charmed the audiences with their freshness of

expression and lively voices.

This tremendous undertaking was assisted by kindergarten teacher Martine Blue, who designed and printed sets. Costumes were organized by teacher Neville Hendershot. They and the make-up crew of other teachers were helped by Home and School volunteers and other members of the Northview "family".

For the youngsters this was an extension of the language arts program which also taught them discipline, compromise, and the joy of hard work.

Congratulations to the teachers, children and parents!

Inara S. Leimanis

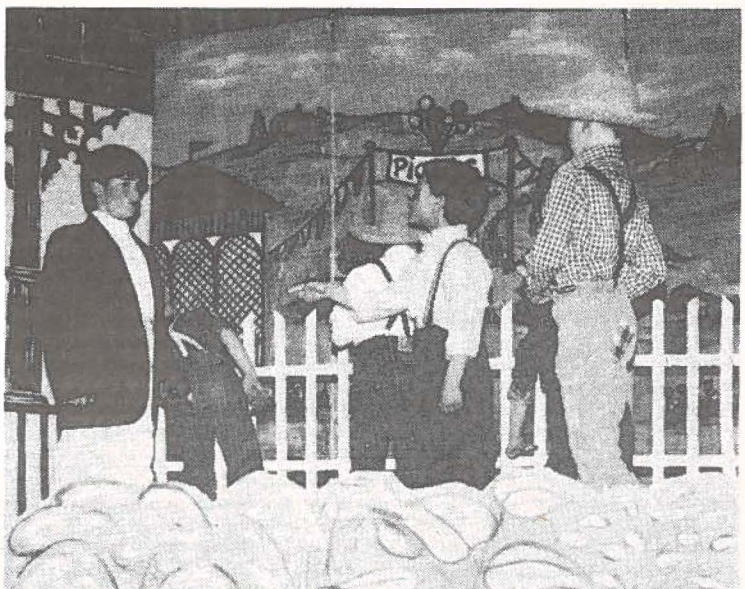


Photo: Tom and his friends in the famous whitewashing scene of Tom Sawyer.

ECOLE PRIMAIRE BEACONSFIELD

WITH THE 1988-89 school year smoothly underway, many exciting changes will be noticed.

We welcome back our Kindergarten classes which had temporarily been housed in the Oakridge school in Baie d'Urfe. Welcome too to "Le Champignon" preschool which has recently joined us

from Beacon Hill.

A major goal will again be to increase the selection in our library expanded and renovated over the summer and now awaiting new furnishings.

The H&S has many new ideas in the works for this year. Early activities have included uniform sales, organizing lunchtime activities, computer instruction, as well as the many support groups so important to our students.

The School Committee produced a comprehensive school handbook and will again focus its efforts on Bills 106 and 107.

Thanks to the teachers and parents who organized a wonderful corn roast in September. It was delicious!

Carol Consolante

CEDAR PARK

Nature students go to camp

This year the school's theme is 'Environmental Issues'. The staff and H&S will work together and separately to help children and parents understand the problems and offer solutions.

To begin our project the school took its learning to the outdoor life of Camp Kinkora. The H&S sponsored Chris Adams to guide the students in nature lore and environmental problems.

Camp Kinkora is becoming a regular experience for our students. Here the school becomes one large family. The rigid structure of grades is forgotten and everyone learns to help and appreciate each other. The H&S also paid for bus transportation.

We have also been busy with our fund raising activities for 1988-89. On Oct. 15 we had our annual apple sale. A community service also relied upon by families not involved in Cedar Park. Several "hot dog lunches" (something the children really enjoy) are planned. Our school store continues to offer school supplies at competitive prices.

Our main fund raiser, the annual Christmas Bazaar, was held on Nov. 19. There were artisans, a bake table, adult crafts, a bottle table, bingo room, bargain room, lunch room, children's gift room, and, of course, Santa. The children participated by helping out in the different rooms.

We are working together to provide a better education and a better environment for our children.



Students study the environment at Camp Kinkora

ST-LAZARE SCHOOL

The School Council of the Island of Montréal (SCIM) on July 11 approved a request from the Lakeshore School Board that authorization be sought from the government for the building of a 16-room English elementary school in St-Lazare-de-Vaudreuil.

Accordingly, the Council of Commissioners of the LSB voted to agree that its request for (permanent) additional classroom space at Mount Pleasant Elementary School be withdrawn, provided that the St-Lazare school project is approved by the Ministry of Education and also provided that no significant increase in the area's student population occurs.

Ecole Primaire Pierrefonds

OUR FIRST Family Fun Night was held on September 14. We had a great time and would like to thank everyone who took part.

A \$1,000.00 of the proceeds will be contributed towards the cost of building the playground for the school.

On Tuesday, October 4, registration for lunch time activities took place and this was a huge success. Everyone was pleased and satisfied with the activity chosen.

There were a few courses which were not filled. This permitted us to offer parents the option of registering their child for more than one activity.

We would like to thank Cheryl Buist for all her hard work and effort in organizing these activities.

Our Home and School Meetings are held on a monthly basis. Anyone interested as either a volunteer or committee participant should contact Karen Benzakin at 696-0532 or Kathy Snow at 696-2433.

MOUNT ROYAL ACADEMY



LAST SPRING the school had a very important visitor. Sheldon Cohen, illustrator of Roch Carrier's famous story *The Hockey Sweater*, was invited to meet the students.

The Hockey Sweater, published in both French and English, is popular with adults and children.

The students learned about animation and enjoyed each detail of their "visit" to the Quebec village of Ste Justine, population 1200, that Carrier recreated in his best seller.

An autographed drawing of the main character in the story, was given to each child.

Students of Grade 5/6 were active participants in the Town of Mount Royal Olympic Day on May 26. Students divided into teams representing various countries. The events for the day included the frisbee throw and the 200 metre run.

The highlight was the closing ceremonies, when all the students were given crests and the top three countries were awarded medals. Members of the Recreation Centre made the day an unqualified success.

Received two copies of the NEWS?

We haven't made a mistake. But if you were a member last year and have joined Home & School again this year, we now have your name on two mailing lists. Last year's list will be discarded after this issue of the NEWS. May we suggest you offer your second copy of the NEWS to a neighbor or new parent in your school so that they can discover, along with you, what is happening in education provincewide?

Thank you.

Editorial board, NEWS

Quebec doctor wins 1988 Manning Award

The 1988 Manning Award of Achievement was given to Dr. Jean Dussault, Ste Foy, Québec, for the development of a standard test to detect cretinism in newborns.

Cretinism, or congenital hypothyroidism, results in permanent mental capability loss if left untreated.

Dr. Dussault's test procedure has spread throughout the world

since its development in 1971. He is now working on a method to detect this condition at the fetal stage.

It is estimated that 90 children a year, in Canada, are saved from a lifetime of mental retardation through the use of Dr. Dussault's test.

The Manning Awards Foundation is a privately-funded, non-profit organization dedicated to recognizing and encouraging Canadian innovators.

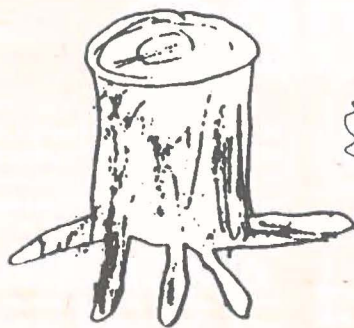
Since its inception in 1982, the

awards program has recognized 15 Canadian men and women for their achievements in a variety of disciplines.

The Manning Awards this year received 62 nominations from across Canada.

Of interest to Quebecers, the first recipient, in 1982, of the Manning Award was Dr. Phil Gold of Montreal, Quebec, for his development of the first and still most widely used blood test for certain types of cancer.

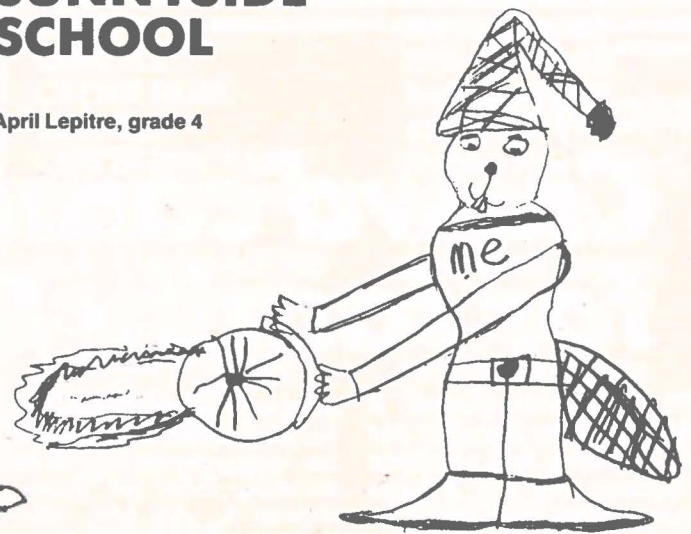
MORE FOCUS



Sunnydale

SUNNYSIDE SCHOOL

April Lepitre, grade 4



PARENTS INVITED TO 'SHARE OUR LEARNING'

"COME SHARE OUR LEARNING" invited the parents of the grade 4-6 French Immersion students to attend the school June 8 for the afternoon to see what kinds of activities their children were involved in.

Also that evening the 5/6 class presented a play "Snow White and the Six Dwarfs" and the senior talent show took place.

Our first bike rodeo in many years was held June 5 sponsored by both H&S and the School Committee. In all 97 children participated.

We finished off the year in a fabulous way. The School Committee published and distributed to each student, free of charge, a year book called *Sunnyside Up*.

Tracy Lockow was the winner of the school's "Name the Yearbook" contest. The yearbook is now an annual project that is totally self-financed through advertisements. It is a souvenir to be treasured.

In August, before the teachers arrived, a card and juicy apple were placed on each teacher's desk to welcome them back.

The H&S Hospitality Committee, with other volunteers, welcomed the kindergarten parents and children with refreshments and a tour of the school.

Within the first two days of school, Mrs. Ruth Petel and her

team of volunteers had sold all students their school supplies. The school store offers the same great prices and convenience all year.

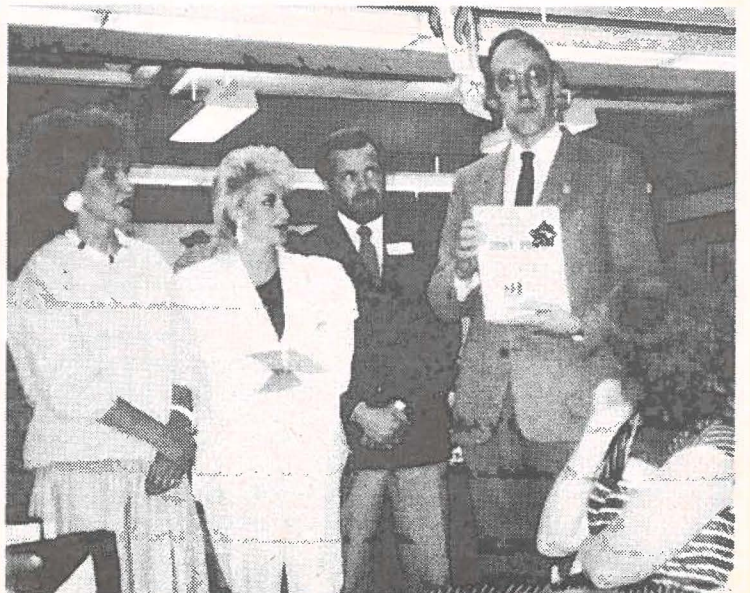
The school's curriculum night was held Sept. 7. The largest drive for H&S memberships is held on the same night, along with the first Bake Sale.

The volunteers, along with Librarian Joan Friar, have had the library open since Wed. Sept. 14.

In June we said a fond farewell to our Vice-Principal Reece who,

although he was with us only a short time, will be greatly missed. At our first H&S meeting, Sept. 19, we bid farewell to Mr. Manning, our former principal, and extended a big hello to Mr. Ross, our new principal.

At our meeting on Oct. 3 the school nurse presented an information night on AIDS, and time was spent planning our largest fund-raiser, the Sunnydale Fair, which was held on Nov. 12.



Sunnydale's first yearbook is presented to Principal, Mr. Manning, right, by, from left, Bluma Beck, Audry Asheroff and Robert Brunet.

Books On Review

By Kenneth Radu

STÉPHANE POULIN has done it again. His most recent book, *Could you stop Josephine?* (Tundra, 1988), also available in French and in paperback, continues the saga of the delightful, self-assured cat, Josephine.

In this instance, she sneaks into the trunk of the family car before they leave for a trip to the country. She causes no end of anxiety for young Daniel once she gets out.

The story, although slight, is clear, simple and has a gentle tone and quiet humour. We've met Josephine before in Poulin's beautifully-realized, award-winning book, *Have you seen Josephine?* and again in the equally wonderful work, *Can you catch Josephine?* The first two books depict Josephine's adventures in the city and in school.

Could you stop Josephine? takes us to a farm where Poulin applies his considerable artistic skills to rural scenes. But this is no inert pastorate. With energetic black and white drawings accompanying the text on the left page, we have evocatively detailed paintings on the right.

As little Daniel and his cousin Norman pursue Josephine and Norman's cat in the barn, the chicken house, or the wheat field, we also get a fine sense of a child's love for and exasperation with his pet.

These feelings are captured in warm and spirited illustrations. Poulin's story and pictures are well-integrated, resulting in a coherent, emotionally and artistically satisfying book for readers of all ages.

On a different level of experience, we have a gripping story about a woman's courage in the face of terrible and terrifying circumstances. Thomas Raddall's *Courage in the Storm* (Pottersfield Press, 1987) is tautly written for the most part and handsomely illustrated.

Greta is a poor Nova Scotian widow who must look after her child and farm alone. To earn extra money, she makes 240 fishermen's brooms out of birch. In the middle of winter Greta eventually sells the brooms in one town after several disappointments in others.

During the trek home on her horse-drawn sleigh, she loses her way in a sudden and fierce blizzard and soon finds herself on ice moving towards the open sea.

Although Raddall's writing is perfunctory at times, Greta's struggles and intelligence are economically described.

A large-format, quality paperback book (54 pp), *Courage in the Storm* is enriched by Are Gjesdal's pen and ink drawings. Severe, occasionally too static, they are also powerful and dignified, expressive of Greta's strength of character and the bleak situation from which she emerges heroically.

My Family Vacation (Tundra, 1988) by the much acclaimed artist/storyteller, Dayal Kaur Khalsa, is the vibrantly illustrated story of May and her brother who must endure long boring periods in a car trip to Florida. During the journey Ritchie is spiteful and hostile towards his sister. In Florida his attitude changes, however, when May demonstrates considerable courage by jumping off a very high diving board.

Khalsa's writing is competent and the narrative certainly contains elements children will recognize: restlessness, sibling quarrels, and excitement in little things like motel soaps and souvenirs.

But the real strength of *My Family Vacation* lies in Khalsa's illustrations.

Painted in brilliant colours, they depict a shadowless world of innocence, clarity, and numerous details that catch a child's eye. The paintings are reminiscent of the naive style of Grandma Moses and charm with their essential optimism and love of life.

Tundra has published yet another beautiful book. Gilles Tibo's *Simon and the Snowflakes* (1988), also available in a French edition, is the fantasy story of Simon who runs out to count the snowflakes. An impossible task, he asks advice from the snowman and the moon.

Limited to what a young child would say or imagine, the text here is elegantly simple without strain or artifice. Tibo's last book, *Annabel Lee*, received enormous praise for his eerie, moody paintings of the haunting poem by Edgar Allan Poe.

In *Simon and the Snowflakes*, the mood is gay, the tone sparkling, the paintings as entrancing as anything Tibo's done before.

C.A.P. TEACHES THAT . . .

Kids have right to be safe, strong and free

Since 1985 the Montréal Child Assault Prevention Project (C.A.P.), a non-profit community organization and registered charity, has been providing prevention programming for children designed to educate them in the skills needed to deal with verbal, physical and sexual abuse.

The program has been received by 12,000 children and 3,000 adults from over 40 elementary schools, pre-schools and summer camps throughout Montréal and the surrounding area. C.A.P. under the name of E.S.P.A.C.E. is well established in seven other communities in Québec.

C.A.P. believes children need prevention education which allows them to recognize potentially dangerous situations and provides them with practical skills, while building confidence in their own abilities.

This is accomplished in the classroom by emphasizing assertiveness, peer support and the identification of a network of trusted adults.

Children learn that they have the right to be "safe, strong and free."

The program does not scare children. It takes them step by step from fear to confidence using non-threatening language children can understand.

Through the use of role-playing C.A.P. is able to allow children the opportunity to recognize common assault situations and then participate in the strategies learned to turn them into "success stories."

Role-playing also gives the C.A.P. worker the flexibility needed to teach children of various ages and abilities as well as meet the specific requirements of different communities.

C.A.P. considers the participation of the community to be essential in the success of any prevention program. To this end C.A.P. requires that a parent program and staff in-service workshop precede the children's workshop to sensitize the community to the realities of child abuse.



A grade 4 school girl's picture emphasizes three rights, to be safe, strong and free to keep safe distance from and to say "no" to strangers

The C.A.P. Project is provided in French and English and has received support from Employment and Immigration Canada, the Solicitor General of Canada, Health and Welfare Canada and the Adult Education Department of the C.E.C.M. If your school is interested, please contact: C.A.P./ESPACE, 4617 St-Denis, Montréal, Québec H2J 2L4, 284-1212.

AN EPISTLE TO TEACHERS

1. Though I teach with the fluency of an orator or politician, and have not love for my individual pupils, I am as a radio with static, or a television with a faulty picture tube.
2. Though I have the I.Q. of a genius and possess many degrees from universities, and have not love, I have nothing to offer my class.
3. Though I spend my salary on visual aids and text books by experts, and burn the midnight oil studying them, and have not love, it will do little help to me.
4. Love makes one very kind and patient toward the slowest and the naughtiest pupil. It envies not another teacher's good fortune, does not make one conceited about his own abilities, nor allow one to judge the actions of the fellow staff members hastily.
5. It is never happy at another's misfortunes or evil doing, but rejoices when a fellow teacher is praised.
6. It makes one watch his own conduct carefully, realizing the influence wielded by a teacher; prevents one from thinking too much about money; does not get angry at every suspected slight; looks for the best in those he teaches.
7. Love endures many things which are aggravating, always hoping at the end of a particularly trying day, or year, that the next would be better.
8. Though intelligence, brilliance, education, and experience seem to bring results, love in the end will not fail.
9. For though we have a little understanding of human personality, with love we can attain much.
10. When I was a student, I was immature in conversation, thought, and behaviour; but now that I am an adult and a teacher, I must be beyond childishness if I would turn my pupils toward maturity of outlook.
11. Though many times I fail to see that I have received any results in my work with a particular pupil, nevertheless in after years the results will be there.
12. For a teacher must continue to have *patience, humour, and love*, these three, but the greatest of these is LOVE.

Edna P. Carlton

Adapted from: 1 Corinthians 13: 1-13
(found in staff room at St. Patrick Elem. Sch., Thetford Mines)

LSB appointment

The Lakeshore School Board appointed John W. M. Killingbeck to the post of Assistant Director General (Education), effective July 1, 1988. He succeeds James M. Heywood, who held the post since 1982.

John Killingbeck began his teaching career with the West Island School Commission in 1965 at Cedar Park School in Pointe Claire.

Prior to his appointment as the first principal of Sunnydale Park Elementary School in Dollard des Ormeaux in 1965, he taught at Beaconsfield High and for two

years was a lecturer on the Faculty of Education, Macdonald College of McGill University.

In 1976 he was named the board's Director of Research and Planning, and two years later accepted the added responsibility of Secretary General.

Since 1981 he has served as Director of Elementary Education, overseeing the operation of the board's elementary schools.

Mr. Killingbeck is a graduate of Sir George Williams University (B.A. 1955) and McGill University (M.Ed — Counselling, 1968). He holds a Class I Teaching Diploma granted by Macdonald College, and an Ontario Elementary Guidance Certificate.



John Killingbeck

With wife Olga, John Killingbeck resides in Beaconsfield. They are the parents of five children aged 11-20, all of whom are present or former students of the Lakeshore School Board.

EXPLORATIONS '89 McGill-PSBGM Gifted Summer School

Explorations '89 is now accepting early registrations for their program which runs for four weeks in July, 1989. The program serves children entering kindergarten to six in French with a special art option for grades seven to eleven.

The program consists of a dem-

onstration program especially designed for children who require a more challenging, engaging school environment.

Registrants before December 1, 1988 may benefit from a reduction in tuition rates.

For further information, please call 398-4252.



SAFETY SCENE



SAFETY SCENE



SAFETY — Do we take it for granted?

By DONALD SMITH

As many readers of the Home and School NEWS know, I have been covering just about every aspect of SAFETY that the average Quebec school family can encounter throughout a year. I can, and plan to, go on and on.

When I was in Montreal, more specifically working in the West Island, I talked to many a school child, from kindergarten to high school (not to forget the many nursery schools!) about safety. Don't talk to strangers! Don't play in the streets! Don't play with matches! and so on.

I told these children that I could bore them to death with safety pointers because safety is a necessity in every movement we make.

My biggest enemy in getting the point across is that safety is too often taken for granted, because our actions become habits.

How old were you when your mother let you use a knife and fork? Yet today you use them "automatically". Safety was your mother's concern then, is it yours today? We don't think of it that way, do we?

This year, June 11 to 14 to be more precise, Montreal hosted the International Safety Conference. Some 600 delegates representing over 50 countries took part.

Nick Ross, a British Broadcasting Corporation journalist, was the opening speaker at this conference and his presentation takes my premise a little further.

Excerpts from his opening presentation are reprinted here from "La lettre de sécurité routière," the Régie de l'assurance automobile du Québec's newsletter.

(Note: Statistics at this conference revealed that each year



500,000 people are killed and 15,000,000 more injured in traffic accidents worldwide.)

(The Royal Society for the Prevention of accidents reports that the total cost is 350 billion dollars U.S., which represents \$70 U.S. per inhabitant of this planet per year!!)

Mr Ross's speech, entitled "Road Accidents, The Greatest Epidemic of Our Times", started with the speaker telling his audience that he was not about to smother them with statistics. He wanted to get to the root of the problem which was to find a good motivator to combat the problem.

As much as statistics may alarm us, highway statistics will continue to climb unless there is a will to curb them.

Citing an example of a sick person not being cured unless he goes to see a doctor, he also stated that that person will not go to see the doctor unless he is aware that he is ill.

Ross referred to the 6 F's as contributors to our failure to recognize the problem: Familiarity, Facts, Fun, Fairmindedness, Freedom and Fatalism.

Looking at each one, briefly:

Familiarity

There have always been victims of the road, long before the arrival of the automobile.

Humanity has known this problem since the domestication of the horse and the invention of the wheel. Thus victims are no more than an everyday banality.

Facts

Facts are only for certain people at certain times. Let's admit it! Individual risks are minimal.

Most of us will live some 30 years before being involved in an accident. What's more most of us can travel thousands of kilometers without even seeing an accident.

Therefore the individual risk remains low even though the collective risk is high due to the increasing use of the automobile.

Fun

Admit it, taking a risk is fun. Consumers love sports cars, the exoticism of motorcycles, etc.

Risk taking is a positive and fundamental element of human nature, allowing evolution and the reaching of unthought of heights, however the risk must be calculated.

A lesson can be learned from all this. Instead of giving people a greater feeling of security, people should be made to feel or see the danger(s).

A danger does not have to exist per se in order to create the feeling, rides in amusement parks are but one example.

Fairmindedness

Most of us think that highway accident victims are getting what they deserve. People feel sorry for the victims of a bus accident. Newspapers and the media seem to advantageously bring out that sympathy, because they are "innocent" victims.

But not so for automobile and motorcycle drivers. According to our sense of fairness, they got what

they deserved and we couldn't care less.

Freedom

People do not like to have their freedom restrained by such things as speed limits, seat belts or road blocks to check for impaired drivers.

Few are aware of the risks they constitute to others or the costs they might incur on society.

In the same way, a compromise between mobility and safety is made according to personal interests and one's own sense of priorities, which rarely lean towards an increase in safety.

Fatalism

Highway accidents to many are but a phenomena of destiny. They consider accidents as inevitable: we can't do anything about them!

Ross went on in a "no-holds-barred" way, inviting authorities to plan "positively".

Instead of aiming at reducing accidents, let's fix objectives along the lines of: "How many people are we ready to kill in 1988 to satisfy our needs of mobility and strong feelings?"

Ross concluded that our societies are not interested in eliminating accidents, they only want to keep them at an "acceptable" level.

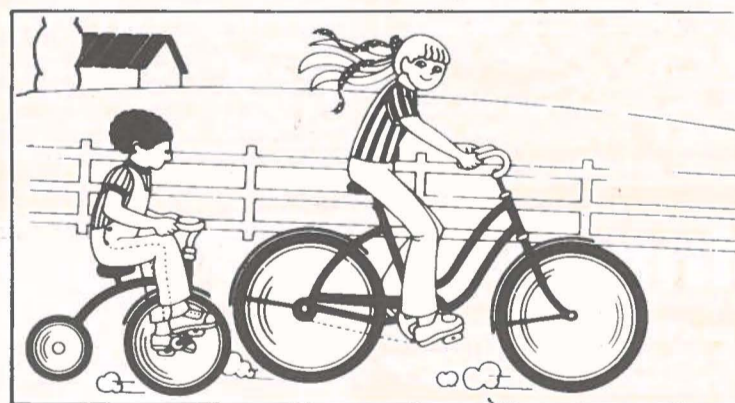
To Ross, the real question is: "How far are we willing to lower the acceptable level without impeding our sacrosanct freedom?"

Traffic accidents & kids

NEARLY HALF of all childhood deaths in industrialized countries are caused by traffic accidents. And that percentage is rising.

Furthermore, studies have concluded that it is adults — not children — who must take respon-

sibility for the traffic accidents which have become the No. 1 childhood killer.



sibility for the traffic accidents which have become the No. 1 childhood killer.

The principal finding is that children simply are insufficiently developed physically and mentally to cope with traffic dangers.

Logic not the same

It has been pointed out that the traffic environment is designed and directed by adults who do not take into consideration a child's needs and his particular logic, which often differs sharply from adult logic.

Especially for small children the

barrier between the real world and the world of fantasy is vague. All too often, a small child's game begun at the playground ends in the street.

Children also believe that cars can stop immediately. They know nothing about the distance required for a car to brake.

between vital non-essential sounds on streets and roads.

Children also tend to have blind faith in crosswalks as a means of protecting them from cars.

Analysis has also revealed another oft-forgotten fact that children are by definition small. They cannot see over hedges and bushes before venturing out into the street and they cannot see over car roofs to take into account a moving car passing a vehicle which has stopped.

Hazards for small pedestrians

Children's everyday environment exposes them to a variety of traffic risks. Corners with bushes and trees obstructing the view, playgrounds situated on heavily-travelled streets and schools without properly protected crosswalks are just a few examples of the hazards small pedestrians and cyclists must contend with daily.

What this boils down to is that there is one basic problem with our traffic environment: adults assume children can be taught to behave as adults do in traffic. They cannot — simply instructing children about traffic hazards has only a limited effect.

Adult motorists thus have a moral obligation to be aware of children's behaviour in traffic. It is up to us to be alert and to anticipate their actions.

Reprinted from News Canada, August '88

DEAR MR. CÔTÉ

Helen Koeppe
QFHSA president

Dear Madam,

Your letter of July 11, 1988, and the appended documentation has been brought to my attention. Allow me first of all to express my gratitude for the interest you show in traffic safety matters, especially as regards schoolchildren.

I can assure you that their well-being on the way to school is indeed of ongoing concern to us, which is the reason for our continued research efforts in the area.

Additionally, unrelenting campaigns by the Régie de l'assurance automobile du Québec aim at eliciting the response of extreme caution on the part of drivers in the vicinity of a school bus, particularly during this Highway Safety Year in Québec.

In the past, the suggestion you make to have school buses

equipped with yellow lights to indicate that the vehicle is about to stop has been examined.

An École polytechnique de Montréal study concluded that the use of such lights would have the likely effect of inciting the operator of a vehicle travelling behind the bus to hurriedly pass it.

Your participation in the province-wide committee for concerted action on traffic safety programs in schools, as well as your active work with Mr. Donald Smith, is most gratifying.

We value your interest in school bus transportation and will always welcome any suggestion that could improve safety.

Yours sincerely,
Marc-Yvan Cote
Minister of Transport

Ed. note: Don Smith is chairman of the QFHSA Transportation/Safety Committee, and Editor of the "Safety Scene" page in our newspaper.