



QUEBEC HOME & SCHOOL

# NEWS

"The Voice of the Parent in Education"

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# Five Speak Out

Five Presidents at the local level tell us why they think Home and School is so important.

Parents CAN make a difference: that's the message from five Presidents of Home and School locals from around Quebec, as the 1996-97 school year begins. You can make a big difference in your children's school life and in the education system and all it takes is a bit of your time and a willingness to participate, say three dynamic leaders in interviews they gave from their homes in Montreal, Aylmer, Pointe-Claire, the Lower North Shore and Sainte-Lazare, Quebec.

These women are all dedicated Home and Schoolers: They've been there, seen it, done it. They are an energetic group, overflowing with optimism and leadership spirit. Some have chosen to be where they are, others have landed there virtually by default. All seem to understand the importance of doing what they do. All are willing to accept the many challenges and rewards the position offers.

Here's more of what they had to say to you:

"Our hopes are to increase membership," says Danielle Lanyi, mother of three children, one of whom attends Aylmer Elementary. Danielle has been President of her local for two years. "Our main goal this year is to enhance communication between the Home and School and our parent body in order to gain their input and support."

Danielle is optimistic about membership this year because two new kindergarten classes are starting up in the school and kindergarten par-

ents are usually gung-ho about their children's schooling. "It's been difficult recruiting new members without a kindergarten," she admits.

Nonetheless, last year was a good year for the Aylmer Home and School. With some support from Quebec Federation they began publishing a newsletter.

"What we really would like to have is 'more people doing less,'" says Danielle, echoing the sentiments of many a Home and School president. "Volunteering at your Home and School is a great opportunity to develop certain talents and skills within 'your comfort zone.'"

No pressure, involved: the jobs you

choose can be as challenging as you want."

"Remember, many of us do work part-time and full time outside the home - we know what it is to juggle jobs. But we feel it is important that parents play a part in the education system as a whole, not only in their own children's education."

Danielle suggests that parents who like to complain would be better off attending a meeting of Home and School. "You can change the system," she says. She praised the QFHSA as an "invaluable wealth of information." QFHSA provided us with funding for an out of town guest speaker, last year and their



Danielle Lanyi,  
Aylmer



Alice MacLeod,  
John Rennie High

## For Those of You with Children Entering High School

(This message was composed by Alice MacLeod and sent to parents of Grade 7 students at John Rennie in Pointe-Claire, Quebec. It is a wonderful letter and has meaning for all parents of school children.)

As a new school year begins, I invite you to take a moment to think about staying involved with school as your child enters Grade 7. Parents often think that as their child enters high school, it might be a good time to loosen the apron strings and pull back from their involvement in their school career. I would like to take this opportunity to request that you not pull back and to remind you that even though your teenager may tell you that your involvement is no longer required, there are plenty of studies that show that even in the high school years, a student whose parents are involved in their schooling is more motivated and generally more productive.

Let's learn from the departing words of our current Past President, Brenda Dewar, who "graduated" with her daughter last fall:

"At the high school level of our students' schooling we step back and allow our youngsters to develop and express their ideas and concerns and

hopefully guide them to become successful citizens. We may hesitate to become involved, yet through attending school presentations, meetings and perhaps volunteering, we become aware of the many school activities. I am truly grateful to the Home and School Association which has allowed me to be a part of my daughter's school life. I know of no other organization where I have learned as much about education, social issues, family life, etc. It has been a privilege to serve in the Home and School organization and I encourage anyone hesitant to make the transition from elementary school to high school to reconsider, as a well-informed parent can make a difference in the educational process."

So, please consider staying involved. Parents are a necessary component of the educational process. Through their involvement in Home and School, on School Committee and/or Orientation Committee and through volunteering in school activities, parents make their high school a better place for their children!

Alice MacLeod,  
President

John Rennie Home and School Association

## FALL CONFERENCE DETAILS See page 8

leadership handbook has proven indispensable. Great people work there."

Danielle further praised the Provincial Home and School for helping them feel connected to the rest of Quebec, while emphasizing that they, in the Outaouais, often have different concerns from Montreal areas schools and different views on issues. "We have to work to keep the lines of communication open to ensure that the QFHSA remains aware of our area's special concerns."

Alexia Prudhomme, of Elizabeth Ballantyne in Montreal West, has two children going into grades one and three and is commencing her second year as President.

"I suppose my hope for the coming year is to get more people involved with their kids' schooling," she said. "Parents should know what a great feeling it gives kids to see their parents active in their school.

It's terrific encouragement. They are proud to see their parents involved. It benefits them. And then they, too, want to help out at school."

As for the teachers at Elizabeth Ballantyne, how do they feel about Home and School? "They are quite supportive of us," she said. "We can only wish for their continued support this year." As for the QFHSA, Alexia feels it is important to have a body that "ties everything together." She attended the QFHSA's last Fall Conference and thought it was great. "The Fall Conference provides us with very valuable information," she said. Alexia explained that their Home and School would be involved with many community events during the following year related to Montreal West's anniversary celebrations.

Storm Vandersluis, of Ecole Primaire Pointe-Claire, is beginning

continued on page 2

## Canada First Country to Link All Students to the Information Superhighway.

Canada's 6.5 million elementary and secondary students and 16,500 schools got a boost onto the Information Superhighway last spring when Stentor, the alliance of Canada's major telephone companies, entered into a partnership with SchoolNet and others to speed up plans to provide all Canadian schools with affordable, high-speed access to the Internet by the end of the 1996-1997 school year.

To meet this goal, Stentor intends to make available two satellite channels at no charge for two years subject to any necessary regulatory approval. Satellite access will be provided by Telesat Canada. In addition, the Stentor companies and SchoolNet's educational partners will work together to provide affordable options for rural and remote schools.

Participating schools will receive free Internet navigator software, and those wishing to access the satellites will have to acquire the necessary hardware and pay a modest monthly access fee. The 87,000 member Telephone Pioneers, employees and retirees from Nortel and the Stentor alliance companies will offer training support to Canada's schools through SchoolNet.

When completed, this agreement will position Canada as the first country in the world to connect all of its schools to the information superhighway.

## Mission Statement

The Quebec Federation of Home and School Associations is an independent, incorporated, non-profit volunteer organization dedicated to enhancing the education and general well being of children and youth.

The Quebec Federation of Home and School Associations promotes the involvement of parents, students, educators and the community at large in the advancement of learning and acts as a voice for parents.

## Editorial

### NO EXCUSES

School's back and it seems only a short time ago that my sons, Andrew and Mark, were splashing in the whitecaps off White Point Beach Lodge on Nova Scotia's southern "Riviera" coast, waving their fists in the air and yelling "Take that, Neptune!" It was my family's first visit to that beautiful province where the first Home and School was established some one hundred years ago by Mabel Hubbard Bell in Baddeck. We stayed in Halifax with friends, visiting such gorgeous locales as Peggy's Cove (perhaps the prettiest place I have ever seen!) and Mahone Bay, and then taking a few days off to relax for real at White Point, a very family-oriented resort. While we sipped our morning coffees on the sea-side verandah, our children played organized games with the staff. My friends love the place, visiting it at least once a year. Like most modern couples, they can use the rest: they both work full time while raising two children, 6 and 10. I have to admire this couple whom I've known for (yikes!) twenty years. They may each work a 60 hour workweek, but they still both find the time to participate actively in their older child's school life. (The youngest is just starting school.) In fact, they edit their PTA's newsletter! And although they would never brag, it seems to have paid off as their fridge is bedecked in "Student of the Month" awards.

There's a misconception around. A misconception that only stay-at-home moms participate in Home and School. And although many Home and Schoolers are indeed stay-at-home Moms, like myself, many are not. Some very dedicated Home and Schoolers work outside the home part-time, some full-time, and others on shift, some are self-employed and some are "just passing through" on contracts, meaning their stay at any particular school is short. Some are Dads and some are even grandparents! But they all participate. Because, just like my friends, they know their children (or grandchildren) are worth it.

All Home and Schools seem to have a similar problem: the same group of volunteers in each school does it all and, well, this group would appreciate more support. These people do a great deal for your children, but they can't do one thing. They can't show your children that you care about them and their education. Only YOU can do that by being there for them.

So, heed the advice of the 5 devoted Home and School Presidents quoted in the article on the front page. Become a member of Home and School. Become a member of any school committee. Volunteer your time and your expertise. You will be sure to learn a lot about your child, your child's school and about yourself!

Dorothy Nixon



CMEC Meeting - delegates gather together the first week of May in Edmonton. Helen Koepe at left.

## Five Speak Out

continued from page 1

her first year as President. The mother of two children, (kindergarten and grade 2), wants to spread the word about Home and School in her local. "Many are not aware of what Home and School does," she claimed. "They think we are only fundraisers, but we do so much more!" Storm hopes to bring in a speaker from the QFHSA this year to give a talk to EP/Pointe-Claire's parents about the Quebec Federation.

"Last year we raised a great deal of money at Ecole Primaire Pointe-Claire, enough to equip the computer room. The money's there. We have a good lunch time program, as well.

We also implemented a new strategy last year: We encouraged parents who couldn't help out with fundraising to AT LEAST attend our monthly meetings. This strategy worked well. We want to give people a choice of ways to get involved."

And what are the Home and School's plans for this year? "We would like to get the whole school involved, and create a more informed membership. We want to take advantage of the different resources out there, speakers, workshops and programs."

"Last year was the first year the

teachers at E.P. Pointe-Claire really got involved," Storm said. "We really went out of our way to listen to them. We wanted to hear about their concerns and needs." The result of this: "Our teachers became aware of Home and School last year." The proof came when their "Family Fun Day" was rained out and had to be moved indoors for the first time. "The teachers rallied to help us out. They were great!" said Storm.

Storm was a first time participant at the QFHSA Fall Conference last year. "It was a very good first time experience. It provided me with some really good ideas."

As a first time President, Storm is not shy to say she would like some help from the QFHSA. "I would like to be able to pick up the phone for advice when I need it," she said. "Also, I would like to see more brainstorming sessions apart from Think Tank. Maybe all the fundraising chairmen could get together to share good ideas."

Elaine Sexton, at New Richmond School on the Lower North Shore, talked about her trip to Montreal last October to attend the Fall Conference. "I enjoyed it very, very, much," she said. She explained that Richmond has problems convincing parent why they have to pay the membership fee. "If it stayed here, I

am sure more parents would join." But this is not for lack of effort on her part. "We lost our school a few years ago to fire, as you know, and I'm always telling parents about the new books bought for us by Quebec Federation and the two new microwaves given to us by the Canadian Federation," she said.

"I am not shy," asserted Elaine. "When I hear a complaint, I turn and tell the complaining parent to come to our next meeting. That's what the meetings are for!" She wishes teachers would set an example by joining the Home and School themselves: "Teachers, please support us at the Home and School. You will get back everything you give."

Elaine loves volunteering. She also volunteers within her community. "When I see the expression on the face of a child who has just received a prize at our public speaking contest, I feel it is all worth it."

And does she feel isolated from the rest of the Home and School? "Yes, we do feel isolated here. We don't participate in all the QFHSA activities. We can't. But we did participate in Teacher Appreciation Week and that made the teachers very happy."

Finally, we spoke to Lillian Olliver, of Evergreen Elementary, whose Home and School had a most

# Parents: Our Best Allies

By Ron Buck: Principal of Connaught Street School in Fredericton, N.B. in an address to fellow educators

It has been told that any anonymous politician was asked: "For whom do the schools exist?" He answered: "The Parents." While the most common or expected answer would be that the schools exist for the students, perhaps he was making a good point. No matter how good a program a school is delivering to the students, if the parents don't know that, haven't witnessed that or don't believe that, the school's effectiveness is in jeopardy. In essence: "Perception is reality." I propose to you that one of the best ways to ensure school effectiveness is to get parents involved.

Sometimes we forget the tremendous resources we have available to us - often just a phone call away. Parents have the same basic needs we all have. They want to feel in the school setting "I am worthwhile," "I belong," and "my ideas and time are valued."

When I came to this school in 1985, I made it clear at the outset that I felt parents could help us in many ways. I got parents, at first, involved only in ways that did not directly affect the classroom. In time, teachers found ways they could use parents right in the classroom, working with their classes. It was really an easy sell: to the teachers it just made sense.

Schools benefit, but so do the parent volunteers. One of our mothers was having a great deal of trouble getting her grade one child to come to school. She not only had to walk him to school but also had to take him right into the classroom. Not long after she started volunteering in

the schools, her son became very independent. This is not surprising, since the research has shown that children of parents who have regular contact with the school, tend to perform better than those children whose parents don't participate in the life of the school.

Many parents have time to give and they want to help. Some parents will make the time. One of our parents, a pediatrician, arranges her appointments so that she can take her turn to help with fluoride since. Another parent, an education professor, volunteers to do demonstrations and assists students in her child's class.

In my opinion, the most powerful argument for involving parents as partners in education is the positive bond formed between home and school. There is no greater ally to assist a school than the body of parents. Teachers and administrators must involve parents enthusiastically, genuinely and naturally on a regular basis. The dividends are well worth it!

This article has been abridged from one in *The CAP Journal* - Spring 1995.



challenging time this past year. The Sainte-Lazare school won the battle to have a new school built. "It will be bitter-sweet this year," said Lillian. "We are to be split up again." (They recently split from Mount Pleasant, in Hudson.) "We won a long, hard battle. It was very exciting. The parents were incredible in their support. It was a real team effort! But there is still much work to be done this year with many decisions to be made. I hope we can maintain the same spirit it we had going last year."

Lillian advises all parents to "get involved." "I don't know if parents really know how important they are. How much they can influence policy and turn things around," she said. "We're proof of that here at

Evergreen!"

No problem with the teachers at Evergreen either. "We're lucky, we have a great bunch of teachers. They let us know we are appreciated. There's a real spirit of togetherness here," says Lillian.

Lillian has been asked to participate at the Federation level but feels she is more of a "hands on" person. She'll stay at the local level. But as for the Federation: "They've always been there for me, even when I've had some 'iffy' questions. I have nothing bad to say about that organization."

PHEWWW! Thanks Lillian, and good work ladies. You set a fine example for everyone.



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## President's Message

Patricia Waters

## PARENTS ARE IMPORTANT... GET INVOLVED!

**T**he Ministry of Education values *parental input*.

The School Boards base many of their decisions on *parental input*.

Programs in the schools depend on the endless hours of *parental input*.

Our children need their parents to show an interest in their school lives with their *parental input*.

In a workshop called "Shaping the Future", which I attended at the Canadian Home & School Federation Annual Meeting in Alberta, the presenter Dick Dodds told us that parents organizations today are at a crossroad. If we take the right road we will be a force! Parents have never been in a better position to influence government, communities and families. Parents are being looked at for strength, guidance and help in the decision-making process. And schools



need "partnerships" with parents, the community and industry.

This is the beginning of a new school year for all of our children and it is also the start-up time for all of our local Home & School Associations. At our Think Tank at the QFHSA office building on Sept.4,

Sue Spencer from E.P. Harwood, led a brainstorming session for 45 Home & School executives on the recruitment of new members. Sue told us that there are three kinds of parents. The ones that make things happen, the ones that watch what is happening and the ones who don't know what is happening! What type are you?

Parents who participate in any Home & School Association activity send a strong message to their children - **SCHOOL IS IMPORTANT!** Remember as you and 100's of other parents volunteer this coming school year, it is our aim to put **KIDS FIRST!**

## The Parent-Teacher Interview

by Joy Smith MEd, author of *Lies My Child's Teacher Told Me*.

**T**here are some basic steps that should be taken to prepare yourself for the parent-teacher interview.

1) Make sure you get samples of your child's work prior to the interview time. If the teacher is not accustomed to sending work samples home, contact the teacher and request it. Take a close look at the work. Write down observations and questions as you look through it.

2) Is there is a problem you want to discuss with the teacher, make sure you state the situation in a non-confrontational manner. There is nothing as emotional as dealing with problems concerning your child. Most teachers want to work with parents and are genuinely concerned about the child's well-being. Parents should not be afraid to confront a problem area with the teacher - communication between parent and teacher is essential for improvements and changes to occur. However, teachers too have their breaking point. When a parent talks to a teacher in a confrontational manner, it is human nature to be defensive.

3) If the parent feels the teacher is not listening or their problem is not resolved, it is prudent to meet with the principal and the teacher to resolve the problem. Sometimes a third party is useful for mediation purposes.

4) There are some questions parents should be asking:

How is my child functioning in Math, Language, Science, etc.?

How is my child relating and interacting with the other children?

Is my child at grade level? Above or below grade level? How do you know?

Tell me some strengths you see in my child.

Is my child participating in some enrichment activities?

What tests and reporting methods do you use?

Suggestions made to the teacher

are beneficial if your child is having discipline problems or problems with academic progress.

Suggest a contract be drawn up between home and school where the children must meet certain behaviors. For example, if the child picks fights at school, or is rude to the teacher, or is constantly late for school, or doesn't get homework done, consequences have to be spelled out. This contract should outline the expected responsibilities of the child and the consequences given out to the child by the home and the school.

Set up a time on a weekly basis where you and the teacher can communicate with each other and monitor the child's progress. Contracts are helpful because bad habits are learned. Constant remedies and reinforcements can change these learned behaviors.

Remember! The parent/teacher interview times are set aside for parents and teachers to share information about your child's academic and personal development.

These interview times are useful in that they provide you with the opportunity to establish communication with your child's teacher.

There, you and the teacher can mutually decide on any future plans or strategies that can be beneficial for your child.

*Lies My Kid's Teacher Told Me* is a nation-wide bestseller, by Joy Smith, educator and mother of 6. This highly-readable "handbook" is indispensable reading for anyone with kids in school as it covers a wide range of useful topics including "Educational Jargon and How to Decipher It;" "Decoding your Child's Report Card;" "What To Do When There are Problems in School;" "How to Recognize Good Teaching Practices;" "Mathematics! Why Can't My Child Learn It?" "Filling the Holes in Whole Language;" and more. The 86 page book is available from Educational Enterprises, Box 2063, Winnipeg, Manitoba, R3C 3R4. The price is \$9.95.

## A NEW NAME...A NEW DIRECTION

Keeping with our 1996 annual theme - "New Directions in Education" - our national organization has a new name! What was the Canadian Home & School, Parent-Teacher Federation (CHSPTF), has been shortened to the "Canadian Home & School Federation" (CHSF). This change was passed unanimously at the Annual Meeting in Seebe, Alberta

June 9-12. Pat Waters (Pres. QFHSA) and Miriam

Lalande (Exec. V.P.) attended this conference at the Rafter Six Ranch and met with provincial Home and School Association executives from all across Canada. Our new CHSF President is Kathie McFadyen, a past Central

Vice-President from Ontario.

Provincial Home & School Association delegates from all across Canada meet in Alberta June 9-12.

## How to Discipline Effectively

**Give Children Love:** All children need to know they are loved. Younger children especially need the reassurance of hugs, kisses, smiles, and praise. Immediate praise encourages children to repeat positive behavior.

**Listen to Your Children:** Adults like attention when they speak and so do children! Listen carefully, not absentmindedly, to your child. Busy parents should set aside a special listening time. For example, while taking a walk or doing the dishes or before bedtime.

**Understand your Child:** Needs and wants change as children grow older. For example: your children need to know parents are near. Most teenagers need some privacy as well as regular outings with friends.

**Set Limits:** Realistic Limits are necessary for safety and for the family's happiness. Setting limits involves EXPLANATION: sharing with children the reasons and proposed limits;

DISCUSSION: coming to an agreement on the need for the limits and ensuring that the limits are understood; REPETITION: reminding children about limits until self-discipline develops.

**Give Praise:** Give praise promptly every time your child responds appropriately;

**Promote Independence:** When children understand and agree to limits, they are learning to set their own. To promote independence: allow your children to share in decisions and provide comfort and encouragement whenever your child fails.

**Discuss Emotions:** Let your child know you understand that he or she is angry or frustrated and that it's okay to feel that way. Let your child know your feelings, too.

**Promote Responsibility:** Give children jobs to do at home. Discuss what needs to be done. Set time limits for completing jobs. Praise children for completing tasks.

**And above all, SET A GOOD EXAMPLE.** If you want your children to be on time, pick up their clothes, speak softly, listen, say please and thank you and stick to limits, model this behavior.

From a pamphlet called *Disciplining Your Child: From the Independent Order of Foresters*.



## Our History

(excerpted from  
*C.V. Madder's History*)

The first Home and School in Canada may be traced back to a group of parents in Baddeck, Nova Scotia, who met in an upstairs classroom once a week after school had been dismissed. They were responding to the demands of a new world order brought on by industrialization. Times were harsh for children: Infant and child mortality was appallingly high. Except for immunization against smallpox and diphtheria, preventive pediatrics did not exist. There were no prenatal clinics or child health conferences. Child labour had become increasingly common

and as there were no child-centered social programs, children who roamed the streets and broke the law received the same treatment as adult offenders, being sent to jail, sometimes at the behest of their own parents. As more and more parents became concerned about the welfare of children in urban areas, groups of mothers met to protest, later to make the public aware of the existing injustice to children. From this kind of concern was born the Canadian Home and School Movement, with a group of women calling themselves "The Parents' Association of Baddeck." One of the group's founders was Mabel Hubbard, wife of Alexander Graham Bell.



# FOCUS ON MEMBERSHIP

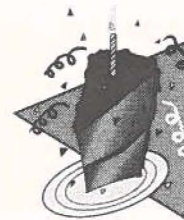


## A Big Thank You to all our Volunteers



Mrs. Candib, principal, Elizabeth Ballantyne School, and volunteer parent, Lise Francis, hold a new poster made as a tribute to all EBS volunteers. The drawing, which shows many of the school's volunteer activities, was done by Lise and lists all EBS volunteers on the right.

## Home & School Associations Celebrating Anniversaries



We would like to congratulate those Home & School Associations who are celebrating significant anniversaries this year. In some cases they have gone through quite a metamorphosis!

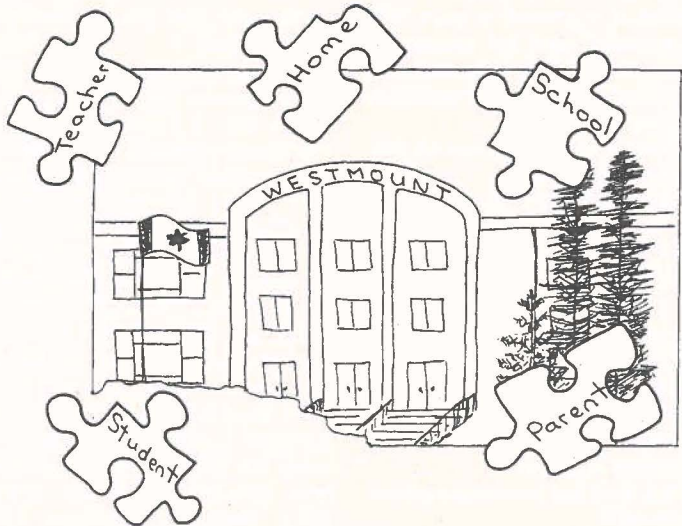
We thank you, and all your family members over the years, for your hard work on behalf of all the children in your school.

- |  |   |
|--|---|
| <b>50 YEARS (1946)</b><br>New Richmond High<br>(stopped being a Home & School in 1976; restarted in 1982)<br>Royal West Academy<br>(Home & School began there when school was Mt West High)<br>Valois Park | located in:<br><br>Montreal West<br><br>Pointe Claire                           |
| <b>40 YEARS (1956)</b><br>Ayer's Cliff<br>Carlyle<br>Cedar Park<br>Elizabeth Ballantyne<br>John Rennie High<br>Meadowbrook   | Town of Mt. Royal<br>Pointe Claire<br>Montreal West<br>Pointe Claire<br>Lachine |
| <b>35 YEARS (1961)</b><br>Allancroft<br>Thorndale  | Beaconsfield<br>Pierrefonds   |
| <b>30 YEARS (1966)</b><br>Beaconsfield High<br>(ceased in 1981 and reactivated in 1987)<br>Christmas Park<br>Seigniory<br>Sunnydale Park   | Beaconsfield<br>Pointe Claire<br>Dollard des Ormeaux                            |
| <b>25 YEARS (1971)</b><br>Howick   |   |

### Congratulations also to:

Since our own records only go back to approximately 1944, when the Federation was begun, we do not know for certain when the following Home & School Associations began. **Willingdon** [in Montreal] was built in 1930 and their Home & School began prior to 1945.

Founding Associations, in 1940, and still active are: **Westmount High** and **Roslyn** (Westmount). The President at Roslyn, Mr. Leslie N. Buzzell, organized 16 associations into a provincial council in 1940 – the forerunner of QFHSA, which began in 1944.



## Just For Parents of High Schoolers: A word about the future

**Did you know...** that our children may have up to 5 different careers in their lifetime and that for this reason they will have to master a myriad of skills to succeed:

- that even if they **don't become salespeople**, they will have to acquire salesmanship skills to sell themselves as employees or contractors, or to sell their products;
- that even if they **don't become scientists**, they will need a grounding in science to understand the world and increase their chances for success in the science and technology driven society of the future;
- that even if they **don't become journalists**, they will have to be media literate in order to navigate that brave new multi-media world of the future in order to make responsible choices as citizens;
- that even if they **don't become writers or politicians** they will have to be good communicators in order to get the word out about themselves or their products;
- and that in the new global economy they may be competing for jobs with people from Japan, Germany and all around the world???

**Knowing this, why do so many parents drop out of their children's education at such a critical time as high school?**

**Don't make that mistake. Don't become a parent dropout. Join the Home and School today.**

YOU are an important part of this puzzle! Go and visit your children's school(s). Meet the teachers, other parents and the principal. Learn what your child's school sees as its "mission". How can you help? Remember a small contribution of your time and talents will go a long way towards helping your school and your children. If you make your children aware that you regard education and learning as fun, and a worthwhile goal, then your children will be happy to study and will try to do their best.

The school cannot do its job without your encouragement and active help. Attend "Meet the Teacher" night and Report Card evenings. Show the teachers you CARE and want to do your part to help your child succeed. Do your part and you will be rewarded by an enthusiastic learner with the skills he/she needs to succeed in life.

### APPLICATION — QFHSA

- Supporting (Family Membership) .....\$13.00
- Affiliate (Group Membership) .....\$60.00  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 Association  
3285 Cavendish Blvd. #562, Montreal, Quebec H4B 2L9  
(514) 481-5619

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

### Correcting Caption in Last Issue



The books being given to Anne MacWhirter, Gaspé Area Director, by Wendy Buchanan, were actually donated by Wayne Morrison, a teacher at Beacon Hill School, from the school's Book Club. Anne will use them for her "Born to Read" project which gives out cloth bags of books to new mothers to encourage them to begin reading to their children at a very young age.

# Defining Literacy

## Literacy means life-skills

The word illiterate is often ill-used to describe people who have low literacy skills. While some people cannot read at all, the vast majority of people who fall into this category have difficulty with reading, writing and numbers at varying levels.

Low literacy skills have a significant impact on their lives and on their ability to participate fully in their communities. Change is ongoing in our society, and literacy skills are among the tools needed to help manage change.

The definition of literacy is also changing. In Canada, functional literacy is defined as the ability to read and interpret printed information, write and do mathematical calculations in order to perform everyday tasks well – at work, at home and in the community.

The definition is now expanding to include problem-solving, oral communication skills, computer skills and the ability to work in teams. These are regarded as the basic life skills for today's world and the world of the future.

Schools, home, community agencies and the workplace will have to work together to serve adults who want to upgrade skills. They will also have to consider simplifying some communication and combining language with other media.

## Myths about Literacy

It is a myth to believe that people are either literate or illiterate.

People have varying abilities and needs depending on their interests and life experience. In a rapidly changing society, all of us will need to upgrade our literacy skills at some point.

It is a myth to believe that those with poor reading and writing skills are less intelligent than others.

Those who want or need to upgrade their literacy skills are generally people with many other strengths and skills.

It is a myth to believe that individuals are to blame for their own low literacy skills.

Poverty, dysfunctional families, special learning needs, moving from school to school at critical ages, and community isolation are all major factors in people having low literacy rates.

It is a myth to believe that the schools we already have will provide the answers.

Schools are part of the solution, but only part. An alarming number of our high school students are dropping out before graduation. There

are also a number of high school graduates still having difficulty with basic skills.

Literacy is about how people communicate in their lives, at home, at work, in the community.

## Work

The workplace is changing dramatically around the world. New technology is displacing many jobs, and large industries are downsizing.

Information workers, sometimes called knowledge workers, make up an increasing portion of the workplace.

Small and medium-sized businesses are growing, but they need workers with a range of skills and the ability to adapt to rapid change.

Reading and writing and math are the basic skills required by workers who need to retrain or upgrade for the 21st century. Those without these skills risk being excluded.

## Society

Literacy affects our daily lives in concrete ways

Health and safety are two areas

*"It is a myth to believe that those with poor literacy skills are less intelligent than others."*

where a lack of literacy skills could pose actual physical dangers. People who have difficulty with reading, writing and numbers may not be able to follow medical instructions, read prescription labels, or handle dangerous products at work or at home.

There is increasing recognition that social factors such as poverty, delinquency, poor health and low literacy skills are linked.

## Family

Families are in transition.

There are growing number of single parent homes and an increase in numbers of children living in poverty. At the same time, there is a demand for families to assume more responsibility for their children's education and to work in partnerships with schools.

A parent who has difficulty with reading and writing cannot help children with homework or read to them in their early years.

**Studies have shown that the family is the strongest predictor of literacy skills and educational success.**

## Free for the Asking from the QFHSA

1. PALS / COPAIN PALS – Parents Assist Learning and Schooling – outlines workshops on parenting skills.

2. Why a Home and School is Important (bilingual)

3. We Care About Children (bilingual) – On the importance of good communication.

4. Teenage Parties (bilingual) – A guide for parents and teens.

5. A Lifestyle for Learning (English or French) – Fitness and nutrition information.

6. It's All About Us (bilingual) – A brief history of our organization.

7. What is Self-Esteem? (bilingual)



Doing our homework before going off to the Canadian Home & School annual meeting: Sylvia Adams, Barbara Milne Smith, Wendy Buchanan, Pat Waters.

# What is the Purpose of Teaching Literature?

by Kim Dionis from PSU Education Magazine

Most teachers wouldn't question the importance of creating in children a lifelong love of literature. Literature deepens our experience of life. It allows us to inhabit more than one world simultaneously. If we are open, words enter like incantations, evoking ideas, images, mingling with previous experiences – either to be accepted or rejected, yet inevitably changing us in some way. Reading literature can be one of our most powerful means of transformation.

Yet to create a lifelong love of literature, suggests Hade, Assistant Professor of Education, teachers may need to examine their motives behind the use of literature in the classroom.

Hade teaches courses in children's literature to aspiring teachers.

"Often I hear students talk about a book in terms of whether it has short words and short sentences, about whether it will be easy for children to read. Or they might discuss the "appropriateness" of the book. Take the Cat in the Hat. Mom has left for the day, the cat troops in, creating havoc, making a total mess of things – of course, it's great fun – and just in the nick of time, cleans everything up and scoots back out. The book ends with Mom asking the kids: "What did you do today while I was away?" And then Dr. Seuss asks: "What would you do if your mother asked you?"

"Of course this leaves open the possibility that the children might lie or withhold information. And that just drives some parents nuts. A book shouldn't be suggesting that kids do anything inappropriate.

Hade sees these responses as evidence of the "controlled" education his students have had. They haven't been trusted as learners. Teachers and textbooks have been their authorities and their task has been to produce the expected answers.

Hade holds no expectations that his students will learn titles, authors, or facts about children's literature. He'd rather they spend time reading, talking, and sharing their understanding. Over time, an interest in children's literature has turned, for him, into "the ethics of teaching children's literature."

Why do we educate? Regardless of how political lead-

ers try to define goals and agendas for public education, there's really no consensus. Educators tend to hold four different – and disparate – motives for wanting to create in children a love of literature. And these four motives have antecedents in four educational movements that have been around for at least 100 years.

1) One motive for reading literature is learning reading skills. Any time you get an administrator, an educator, or a politician harping on test scores, they are coming from this point of view.

2) Another motive is initiation into discipline – teaching children to read like literary critics.

3) A third motive is social responsibility – taking a critical stance toward the world represented.

4) A fourth motive is self-understanding. A teacher who holds this view will see students as really reading when they show enthusiasm and share responses, discovering insight into their lives.

All worthy intentions, Hade believes, but he's not comfortable when education

is organized around skills. Inevitably, reading becomes "reading for some other purpose" – for some expectation held by a teacher or textbook – rather than for something personal, like gaining a sense of personal authority, searching for individual meaning and putting that into the context of personal responsibility to the world.

He believes it is the responsibility of educators to allow students to become aware of the forces that influence how they think about themselves and others. Those influences may be the kind of literature they read, or the way products are marketed for them to buy. It may be televised movies, the rhetoric of politicians – all those things people generally don't challenge, yet are profound.

"When you view education simply as the acquiring of skills and information, when you use it as simply transmission, with answers and standards and goals already set by experts – you can't teach children to think critically about a culture that has expectations and demands on them.

And when you don't have the opportunity to question the justness of those expectations and demands, at the very least, you end up with the status quo.

*"Educators tend to have four different motives for teaching literature."*

## ANNOUNCING the new ENVIRO-BIRD FEEDER

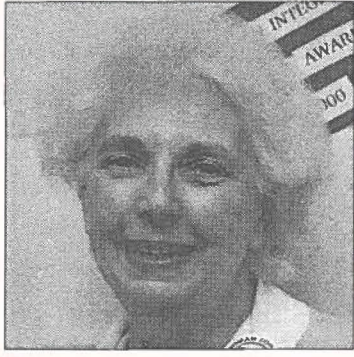
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## Social Affairs Report

by Pat Lewis



Pat Lewis

**UPDATE ON AIDS:** At a meeting in Washington, D.C. in June, doctors from all over the world were told that for the first time since the early days of the AIDS epidemic scientists believe it may be possible to "eradicate the HIV virus from the body of infected individuals." Three factors are responsible for the success: the development of protease inhibitors, a new class of anti-HIV drugs; viral-load-assay tests that allow doctors to measure precisely how many HIV's are present in a drop of blood; highly successful results from tests that combine different families of HIV drugs. No patients have been able to take these drugs for more than two years. So, it is not possible to be absolutely sure that the drugs will work. Also, these drugs are extremely expensive, and perhaps AIDS patients who need them desperately will not be able to buy them. One of them - saquinavir

- is licensed in Canada but costs between \$6000 and \$8000 a year. ATZ is also very expensive.

**ENVIRONMENT:** The July issue of the Journal of Nature Biotechnology says that British and American scientists have discovered a way to make a clean fuel from sugar. This could revolutionize the energy industry. The process uses enzymes from bacteria that live near hot underwater vents to convert glucose into hydrogen and water. This could mean replacing pollution-creating fossil fuels and atomic reactors. One English biochemist says the process could use simple cellulose, the basic component of plants, including grass. Hydrogen is the fuel of the 21st century according to one chemist. The ultimate goal would make it possible one day to use hydrogen to fuel cars, thus eliminating exhaust pollution.

**WEAPONS COLLECTION:** In July, the Olympic Stadium was used as a place for the collection of weapons from young people under age 20. This event was organized by MUC police and sponsored by the Expos baseball club and Starter Canada. It was supported also by Public Security Minister Robert Perrault. Last year teens turned in 395 weapons, including machetes, slingshots and axes. Many kids say the reason they carry knives is to protect themselves. The police say there are other ways to protect themselves and youths should ask for advice and help.



**UPDATE ON CHILD LABOUR:** Craig Keilburger is not the only young person who is trying to combat child labour. The peace club at Beacon Hill School in Beaconsfield, Quebec, is just one of the number of organizations trying to fight this growing problem. An international trade union body asked governments, multinational companies and consumers for their help. A recent meeting of the Confederation of Free Trade Unions in Brussels stated that child labour is getting worse with more and more companies employing underage children through subcontractors.

More than 250 million children are exploited in regions such as South Asia, Latin America and

Africa. Kailash Satyarthi, Director of the South Asian Coalition on Child Servitude in Pakistani said that in India 55 million kids are in servitude. At the same time, 60 million adults are jobless. If you don't remove children from work, you cannot find jobs for their parents.

**POVERTY UPDATE:** The Canadian Council on Social Development says that Montreal is Canada's poverty capital, with 22 percent living below the poverty line. Monique Richard, V.P. of the CEQ, representing Catholic teachers in Quebec, says it is a daily occurrence for teachers to see children who haven't eaten breakfast, and as a result get pale and turn green later in the day. The CCSD study says that the most clear association is the unemployment rate. Poverty is highest in single-parent families, 55 percent of whom live below the poverty line in Montreal. Even more families live on the poverty line. What happens if there is an unexpected injury to a parent? Up goes the number of poor kids!

**SMOKING:** On June 27th, ABC-TV presented Peter Jennings with his attack on "the only product you can buy anywhere which when used as directed kills more than 400,000 Americans every year." The program was NEVER SAY DIE: How the Cigarette Companies Keep on Winning. The figures for Canadian deaths are proportionate to the American figures. Jennings started smoking at 13 and did not quit for 30

years. In the show, he drew attention to sales tactics and advertising, aimed at adults and at kids. Jennings

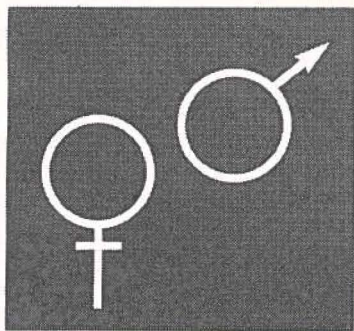
*It is a daily occurrence for teachers to see children who haven't eaten breakfast, and as a result get pale and turn green later on in the day.*

revealed that recent gestures by the cigarette companies to curb teen smoking are "smoke screens" themselves. The tobacco industry puts its energy into lobbying legislatures to have them steer clear of industry. They make huge contributions to political parties and suspiciously, then there are no more hearings into tobacco and cigarettes and health. Instead, a congressional committee finds it necessary to go after the Food and Drug Administration which wants to treat tobacco as a drug.

The so-called smokeless tobacco is not safe either. Baseball players have chewed this stuff for years. Chewing and spitting is dangerous and can lead to cancer of the mouth and throat. Don't be fooled!

## Issues in Sexuality

by John de Nora



### Homophobia: A Prevalent Disorder

Max Yalden, the former Chief Commissioner of the Canadian Human Rights Commission and Tory Senator, Noel Kinsella, a psychologist and former head of New Brunswick's Human Rights Commission were instrumental in pushing the Federal Liberals to amend the Canadian Human Rights Act concerning sexual orientation.

When the Liberals roused themselves, the opinions which came from politicians ran the gamut between enlightened and appalling. What does this bill do? It adds sexual orientation to the a list that includes race, gender, marital status, disability, and age.

It is time to end discrimination and give equal rights to our gay, lesbian, bisexual children.

Information on gay, lesbian, bisexual issues is available but ridding ourselves of prejudiced feelings is a long, arduous task. Where do we begin?

Evelyn Hooker's 1957 study is a good point of departure. This study

showed: "no pathological difference between homosexual men and heterosexual men on psychological tests. Her early work led the American Psychiatric Association to remove homosexuality as an illness from its diagnostic handbook." (Passages of Pride, Kurt Chandler, page 68.)

Dr. Hooker, now in her eighties, goes on to say: "Nobody knows what the basis of homosexuality is today. Whatever the basis, it's a steady and impossible pattern to change"

Gays, lesbians, bisexuals do lead productive, meaningful lives. Their sexuality, like those of heterosexual men and women, can and is expressed within committed loving relationships with their partners.

A statement made by federal politicians suggested the proposed legislation might protect pedophiles.

This astounded me as the predominant sexual abusers of children are heterosexual males. Women represent a small percentage of this population. More often than not, the child knows the abuser.

If we are to look for pedophiles, it is wise to focus on heterosexual males.

An article in the Globe and Mail (July 7, 1994) reported on a study involving 269 sexually abused children. Only two of the offenders were identified as being gay or lesbian. The researchers concluded:

"As public policy may hinge on the potential risk homosexual individuals pose to children, the question must be addressed. There is no support for the claim to this effect by groups advocating legislation limiting rights of gay individuals."

This study was published in the July 1994 issue of Pediatrics. Re-

searchers were from the University of Colorado, Denver's Children's Hospital, the Kempe Children's Hospital and the National Jewish Center for Immunology and Respiratory medicine.

Because of the proposed legislation the issue of gays and lesbians as parents became a topic. The literature on children of lesbian mothers is more plentiful than that on children of gay fathers.

There is widespread belief that sexual orientation is a deciding factor determining good parenting skills. It is not. Charlotte J. Patterson, a psychologist from the University of Virginia, studied the psychosocial development of young children of lesbian parents. This study looked at one child, of 4 to 9 years, from 37 families which had lesbian parents.

"These results and related research show that there's no evidence of any disadvantage, psychologically or socially, for children growing up in lesbian homes. And there's certainly no evidence of any psychological damage."

(Gazette, February 1, 1993)

This research published through the American Psychological Association appeared in the first issue of Contemporary Perspectives on Gay and Lesbian Psychology in the spring of 1993.

Lindsay Van Gelder, a lesbian mother and a contributing editor of Ms. Magazine has written;

"There is something very strange about having the most boring, normal, workaday doing-the-laundry parts of your life seen as flowers of evil. If my family and my values are an affront to "family values" where does that leave me? (MS. July/Aug 1992)

Robert A. Bernstein, in an article in the New York Times writes, "My daughter is a lesbian. She also is the light of my life. "He then goes on to explain how his activism as a parent began when he joined Parents and Friends of Lesbians and Gays.

"Among other things we learn that we did not "cause" and our children did not "choose" their homosexuality. We also learn that the much maligned "lifestyle" of the average gay person is about as lurid as our own, centered on such mundane matters as jobs, friends, hobbies, and church. The gay community, it turns out, contains about the same proportion of saints to rascals as any other."

The Bible is often cited to prove that God is against gays and lesbians. John Shelby Spong, an Episcopalian Bishop, in a book entitled "Living in Sin?" offers us his analysis of the Sodom and Gomorrah story which is probably the Biblical source most often referred to by those who are anti-gay, anti-lesbian. Bishop Spong recommends we read it to its completion. Genesis 19:38.

He writes:

"What a strange text to use for such a purpose. The biblical narrative approves Lot's offer of his virgin daughters to satisfy the sexual demands of the angry mob. It suggests that incest is a legitimate way of impregnating women when there is no man around save the father of these women. What society would today be willing to incorporate either of these practices into its moral code? Who among us is willing to accept the definition of women implicit in this account? If we reject the denigration of women as property or the practice of incest, both being based upon an inadequate

view of morality, are we not also free to reject this society's faulty understanding of homosexuality as being also based upon inadequate moral grounds?"

Bishop Spong is a courageous, compassionate individual who has written a book which deserves careful reading and discussion.

So, what can high schools do to create a healthier climate and become safer places for our lesbian, bisexual adolescents? Along with all the other posters on drugs, smoking, AIDS, date rape, high schools can add another whose message says gays, lesbians, bisexuals are okay.

Those high schools having sexuality education can effectively break the existing silence by including in their curriculum, a unit dealing with gay, lesbian, bisexual issues.

Teachers, administrators, nurses, guidance counselors, should have, as part of their professional development, workshops which deal with homophobia. Unfortunately, much of the homophobia in high schools comes from the adults.

These are basic elementary measures which could point the way to greater understanding and safer schools for homosexual youth.

What about all those politicians who spoke so contemptibly of gays and lesbians? My suggestion is that they seek out gay, lesbian, bisexual associations in their home ridings and receive from these organizations first-hand accurate information.

This might allow them to break free from their homophobic quagmire.

# How Homework Can Move Mountains

from Sentinel

In Hong Kong a few years ago, an 11-year-old boy named Qong Minhung jumped 34 stories to his death. He left behind a note saying he was afraid to go back to school because he had failed to do his homework.

Some elementary-school students of Hong Kong do three hours of homework a day – one cause, it is said, of a spate of suicides among school-children there. Too much homework, apparently, is bad.

In the main, however, the world is not overdosing on homework. A growing body of research shows an unambiguous, if unsurprising, result. Homework helps. In fact, it helps a lot, and is most helpful to children who most need help. Yet in many developed countries, depressingly little is done.

First the amount of homework done varies widely, from about 4.5 hours a week in Sweden to about nine in Hungary. Many Asian countries, such as Japan and Taiwan, are especially strong on studying. Yet schools in most places make only mild demands on their charges' time: on average, secondary-school students in developed countries spend no more than seven hours a week on homework.

In North America and Britain, the figure is more like five or six hours.

For a secondary-student studying five subjects, that is less than 15 minutes a weekday on each subject – a mere fraction of the time spent in front of the TV.

Second, the relationship between homework and achievement is clear. Homework works in large measure simply by extending the amount of time spent on schooling. It provides practice, teaches discipline and, not least important, helps focus family life and parents' attention on education.

In a review of more than a dozen studies, Herbert Walberg and several of his colleagues at the University of Illinois found a strong pattern: on average, studies suggest that a student whose performance would be in the middle for his age group if he did no homework will rise almost into the top third of his class if he does an average amount of homework.

This, the astute parent may say, is not exactly amazing. But it is meaningful. Surely children who work hardest are also likely to be clever kids who take demanding subjects and grow up in comfortable homes?

And this is so. So success, one might suppose, may flow from privilege rather than from homework itself. But that is not so. Here the surprises begin.

Take a large group of students. Sort them by ability, ethnicity, in-

come, the courses they take, parents' educational background. Then compare like with like, or compare students' actual performance with their own measured potential.

Homework turns out to have a strong effect on achievement for all levels of ability, even after controlling for the other variables.

What's more, Timothy Keith of the University of Iowa and several colleagues found that homework's power to influence success ran second only to ability, and ahead of race and family background. Mr. Walberg: "Graded homework, produces an effect, three times larger than social class."

Indeed, homework turns out to be a powerful educational leveler – and its levels upward. Studying British grammar-school boys, researchers found that working-class children benefited more from homework than their wealthier classmates.

Working-class boys who spent an hour of more a night on homework achieved just as much as middle-class boys who did the same, whereas among low-homework boys, class differences were pronounced. Much the same goes for parents who are of low educational attainment: with homework, they can catch up with children whose parents went to selective schools.

## AMREQ's Compassion in Action

Allancroft School was awarded first prize in AMREQ's (Association of Moral and Religious Educators of Quebec) 1996 contest called "Compassion In Action." Schools were invited to submit a diary or other written record of their special efforts to improve school and community life. Allancroft won for a range of activities designed to "reinforce the values of respect, responsibility, rules and family." Those activities included a presentation on media violence, a BBQ and evening of board games in conjunction with Meet the Teacher as well as programs pairing seniors kids with seniors and older students with younger for tutoring purposes. Susan Hawker coordinated the activities at Allancroft, where they will use the prize money for charitable

programs and to "adopt a child." Second prize went to the Windermere Safety Patrollers for all they do to help establish school safety programs far and away. Richmond Regional High School was awarded Third Prize for a project providing meals for needy students. Other winners included Shadd Academy for their campaign against drinking and driving, Edgewater School for their peer mediation and young-and young-at-heart programs, and Beaconsfield High School for their Peer Counselling/Natural Helpers Program. Allan Locke, Past President of the QFHSA and Helen Koeppel (representing the Protestant Committee) were two of the judges of the contest. Prizes were awarded May 15 at Concordia.



## MUTUAL FUNDS

A mutual fund is a pool of money that represents the savings of many people who share the same investment objective. The money is invested on their behalf by an accredited investment manager or team of managers. The mutual fund holds a portfolio of investments that may include interest-bearing securities (such as bonds, mortgages or Treasury bills) and common, preferred or convertible shares of individual companies depending on the objectives of the fund and the manager's investment strategy. With over 1,000 different mutual funds available in the Canadian market alone, you'll need a financial advisor who can help determine the type of fund that meets your investment objectives and make a specific recommendation among the funds in that category.

Mutual funds have been designed to meet different investment objectives such as preserving capital, generating income, achieving growth and maintaining liquidity (ready access to capital). In some cases, income tax considerations may make one mutual fund more attractive than another.

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## MUTUAL FUNDS AND RRSPs

Since their introduction in 1957, Registered Retirement Savings Plans (RRSPs) have become the single most important vehicle for long-term investing for Canadians. Most people realize they can no longer depend solely on government or corporate pensions to provide for all their future income needs. Faced with both increased demands on their employment income and less job security, more and more Canadians are relying on RRSPs as the one financial decision they can make with confidence.

RRSPs are registered plans held at a financial institution, into which you contribute savings or investments for your retirement. One individual may have several plans and invest in a variety of financial instruments such as

a simple way to invest and an RRSP that's easy to manage. For many people mutual funds are the ideal RRSP solution because they offer professional management, investment selection, diversification and ease of administration.

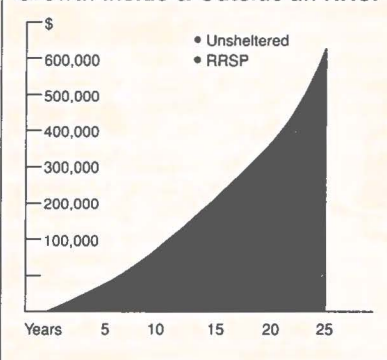
GICs, stocks, bonds or mutual funds within the RRSP. The popularity of RRSPs derives from two valuable financial benefits they offer:

- Contributions to an RRSP provide a tax saving in the tax year for which the contribution is made.
- Money invested inside an RRSP grows faster than outside because earnings compound tax-free for the life of the plan.

Any money you've saved for retirement is hard earned capital you don't want to risk. And since building a retirement nest egg is a life long activity, you need

Canadian taxpayers who are eligible to contribute to an RRSP receive a notice from Revenue Canada of the amount of their contribution limit with their income tax Notice of Assessment. Each year you and your financial advisor determine how best to allocate your

Growth Inside & Outside an RRSP



RRSP contribution among one or more mutual funds to achieve your retirement objectives.

As your retirement capital grows over time, or your investment strategy changes, it's easy to switch between mutual funds in the Dynamic group to adjust your asset allocation or achieve new goals.

# Des Autruches chez les Scientifiques Nomades

Autruche? Nous parlons effectivement de ce gigantesque oiseau venu d'Afrique. Pas d'erreur, nous sommes sur la même longueur d'onde, les Nomades investissent dans le domaine des ratites!

Il ne s'agit pas d'extravagance, mais de l'exploitation d'un potentiel d'interprétation qui permettra d'explorer différentes notions de sciences naturelles, d'histoire, de physique.

Saviez-vous que l'autruche courrait déjà, il ya 6 millions d'années, parmi les dinosaures? Convoitée pour ces plumes, puis pour sa chair et sa peau, d'un oiseau sauvage, elle est devenue un animal d'élevage que l'on retrouve à travers les continents du monde entier. Au Québec, il s'agit d'environ un millier d'oiseaux répartis sur une centaine de fermes.

Comment l'animal s'adapte-t-il au froid, quel est son mode de vie, que fait-on avec ses plumes, la coquille de ses oeufs, son cuir?

Les Scientifiques Nomades par la mise en place du Centre d'interprétation de l'Autruche des Laurentides (C.I.A.L.) apporteront à travers expérimentations et activités de découverte réponses à toutes vos questions et bien d'autres.

Il s'agit d'un projet d'envergure, initié par des partenaires compétents en éducation aux sciences et en muséologie. Il est envisagé sur le site d'une ferme d'élevage d'Autruche, à Ste-Sophie, dans le région des Basses Laurentides qui compte dors et déjà 80 oiseaux. Le projet associe le fermier, les citoyens, les écoles, les groupes communautaires locaux,

dans un objectif d'intégration du Centre à la vie locale et au développement économique du secteur.

Telle une autruche, nous voulons un produit drôle, sympathique, de qualité, et ouvert à une clientèle variée.

Nous visons trois axes de développement:

— une axe pédagogique, par la mise en place de programmes d'interprétations et d'infrastructures adaptés à la fois à une clientèle scolaire et une clientèle familiale (salle de découverte, exposition interactive, jeux...)

— un axe touristique et culturel, en proposant des services à caractère agro-touristique (découverte de la ferme, vente et dégustation des produits du terroir, activités artisanales...) et des animations culturelles, (pièces de théâtre, conférences...) l'axe scientifique, en offrant des facilités de recherche aux spécialistes de l'élevage comme ferme école, afin de développer une expertise québécoise et de meilleurs techniques de traitement des produits dérivés de l'autruche.

Nous en sommes à l'étape de réalisation du Centre d'Interpretation. Dès maintenant, nous offrirons au

sein de notre Salle de Découverte un programme complet pour les élèves du deuxième cycle du primaire: animations adaptées au curriculum, cahier d'activités, jeux. Enfants et professeurs passeront une journée riche d'expérience et d'émotion.

Pour plus d'information sur nos activités, contactez Bernadette Brun chez les Scientifiques Nomades au (514) 481-3458.

If your school is interested in coming to the Farm, school programs can be given in either English or French. Call us for more information.



## WHY LISTEN?

Learning how to listen and communicate with others is a route to resilience, the ability to survive and thrive after adversity, and spiritual growth.

"Children who are good listeners - who communicate well with themselves, their peers and adults - have a head start toward several of the protective factors important to resilience," observes Child-to-Child and Listening for Health project. For example:

Children who have the experience of being listened to with respect and of having their ideas taken seriously have a substantial protective factor for building self-esteem, integrity, and resilience.

Children who become better listeners tend also to become better talkers, because they know that the responsibility for good communication is shared between the two.

Children who are good at communicating have an advantage in developing stable emotional relationships within and outside the family - a plus factor in building resilience. It is equally important for adults to be good at listening to children.

A sensitive and skillful adult listener is especially important for children who have been through traumatic experiences. For them, finding an adult who is prepared to listen with unconditional acceptance may provide just enough of a protective factor to tip the scales in favor of resilience.

To become better listeners, we must know ourselves and recognize our own values and beliefs, as well as our prejudices and "blind spots." Children who begin to know themselves in this way are on the path to spiritual growth as well as resilience.

From the ICCB News, a newsletter of the International Catholic Child Bureau.. No. 1. 1994

### 1996 QFHSA FALL CONFERENCE - open to all

## NEW DIRECTIONS IN EDUCATION: KIDS FIRST

What direction is education taking? Glance at the workshops listed below. Education stretches as far as our imaginations and technology can reach. Within ourselves it is defined by our family units, our strongest emotions and our deepest fears. So choose a direction and join us on this day's journey.

8:00 - 8:30 REGISTRATION and DISPLAYS (coffee/juice available)  
8:30 - 8:45 PRESIDENT'S OPENING REMARKS  
8:45 - 10:15 SESSION I WORKSHOPS - EDUCATIONAL

#### 1) Exploring the Internet

Come and watch the internet unfold before your eyes. This hands-on demonstration will introduce you to both the history of the Internet and the services it can provide. Learn about everything from E-mail to how to keep your kids from "logging on" at 3am!

Workshop leader: **John Gloss** is a committed Home and Schooler who is on the cutting edge of this communication vehicle.

Note: Due to a limited number of computers, workshop is restricted to 25 people.

#### 2) Curious? Then You're Ready for Science!

Far too often elementary-level science consists of memorizing data from text books. This workshop examines science initiatives which turn science "phobes" into science fanatics! We will examine Integrated Science, Electronic Field Trips, and the new "Alliance for Science Education Enrichment". [Elementary and Junior High School levels]

Workshop leader: **Kevin O'Donnell**, Science Education Specialist with Radio-Quebec.

#### 3) Preparing Our Children For "Life's Journey"

Explore the impact and repercussions of upcoming changes in our Quebec schools. Whatever the new directions, students will continue to need programs that insure personal growth and development of social skills. The MRE curriculum provides students with an opportunity to reflect on and prepare for "life's journey".

Workshop leader: **Suzanne Longpre**, Education Specialist with the Ministry of Education.

#### 4) Responsibility and Homework - a PALS (Parents Assist Learning and Schooling) workshop

Are you at odds every day with your children trying to get them to do their homework? This workshop helps parents to understand the connection between problem-solving and decision-making skills and children taking responsibility for their homework.

Workshop leader: **Charlotte Taylor**, is a PALS trainer with a background in health care.

10:15 - 10:45 NUTRITION BREAK - time to visit the displays and to find out what's new in the field of education and fund raising.

#### 10:45 - 12:15 SESSION II WORKSHOPS - LEADERSHIP

#### 5) Executive Challenges & Expectations

Secrets revealed! Come to learn and to share the joys and inspirations of being a member of an active, successful local association.

Workshop leaders: An interesting array of successful Home & Schoolers.

#### 6) "Reach Out and Touch Someone"

Multi-level marketing Home & School style. Come and find out how to get to know WHO

your membership is. Open up the lines of communication and make your newsletter a membership tool.

Workshop leader: **Dorothy Nixon**, Quebec Home & School NEWS editor and free-lance journalist.

#### 7) Capturing and Keeping Volunteers

What makes a person volunteer? What keeps him or her active and involved in an organization? Listen to the answers to these questions and your group will flourish.

Workshop leader: **Sheila Dunwoodie**, Field Executive with Scouts Canada.

#### 8) How to Make a Million

The unique character of a school shows itself in the kind of fundraising activity it prefers. Come and share your greatest glories and your worst nightmares with us as we share ours. A variety of schools, both elementary and secondary, will tell us about their fundraising adventures.

Workshop leaders: Home & Schoolers from elementary & high schools.

12:30 - 1:30 LUNCH and a chance to visit the DISPLAYS.

#### 1:45 - 3:15 SESSION III WORKSHOPS - PARENTING

#### 9) "Tough Love"

What to do if your child gets into trouble. Get involved with real life situations - your time may come (unfortunately). How do the social and legal systems respond to the child 18 and under? Learn about tough love and other methods to help parents with problem teens.

Workshop leader: **Jim Thomerson**, founder & co-chair, West Island Parent Support Group.

#### 10) Identifying and Dealing with Anger

"Anyone can become angry - that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way - that is not easy." Aristotle. Examine the underlying messages of anger; discover practical strategies to help both ourselves and our children to deal with anger and to take responsibility for our feelings.

Workshop leader: **Margaret Mitchell**, educator & consultant with Lakeshore School Board.

#### 11) Family Matters

Five kids, 2 parents, 3 bathrooms, 1 car, 1 frig, 5 loads of laundry, 12 bags of groceries and time left over to volunteer. A day in the life of a large family is a lesson in time management, delegation of responsibilities, setting priorities and teamwork. How do they do it? Come and join the Plourde family and find out!

Workshop leader: **Beverley Plourde** of Beacon Hill Home & School.

#### 12) Surviving the Adolescent Years

The phone call in the middle of the night - every parent's nightmare - leads to the shocking reality about a teenage child and drugs. The impact makes the family reexamine the meaning, value and purpose of life itself. Come and learn how one family survived the terrors that ultimately haunt us all.

Workshop leaders: **Eleanor and Ruth Arless** of Pointe Claire.

**WHEN:** Saturday, October 26, 1996

**WHERE:** John Rennie High School (Pointe Claire) **TIME:** 8:00 a.m. to 3:30 p.m.

**COST:** \$15 (if you register before Oct 11) includes lunch, breaks and kit



## "Net" Fundraising

When it comes to fundraising, it is always good to keep an ear open for good ideas, and then adapt those ideas to your own school's unique situation. Are there any good ideas on the Net, I wondered? Well, if you key in "fundraising" under SEARCH, you mostly retrieve companies with fundraising products. Nonetheless, after about half an hour I gathered some interesting information. When it comes to schools, it appears that "jumble" sales, or consignment sales are a winning venture. Selling wrapping paper at Christmas has also proven a success with many schools. I was intrigued by a woman who talked about her school's "Non-Event." Her school sent out invitations to a Non-Event, and then explained to parents that they would save a great deal by staying at home, so why not donate a few dollars. Cute!

DN



## High School Issues

**Reviving Ophelia: Saving the Selves of Adolescent Girls**  
by Mary Pipher, Ph.D.,  
(Ballantine Books, 1994), 304 p.

In *\*Reviving Ophelia\**, Mary Pipher examines the different influences and pressures felt by adolescent girls today. She discusses the effects of divorce, date rape, MTV, drugs, and super-thin models. Pipher notes that depression, eating disorders, addictions, and suicide attempts are more widespread than ever before among teens.

Pipher, a clinical psychologist who has treated adolescent girls for twenty years, grew up in a small Midwestern town. The largest dangers that loomed for her were boys and beer. Things have changed since then, both for worse and, in some ways, for better. While the influences of feminism have given girls more opportunities and role models for strong behavior, girls are also faced with more contradictory messages and more dangers. The clear path from school to marriage to motherhood of Pipher's youth has turned labyrinthine.

Pipher believes that girls today are overwhelmed by the complexity of choices facing them and the contradictory messages about women seen in mainstream media. She believes that they are in danger.

The "Ophelia" in Pipher's title refers to Shakespeare's character in *\*Hamlet\**. Ophelia is a metaphor for the situation of adolescent girls today.

Pipher says that Ophelia's character illustrates the destructive forces that affect young women: "As a girl, Ophelia is happy and free, but with adolescence she loses herself. When she falls in love with Hamlet, she lives only for his approval. She has no inner direction; rather, she struggles to

meet the demands of Hamlet and her father. Her value is determined utterly by their approval. Ophelia is torn apart by her efforts to please. When Hamlet spurns her because she is an obedient daughter, she goes



mad with grief." (p. 20).

Pipher addresses different behaviors she sees in teens, interspersing case studies with the larger picture they fit into. She lets us hear the girls' voices, and in them there is hope as well as despair. The strength of Pipher's book comes from the honest and compelling words of the girls Pipher talks with. While Pipher does not directly instruct parents on how to speak to their troubled daughters, she does include her own reactions to the girls who talk with her. From these interactions, mothers can find some guidance for themselves in understanding and dealing with their daughters.

*\*Reviving Ophelia\** is an eye-opener. It's easy to assume that your teen experience is the standard - that you can understand teens today through your own memories of adolescence. That's just not true. Our culture is changing so rapidly that the effect is difficult to comprehend. To understand what teenage girls are experiencing requires abandoning our own memories and opening our eyes afresh, taking what girls say as our guide to understanding them. Pipher allows us a very valuable view into the troubles of adolescent girls. More than that, she gives us a window to understanding their lives and perhaps helping them reach adulthood safely, with their spirits intact.

Reviewed by Elizabeth Bradfield.  
Moms Online/America Online



### Resources for Students and Parents

by Pat Lewis

Today's Parent: May/96. p.22 and 24 - Reviews of new books for children and a new set of audios: also, videos, etc. on breastfeeding. p.27 - A Tall Tail by Christopher Bland - How to Vanquish an Imaginary Monster. p.32 - The Attraction of Distraction by Camilla Cornell (using distraction to resolve conflicts.) p.36 - Just a Spoonful of Sugar by Madeleine Greey (How to help the medicine go down.) p.40 - Your Report Card on Canada's Schools by Paul Kropp (Very important article on parent opinions.) p.46 - Daycare Debate by Kerry Banks (What's Best for the Children?) p.57 - Have Tent, Will Travel by Meredith B. Woodward (Camping with kids from the ground up.) p.67 - Net Worth (Parenting on the Internet) by Paura Pratt.

Cumberland Mag. Health. ETC. Vol 2. No. 2. H-7. Drownings: How to Prevent.

Canadian Living: July/96. p.53 - Past Glories (Help Kids Learn about History Through Living Museums.) p.134 - Once upon A Midnight Sun (Storytellers from around the globe meet in the Yukon.) p.31 Smart Carts - (Discover value in four hot super-market trends.)

Chatelaine: July/96. p. 20 - Subscribe to fun (Ad-Free Titles hook kids on reading.) p.29. - Up In Smoke: Why young girls don't quit by Mimi Frost. - This issue lists some Christmas crafts in order to get a head start on Christmas gifts.

## News From Kids for Peace

So far 1996 has been a very busy year for the Kids for Peace club at Beacon Hill School in Beaconsfield. They discussed, made posters for, wrote poems, composed greeting cards or sang songs for: Black History Month; Freedom to Read Week, WCAX-TV's Contest; International Women's Day; Canadian Flag Day; Mother's Day; Father's Day; the Beaconsfield/Kirkland Community Festival and several other commemorations.

The two main events of the school year were writing and talking to Craig Kielburger, the

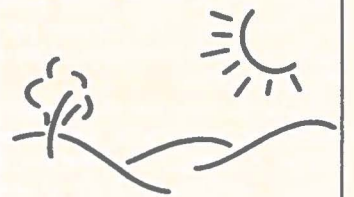
Ontario teenage who traveled around the world helping young boys and girls, especially in Asian countries, who are slave labor in factories. Craig organized Free the Children: he talked to Prime Minister Chrétien and the U.S. Congress. He received publicity on TV in newspapers. The Kids for Peace wanted to help him and made their own petition. The club made posters supporting Craig and have invited him to visit the Lakeshore area in September for the International Peace Day.

Ending the school year for KFP was the annual PEACE PIC-

NIC at Beacon Hill. Mayor Roy Kemp of Beaconsfield and Judy Grant, principal were there, enjoying the food and games. Mayor Kemp told the children how much their club is appreciated by the community. Mrs. Grant helped with some cooperative games, with singing the KFP song and with the Rap for Peach written by Co-President Kathy Robertson. KFP looks forward to a busy fall. Note: If you would like a copy of the petition from Kids for Peace, please call P. Lewis at 514-697-5952 or at Beacon Hill School 514-695-3301.



Two Kids For Peace Members wave the peace sign under the banner at the peace club's annual fun-filled picnic.



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Melani Sinicropi  
Director

## How to Make the Most of Your Preschool Learning Software

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Don't expect your child to work at the program for more than 10 or twenty minutes at a time.

Read with your child every day, relating what your child has learned at the computer console to the material being read. And, try not to pass on any anxiety about your child's progress to him/her. Reading time should be happy and carefree!

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# FOCUS on the LOCALS

## SUNNYDALE PARK

The last few months of the school year were incredibly busy. As the saying goes "Time sure goes by quickly when you're having fun."

In early May our students skipped all afternoon in order to raise money for the Heart Foundation. The students had collected pledges from generous family and friends and then skipped in the annual Jump Rope For Heart event. We proudly presented the Heart Foundation with a cheque for \$6200.

Under the direction of our music teacher, Mr. John Graves, students in Grades 3 through 6 presented a musical entitled *A Walk Down Broadway*. This was certainly a 5 star performance. The lighting, the scenery, the costumes and of course the actors and actresses were all of Hollywood calibre. We are proud of all our young stars, thankful to Mr. Graves and, of course, to the many staff members and parents who graciously gave their time and effort to make this production such a huge success. All who were present truly felt as if they were in New York City and were actually on Broadway.

On May 23rd the staff of our

school kindly hosted a Volunteer Tea. This was done to show appreciation to all the parents who help out during the year, whether accompanying the teachers on field trips, working in the library, helping in the classrooms, minding the school store, among countless other areas.

May 30th was Open House night. Families and friends were invited to come in the evening to see class presentations and student's work. This was also a great opportunity for children who will be starting kindergarten in August to come see their new school.

At the beginning of June our Grade 4 students became true campers. They went on a three-day excursion to La Perrière in St. Donat, a nature centre. The trip focused on ecology, survival skills, canoeing, mountain climbing and also learning to live with their peers. A great time was had by all - what a great learning experience.

The Grade 2 classes also experienced life away from home and school. They went on an overnight to Camp Pioneer located in St. Justine de Newton. The students participated in making their own bread, fed the animals and even went on a tractor ride to collect wood for an

evening campfire. They had two very busy and fun-filled days.

On June 19th all Grade 6 students received their diplomas at Lindsay Place H.S. We are proud of all our graduates and wish them much success as they proceed to high school. On June 20th, they attended their graduation celebration with much pride and enthusiasm. Good luck to all of you!

On behalf of all the staff, students and parents we would like to say goodbye to our Vice-Principal, Lorel Crawford. We wish you all the best in the future. Many thanks for your loyalty and hard work.

H&S Committee bids farewell to Hélène Brodtkin as co-president. We are grateful for all her dedication to the school.

We would all like to wish our wonderful Kindergarten teacher, Mrs. Alice Butcher, our sincere good wishes on her retirement. She has been an inspiration to all of her students and has given each one so much knowledge and attention.

We hope that you have all had a happy and healthy summer. We look forward to another wonderful year at Sunnydale Park.

Until next time...

*Ellen Shapiro and Debbie Wetzler*

## KEITH



Sara Dal (Grade 6) and Principal Sheila Canci at Keith Public Speaking Contest, April 24, 1996

### Public Speaking Competition

On April 24, the school held its annual Public Speaking Competition for Grades 4, 5 and 6. The participants were: from Grade 4 - Aman Gill, Karla Mercado and Roemin Patel; from Grade 5 - Erica Welch, Vanessa Della Corte, Melanie Franks, Micah Chan and Kelly Davis; from Grade 6 - Sara Dal, Christina Baumgartner, Andrea Lee, Jessica Sicurella and Rupa Banerjee. It must have been a difficult decision for the honourable judges, K. Robertson, J. Thomas, and K. Alleyne, as all the students gave an excellent speech. It was really something to see, some of us even had tears in our eyes.

Two students were chosen from Grades 5 & 6 to represent Keith at the Region 3 finals. Congratulations to 1st place winner, Sara Dal, and 2nd place winner, Micah Chan. Micah went on from the Region 3 finals to participate at the PSBGM, in an evening sponsored by the English Speaking Union.

Thank you to Mrs. Richard, Mrs. Klar, Mr. Bernard, and Mr. Vann, who were the teacher coordinators - great job!

### May/June Activities

May 30, was our Social Evening, honouring all the H&S members, and Keith School Volunteers for their hard work and dedication. This year was a special treat, a "feast" was put up by the teachers and Principal; food, drinks, and a lovely

decor, all laid out in the Library. It was quite a spread!

June 3, was our annual Field Day, the weather was great, and spirits were high. Ice cream cups were provided by H&S. June 7, Grades 1-6 went to the Ormstown fair. It was a shame it had to rain that day. Thanks to all the volunteers who helped out on this trip.

June 12, for our Terry Fox Walkathon, Keith did something a little different. Instead of getting sponsors sheets filled out by those who participated, each child, or parent that joins the walk was asked to donate \$2 (or more). We believe that Terry Fox's story is a great way for the children to learn about someone real, who had given a lot in the fight for cancer. These day, I think just about everyone knows of someone with this disease.

On June 20, our Grade 6 students held their graduation celebrations. H&S paid for all the goodies, and worked hard making up a yearbook for these students. A very nice send-off! We were very grateful this year to have the supplies for the books donated by Alan Reeves - "Thank you Alan!!" They turned out beautifully and thanks to the hard work of Judy Wells they were ready for the ceremony. We can't thank you enough Judy - Thanks! Thanks! Thanks!

Hope everyone had a super summer.

*Betty Sabourin*



Musical Production - A Walk Down Broadway

## WESTMOUNT HIGH

I am, at heart, a teacher of mathematics. So when Mr. Burt from the math department asked me if I would like to volunteer to work with a group of students from his class how could I refuse? Together we developed a model for an enrichment program. Together we formed an unusual home and school partnership which stretched the boundaries and limits on what a Home and School alliance can achieve. The partnership formed with the students also meant a great deal more than mathematics. We examined, defined and redefined the role of the teacher, the role of the student, homework, responsibility, learning styles, and the curriculum. This inside look at the teachers and classrooms of the 90's gave me a great deal of hope for the future and a tremendous respect for the teachers of today. Thank you to the staff of WHS for opening your hearts, your classroom and your staffroom!

### The Spy in the Staffroom

Once inside the staffroom, my curiosity knew no bounds. I watched

the development of everything from West Side Story to next week's field trip through the eyes of the staff. Public speaking, essay competitions, the production of a French magazine and community projects all unfolded before my eyes. I also had a unique opportunity to see the parents through the eyes of the staff. How are we doing? Does our involvement really make a difference? The answer is YES, YES, YES!!!

There is no question that our efforts are appreciated. The moment of glory we may receive at an awards ceremony is just a dot of icing on the cake. The real moments of glory come after we have worked together as equal partners on a successful project. Whether that project is a community lunch like the Global Food Fest, a fundraising raffle for the band or making a presentation about one's work in a classroom, that feeling of satisfaction is the real reward. And Westmount High is the kind of school where one can have fun, too. The awards ceremony is a place to remember and laugh, to share the year's highlights like Kati Kiss' apple cake, Deborah Adler and Eithne Taylor's hockey sticks, and

Meg Sheppard's car proudly parked in the principal's parking spot.

### Saying Goodbye

Decision time. I have chosen to step down as parent animator and pursue new interests. Thank you WHS for the lovely send off from Home and School president Jean Enright at the awards ceremony. (She described me as having boundless enthusiasm!) You know the Home and School pin I received as a parting gift will be worn and treasured. Jean also took the time to describe my involvement at the provincial level. I certainly plan to continue with this involvement and am busy working on plans for the Fall conference and the Teachers' Convention. I have also attended two QFHSA board meetings and am amazed at the wealth of knowledge and information which is available to us here. If knowledge is power then Home & School is, without doubt, a driving force in the education of our children. So let us all continue at the local level, the provincial level, and the national level to make a difference.

*Anna Marrett*

## EDGEWATER

All the Grade 5 classes and one Grade 6 class went to Quebec City on May 30-31. They had a wonderful time.

On June 4th, Margaret Mitchell offered a Self-Esteem workshop at the school. Although the turn out was low, the workshop went very well.

June 5th, the teachers and staff gave a tea for all the school's volunteers to thank them for their valuable

and helpful work throughout the year.

The Family BBQ, on June 12th, went very well. Everyone had a great time. We had a raffle and raised approximately \$8000 for a new playground. Construction is to begin in August 1996.

The Grade 6 Graduation, followed by a party for the grads, was held June 20th. Good luck to all the 1995-96 grads!

*Shirley McCollum*

## EDINBURGH

### Spring Fair 96

This year's fair was fabulous success! The weather was beautiful and everyone turned out for a great evening of fun and games. Thanks to our organizers Jennifer Kirsh, Alison King-Smofsky, the committee heads and all the many volunteers, everything went off without a hitch.

This year's Haunted House was as popular and scarier than ever thanks to the efforts of Danny Bonin, a local professional children's actor, and his capable crew. All the other perennial activities such as the second-hand sale, new and used uniforms, the indoor/outdoor games, the face painting, the badge-making table, and the surprise bottle table ran as smoothly as usual.

Those who did not fill up at our ever popular snack bar were able to satisfy their sweet tooth by paying a visit to our sumptuous bake table or by indulging in a refreshing TCBY yogurt. The big excitement of the evening centered around the drawing of the many raffle prizes. The big winner of this year's Grand Prize, a mountain bike from McWhinnie's, was Barb Wells and her daughter Samantha. The H&S would like to thank everyone who participated in this, our yearly major fund-raiser!

*Barbara Bernstein*

### Halo Road Race

On May 15, the Halo Road Race finally took place after being postponed from a wintry April date. The weather was perfect for the 169 Grades 3-6 students who competed in the 1 and 2 kilometre races. These students had continued to practice with their coach, Mrs. Brass, Edinburgh's gym teacher, during lunchtimes during the month of May. Their hard work paid off when they came home with 12 medals—a record for the school!

Even with Mrs. Brass' retirement after this year, we all hope that her enthusiasm and dedication has become engrained in her students, so that they can continue to participate and do well in these activities in the future. *A. Kroglicof Knowles*

### Mrs. Brass Retires

Margaret Brass is retiring! Stu-

dents, colleagues, and parents received the news with mixed feelings. Everyone is aware, though, that it is well deserved.

Margie began her career as a physical education specialist in 1955. She later resigned, as many women did in those days, to have and raise two children. She returned to work on the memorable day of October 28, 1970 and has worked ever since. She taught in numerous schools, but as fate would have it, her longest assignment has been in our community, at Elizabeth Ballantyne and Edinburgh, for a grand total of 26 years!

A highly professional, tireless worker, Margie has been involved in preparing and presenting physical education workshops for teachers, not only for our Board, but for the CECM as well. She has been an active participant in the Greater Montreal Athletic Association (GMAA). Not only did she enthusiastically enter her students in all the GMAA activities, but she also ran some of them. In 1983, she was nominated for the GMAA Award of Merit.

Margie's commitment to her students has been exemplary. Year after year, she gave up some of her lunch hour and a great deal of after-school time to organize and supervise extra-curricular activities.

As a former teacher and now Principal of Edinburgh School, I have the honour of having worked with Margaret Brass. Vivid memories of Margie jogging with the children in the morning mist at Camp Arundel; of her directing the students onto the boat at Kingston, of children flipping over the "box" during the many gymnastic demonstrations; of playing badminton against her and never winning a game, will always remain. I will always value her positive personality and marvel at her athletic activity. I will always remember her for the motto "You can mend a broken bone, but you can't mend a broken spirit."

On behalf of the Edinburgh School community, I would like to extend to Mrs. Margaret Brass our best wishes for a well deserved retirement. She will always remain in our hearts!

*John Roumeliotis, Principal*

## BEACONSFIELD H.S.

A 2nd PALS Workshop, "Talking With Teenagers," was held May 1st at the school. It was facilitated by Pat Waters and Sue Short, family life counsellor at Beaconsfield United Church. About 12 parents laughed, got acquainted, and shared ideas for a fun-filled evening. Plans to continue in the Fall!

The grads had a Mexican Fiesta Night, catered by the teachers, with teacher talent. Lots of laughs!

Activities at the school included an Anti-Violence Week, Ted Outerbridge Magic Show, and a Pops Concert in the Courtyard. The Grade 9 students again travelled to France for an exchange program at Sacre Coeur in Paris.

*Janice Saba*



Students at Beaconsfield High School in front of the new art gallery, funded by the Home & School, in honour of Matthew Reed



Five laughing ladies.

## ALLANCROFT

### The end of the year was BUSY

Allanacroft had Teddy Bear Day on April 29th. This was the day when mass measles vaccinations were done. All children were welcome to bring along a special stuffed animal. The whole process went very smoothly. A job-well-done by our CLSC!

April 30th and May 1st were busy days. Our French Book Fair was held on these two days. A great opportunity to buy two French books for the price of one.

Also on May 1st, the staff at Allanacroft had an evening performance titled, "TV - The Great Educator". Each class performed on stage while parents and siblings enjoyed the show. Home & School provided refreshments afterwards.

The choirs' production of "Oliver" was a huge success. An evening enjoyed by all.

Earth Day/Week at Allanacroft involved discussions in class about the importance of respecting and protecting our great planet which included information about erosion and composting.

We are very fortunate to have Patricia Dawe as secretary at Allanacroft. For Secretary's Day we thanked her for all her time and extra help she gives to all the children and volunteers.

### Helping others less fortunate than us

Allanacroft School has won first prize in the Compassion in Action Awards sponsored by the Association of Moral and Religious Educators of Quebec. The award is given for on-going projects when focus on

community services. An example of one of the many projects underway at Allanacroft was "Pennies for Peace". \$440 was raised by the students and a cheque in this amount was given to representatives from "Light the Way", Children's Fund International. A big thank you to our children for helping other children in war stricken countries.

Congratulations to all our Grade 6 students who participated in the Q.A.M.T. Elementary School Mathematics Competition. Special mention: Meagan Henning (100%) and Stefanie Jones, Geoffrey Weissbach and Ryan Wyse (88%). We are proud of you all.

As the school year draws to an end, many field trips are happening. The Grade 1s are off to Upper Canada Village, Grade 5 to Quebec City, Grade 2 to Camp Pioneer, Grade 6 are going to the Adirondacks and Grade 4 is visiting Old Montreal. What a well travelled group!

The last week of school we will have swimming parties and pizza and hot dog lunches. We have had a wonderful year at Allanacroft. Our new principal, Mrs Thompson, has done a wonderful job. We look forward to our summer vacation and returning refreshed for another great year at Allanacroft.

*Kathleen Fleet*

## E.P. BEACONSFIELD

The H&S are proud of our accomplishments this year. Through the generous financial, physical and moral support of parents and staff, the goals we set in the fall were fulfilled!

The fantastic Christmas and summer fairs brought our school community together to share in many hours of work and fun. Our drive for magazine subscriptions and Regal catalogue helped boost our fundraising efforts.

With this financial support, H&S was able to put two important programs for our students into action. In order to make the best use of our updated computer lab, a coordinator was hired to plan and oversee the implementation of a teaching program run by our volunteers. In addition to this, the services of a speech and language pathologist were used to enhance a language development

program for our Grade 1 students having difficulties with the transition into the total French environment at school.

H&S was also able to finance the purchase of a much needed sound system, a school camera, safety vests, gym equipment, extra class supplies and books from our teacher's wish lists as well as a visit from an author/illustrator for grades K to 6.

From a student's point of view, the year was marked by many interesting outings, sports events with neighbouring schools, a new debating team, a varied selection of lunch time enrichment classes, a very active student council promoting harmony in the school yard and a myriad of events aimed at promoting French in our school.

A dynamic H&S team has directly helped enhance the learning environment of our children and influenced the direction our children's education will take.

*Wendy Wilson*



Samantha Wells, winner of the Grand Prize, a mountain bike from McWhinnies!

### E.P. HARWOOD

May and June were very busy months at the school. The "Cirque de Harwood" was a huge success. Five performances took place over three days (May 29-31) with roughly 400 students participating. Family and friends were treated to a colourful spectacle featuring imaginative costumes and staging as well as music reminiscent of the famed Cirque de Soleil. The kids were thrilled when a CFCF Pulse news-team arrived to videotape a segment for its "Take 1" feature. Special thanks to staff coordinators Luc Gervais, Nancy Bulow, Lynn Thompson and Luce Faucher for a marvellous job. Everyone certainly looks forward to the next circus.

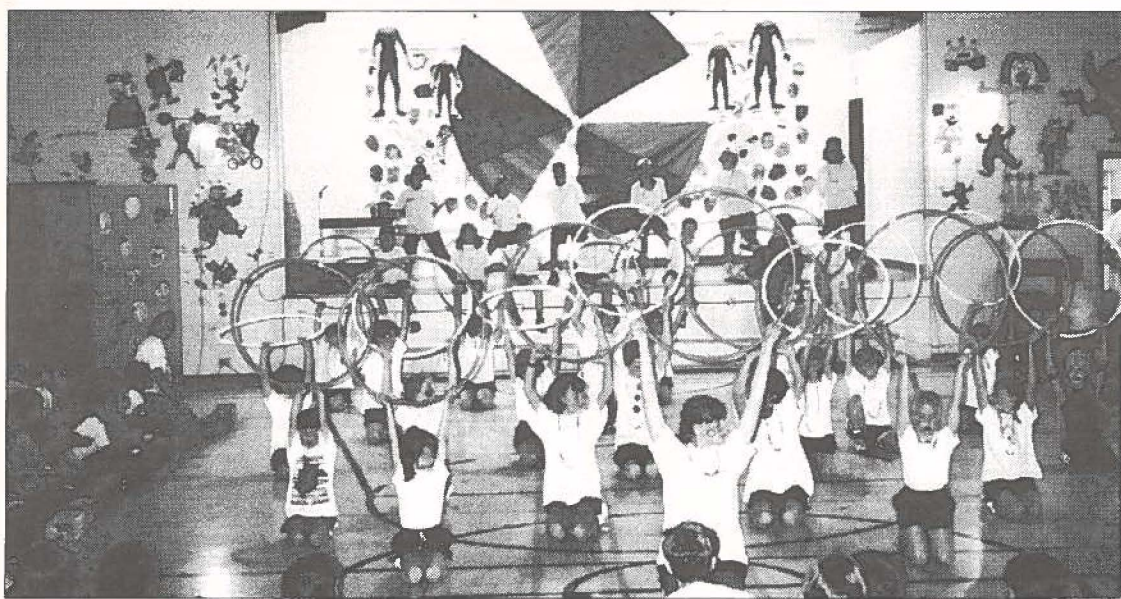
The annual Harwood Family Fun Night took place June 6 from 4-8 p.m. As usual, the turnout was spec-

tacular and judging from all the smiles and laughter everyone in attendance thoroughly enjoyed the evening. Main attractions were a super air bounce, pony rides, raffle and game booths. An RCMP officer fielded questions and allowed the kids to check out his cruiser.

School Uniform Fitting Evenings were held at the school on June 10 and 11 and the turnout was excellent. H&S offers these fitting evenings in June so that orders may be processed over the summer and be ready in time for school starting in the fall. For those who missed this opportunity another fitting evening is usually scheduled sometime in the fall. To coincide with the June 10 fitting evening, our Parent Education Committee arranged for a Video Identification Clinic with the Missing Children's Network. For a donation of \$3 parents received a 90 second



Cirque de Harwood



Cirque de Harwood

videotape of their child and an important sheet to fill out concerning the child.

Our wonderful staff hosted a Volunteer Tea on June 11 to thank all the hardworking volunteers who have contributed to our school over the past year. Guests were treated to delicious refreshments and interesting conversation.

As June wound down, classes went on their final outings of the school year. One of the major trips was the Grade 4 Whale Safari to Tadoussac with stops at Chutes de Charny, Quebec City Aquarium, Village de Sécurité Routière in Chicoutimi and of course the main event, a whale watching cruise at Tadoussac. This was a trip the kids will always remember.

The annual Journée Sportive took place June 18 and good weather contributed to a fun-filled day. H&S pro-

vided juice boxes for thirsty athletes and each child received a ribbon commemorating their participation in the event.

The Graduation ceremonies and party were held June 20. Good luck in high school to all our grads. We hope you will treasure happy memories of the years you spent at E.P. Harwood.

Sadly, we said goodbye to Vice-Principal Mary Anne Perreault who left Harwood after only one year with us. We wish her much success in her new posting as Principal of Ecole Primaire Perce-Neige.

Many thanks to all staff, committee members and parent volunteers whose hard work and education resulted in a great 95-96 school year. Let's work together to make 96-97 even greater.

Sharon Freund

### WILLINGDON

The end of the school year is always a time of mixed emotions as we look forward to the summer break ahead and say goodbye to many friends. At Willingdon this year, this was an even more poignant time as we bid farewell to this year's winner of the Gordon Paterson Award, teacher Kathleen Cumming and to our Principal, Mrs. Adie Petronko who is leaving us after 8 years. Mrs. Petronko was presented with a gorgeous bouquet and a parting gift from School Committee and H&S in recognition of her remarkable skills as an administrator and her openness to parents. At the same time, we look forward to meeting our new principal, Mrs. R. Candib, who comes to us from Elizabeth Balantyne.

It seemed that we could barely stop to catch our breath in the last few weeks of the school year. Our

extra-curricular ballet and drama groups presented their productions; our Fun Fair was its usual rousing success; our music specialist, Françoise Lamarche, coached our Grade 6 students, the senior choir and Grade 5 recorder players in a production of *The Sound of Music*. Françoise was presented with a cheque from H&S to cover the cost of a new electronic piano for the school, from the proceeds of our Spring Fling.

Parents also organized the graduation celebrations for our Grade 6 students, continued to run our monthly pizza lunches which subsidize Willingdon's Extended Kindergarten and renewed our support for the Step 31 enrichment program. It was a great year at Willingdon and we will be back to school renewed after the summer break and anxious to contribute once more to the school life of our children.

Eileen Lavery



Willingdon students take a well-deserved break

### BEACON HILL



Principal Judy Grant of Beacon Hill School (wearing the peace cap) hugs a few of the Kids for Peace at the annual Peace Picnic held by the club at the school.

Two groups of Grade 5-6 students went to canoe camp with the school's "Outers" club. Many thanks to Physical Education teacher, Georgina Labreque.

The children worked very hard to put on their version of *The Pagemaster*. The matinée and evening performances were sold out.

Volunteers were serenaded by

our Principal, Judy "Elvis Presley" Grant at the volunteer "sock hop". A great time was had by all.

Our family BBQ was held on June 14th. We had great food and raffle prizes. The entertainment included Magician Lawrence Laroche. His warm-up groups were Beacon Hill's dance group, the Pyramid Club, Baton Corp. This is a great family event and is

always enjoyed by everyone. Thanks to Kersti Leetmaa and her committee for all their hard work.

September sees the beginning of Beacon Hill school's 30th anniversary. Planning has already begun for many events involving past and present students and families.

Norma Cheng

## ELIZABETH BALLANTYNE

The last few weeks of school passed quickly with lots of activities. The play *Peter Pan* was performed by Grades 4, 5 & 6, to a standing-room-only audience. The costumes and scenery were extremely well done and the kids played their roles like true professionals. The choir and "orchestra" also did a great job with the music.

The year end joint H&S-School Committee pot luck supper was well attended and enjoyed by all. During the evening the H&S presented some departing parents with plaques as a token of thanks for the many years of time and effort that they contributed to the school. This year we thanked Joetta Hausmann, Yvonne Zacharias and Nancy Mikoluk for the countless hours they volunteered.

Field day turned out to be a real scorcher! June 12 was a beautiful sunny day and everyone had a great time despite the humid sticky conditions. The popsicles at the end of the day were certainly most welcome.

Congratulations to the Quest and Brain Buster challenge winners. In the Quest challenge, the participants had daily questions that, when answered correctly, enabled them to advance a certain number of feet up Mount Everest. The person reaching the highest elevation at the end was the winner. Tied for first place were

Magda Woszczuk and Christine Mazumdar. Second place went to Benjamin Savage, and third place to Jan Ludvik. Jeffrey Wajsberg was fourth and Miss B. West was fifth. Great work!

For the Brain Buster Challenge the students answered weekly trivia questions on various subjects. The first place winners were Daniel Burns and Jaclyn Bishundayal. Congratulations!

The annual school picnic helped wrap up the school year. We had perfect weather. This year's theme was the Olympic Games. Participants divided into teams representing different countries and took part in various "Olympic" events. Chocolate gold medals were awarded to all at the "closing ceremonies".

The school year closed with farewells to two very familiar faces at our school. Our wonderful Kindergarten teacher, Miss Klein, retired this year after 32 years at EBS. At our end of year volunteer tea, Miss Klein was presented with a schoolhouse plaque, children's reference books donated to the library in her name, and an album with pictures and farewell notes from the entire school population. We also said goodbye to our Principal, Mrs. Candib, after seven productive, supportive years. It is the caring, enthusiasm and great efforts of people like these that helps make EBS such a great school.

Alexia Prudhomme



H&S President, Alexia Prudhomme presents plaque to retiring kindergarten teacher Miss Ingrid Klein, who has taught at EB for 32 years! We will miss her.

## BAIE COMEAU H.S.

### Fieldtrip to Ecole de la Mer

The Grade 6 students organized a year-end trip to Ecole de la Mer in Grandes-Bergerones. This special school allows students a unique education and social experience within the setting of the banks of the St. Lawrence River. The 12 students were kept busy over the three days and nights with special excursions to Cap du Bon-Désire (tidal pools), the Mammal Interpretation Centre in Tadoussac, workshops and a whale watching expedition on the St. Lawrence River.

The students were kept busy throughout the year with many fundraising events. One special event included a lottery organized with the cooperation of Anne MacWhirter of MacDale Bed and Breakfast in Paspébiac and Russ Collins of Camp Imagine-Ere located in Escuminac, and the BCHS H&S. A one-week stay at the camp for one person and accommodation for two at the B&B resulted in a profit of just over \$1000.

The students were thrilled with every aspect of their trip to L'Ecole de la Mer. The food, accommodation, activities and animation were all top-notch and we sincerely hope to repeat this trip with our school. The experience would be difficult to duplicate in a regular classroom setting. Indeed, the students had a thrilling time and are looking forward to organizing their next school trip in cooperation with the H&S.

### Publishing Centre at BCHS

Thanks in large part to cooperation between H&S, Mr. Stephen Kohner (teacher) and la Direction de la formation générale des jeunes of the MEQ, a \$1500 grant has allowed the school to hire Mrs. Pamela Lalonde (membership chairperson) to publish student writings. To date, she has been working at a feverish pace in order to publish story books at the Grade 1/2 levels, Reader's Theatre scripts at the 5/6 and Secondary I/II levels, as well

## MEADOWBROOK

### Then & Now

The school has been a hot-bed of activity all year as usual. This year, to mark the 40th anniversary of Meadowbrook and the 150th anniversary of the PSBGM, our school held a social studies fair on May 16th. This was a huge undertaking involving the staff, students and many parents. Each class worked hard preparing displays to demonstrate how our communities have evolved.

Senior students built models of loyalist homes, farms, grain and saw mills, blacksmith shops, schools, etc. and animated their exhibits in costume.

Grade 4 students prepared quilt squares to fill two wall hangings entitled "Then & Now" reflecting changes in their neighbourhood. Several mothers carefully stitched the squares onto the backing sheets.

Younger French immersion students learned and performed some traditional Quebecois folk dances. They looked quite authentic in their costumes, like little time-travellers who had just popped in for a short visit.

Some students interviewed past principals, school board personnel and others about their memories of Meadowbrook in particular and education in general, and prepared a video presentation.

Even our youngest children made colourful facsimiles of candles for an enormous anniversary cake.

Many families in the community loaned family heirlooms, antiques, documents and photographs to their children's classes for use in their exhibits. We even had the original STRAP and the official register on display.

The only unfortunate part of the whole fair was that the viewing time was too short to allow visitors to give each exhibit the attention it deserved, and of course we need a much larger gym.

Congratulations to the children and staff and parents of Meadowbrook school on a job well done.

Jennifer Jankovics

## THORNDALE

Another school year has come to a close.

We had our Book Fair in March and it was bigger and better than ever.

The Staff room was redecorated for Teacher Appreciation Week. Breakfast was also served to the Staff and was enjoyed by all those who were present.

We are now in the process of updating our Computer Lab.

A freezer was recently purchased for the school. In this hot weather we are sure this will be greatly appreciated.

Our Annual Thorndale Family

Barbeque was a great success held on June 5th. What a crowd!

We would like to take this opportunity to thank Mimi Domanski, Shirley Lemay and Janet Stets for all their help in vol-



unteering through many events over the years. Wishing you Good Luck, Thorndale will miss you.

We hope everyone has a healthy and safe summer.

Brenda Cameron, Judy Tardiff and Vicki Wilkat

## WESTPARK

Well it has been a very busy May and June.

May began with a very successful Book Fair organized by our H&S. This was followed by our Public Speaking competition. The winners were Joshua Berger and Matthew Antolin. Runners-up were Michelle Coughlin-Rinehart and Jennifer Federico. Matthew Antolin went on to win the trophy at the Region 2 Public Speaking Finals held at Sinclair Laird School, for his speech on "Everybody's Looking For It".

The whole school was involved in International Week. Each class represented a country and parents were invited in to see and hear about the countries from the children. They were also able to sample native food, enjoy native songs and dances which were performed by the children. A truly exciting week!

Our Grade fives spent an exciting day at The Space Camp in Laval and came back with excellent reviews of their trip, from orbiting in space to the control centre.

We also had ten of our children from Grade 6 participate in the Young Author's Conference held at McGill University on May 30th. Many of the children had the oppor-

tunity to meet and discuss books with some of their favourite authors.

The month of June began with three very successful field days organized by Mr. Georges Purdie. We were fortunate in being able to fit in all three days of activities around the rain. Many thanks to all the volunteer parents who helped with the various activities.

Grade 6 went on their annual trip to Toronto, where they enjoyed the Ontario Science Centre, The Zoo, the CN Tower, and Canada's Wonderland. They had super pizza at the Organ Grinder and made a side trip to Niagara Falls.

While the 6s were in Toronto, the Grade 4s went swimming, canoeing, rock climbing and had a great time at Camp Laperdriere in St. Donat.

The Grade 1s spent a day at Les Forestières enjoying archery, swimming, fishing and numerous other activities.

Not wanting to be left behind, the Kindergarten students visited Terre Des Jeunes in Ste-Julienne for a day at the farm. They had a super time with pony rides and various other projects.

Have a happy and safe summer. We look forward to an exciting 96-97 school year!

Tula Corber



Grade 6 students, teachers and biologists on their excursion to Grandes-Bergerones.

as numerous other student writings.

This project has allowed the school to create professionally looking documents (books; brochures, flyers, anthologies, invitations, certificates, etc.) without having to order expen-

sive materials or consultants from outside sources. The entire process is now done at school.

The results are outstanding and have allowed the display of student writings in a way that is appreciated

by students, parents and teaching staff. This project will continue next year and we hope to expand this project by training a few students in the art of desktop publishing.

Stephen Kohner



Rachel Klingler, long jump.

**DORSET**

Another year has come and gone – time flies by. As the school year drew to an end, Dorset was named as one of the four LSB schools identified as vulnerable to change of language of instruction, of becoming a dual-track school, or even possible closure. However, as of June 18, 1996, the LSB has voted to rescind the motion for possible closure. After a general meeting of Dorset parents and teachers in May, a Work-

ing Group was set up to consider ways to develop and keep Dorset viable. The plan to have Dorset become an Alternative or "Magnet" school was proposed. A consultant from the LSB will help with this project. The Group's six task forces will continue to work towards an Action Plan for October, 1996. We will continue to take advantage of the resources made available by the LSB as we explore ways to improve and enrich our school. We still must increase our numbers if we are to remain viable.

**EDINBURGH**

**The Sound of Music/ La Melodie du Bonheur**  
The Grade 6 classes, under the direction of teacher Denise Nizri and Liliias Lippert, were very proud to present the theatrical production *The Sound of Music* during the week of May 6th.

Notre objectif à travers un tel projet est essentiellement de développer les habiletés langagières chez nos élèves de classe d'immersion, puis de les conduire vers un travail de créativité. Un tel projet a aussi permis à l'enfant de 6e année de canaliser son énergie face au français. C'est là une expérience significative pour nos élèves car elle s'inscrit dans tout un projet de communication qui l'a amené à parler, écouter, écrire, lire, communiquer.

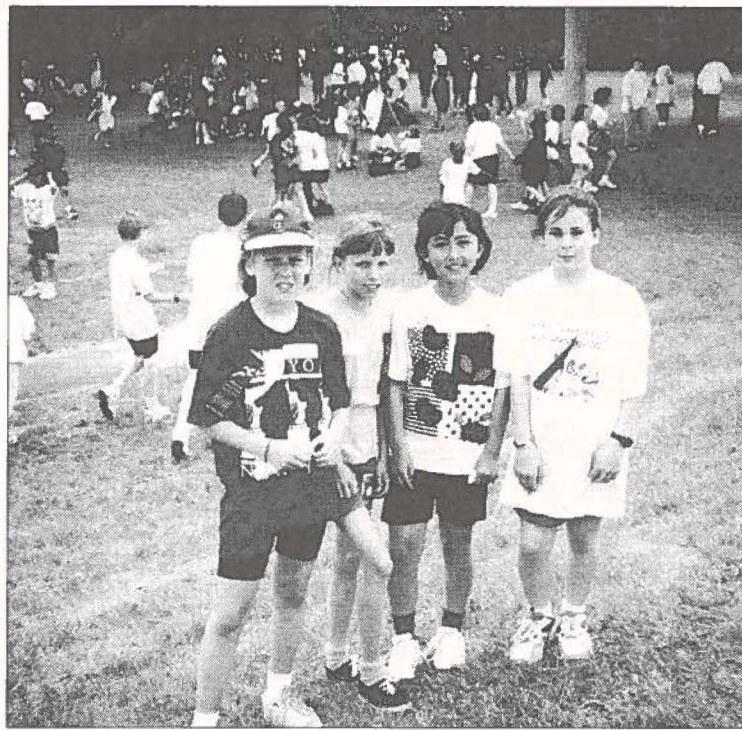
The dress rehearsal on May 7th was presented to several elementary schools. The next evening, there was a show for parents, and on May 9th a show during the day for students and another evening performance for all. Unfortunately, James Phelan, who played the role of Uncle Max, fractured his arm that afternoon, while riding his bike. As he said, however, "the show must go on!"

Parce que le théâtre a une force très motivante, les enfants apprennent l'aide mutuelle, la confiance, la coopération et l'engagement à part entière. Cela lui permit de partager dans une entreprise commune, soit la création théâtrale... "The Sound of

Music". Thank-you to Denise Nizri and Liliias Lippert for the spectacular production this year.  
*Sarah Panofsky and Lindsay Charron, Grade 6 de Denise Nizri et les grade 6*

**MOUNT PLEASANT**

**New Logo**  
The school will be boasting a new school logo in 1996-97. Through the efforts of the school staff and parent groups, a new school logo will be unveiled in early September. This logo will complement our school crest and will reflect our school direction and close links with our whole school community. It will also help us retain our focus on our school philosophy and goals. The graduating students were given a buffet breakfast, after which they received their diplomas and had cake and drinks. The Country Fair was held on June 1st. The profit from this, and other H&S fundraisers, helps to enrich school life. A puppeteer, a children's author from Courte Echelle, a climbing wall, some hands-on material for a specialty math program, oodles of software and hardware upgrades to ensure that our kids make it in the computer age, these are just some of the things sponsored by the H&S this past year.



Left to right: Kerri Martin, Sandra Warren, Tracy Zhao and Christina Legault.

**New French Programs**

As of next year, Dorset will have a brand new bilingual kindergarten, and French Immersion from Grade 1 and up. Our "pilot project" bilingual Grade 3 will continue and now Dorset, as of 1997/98 will offer full immersion from Kindergarten up to Grade 6. This is in response to parental demand for more French instruction at earlier ages. Meanwhile, life at Dorset continues. Our final Scholastic Book Fair was held April 30 and May 1. With the three fairs plus donations, H&S added 450 new French and English books to the library shelves. A total of 750 new books were added to the library this year, so the students have lots to choose from! Avey Public Speaking was another success this year with the students from Kindergarten to Grade 6 telling their stories to an enthusiastic audience. Ten of the finalists pre-

sented their stories to students of Northview School.

Students from Grade 4-6 participated in the inter-scholastic Track and Field at Riverdale H.S. on June 5th. They did very well and all bettered their own personal best.

Year end trips included visits to Cap St-Jacques Farm (Pre-Kindergarten), Camp Pioneer (Kindergarten), Canadiana Village (Grade 3), and the Town Hall of Ste-Anne de Bellevue (Grades 2/3 & 4).

Many students participated in Baie d'Urfé Days as members of the Dorset "Snow Fort" float. All had a good time and the weather was perfect!

As the beautiful weather seems to finally be here, we at Dorset wish all our fellow Home & Schoolers a happy and safe summer. See you in September!

Wendy FitzGerald

**LINDSAY PLACE H.S.**

H&S have had a super 95-96 school year. The executive and vol-

unteers have all worked well together to help the students and staff. Our year started with a Grade 7 welcome and reception. We followed this up with a membership campaign at Meet the Teacher even-



Left to right: Betty Shotton, Edith Ritchie, Margo Heron and Ian Heron busy serving goodies to LPHS teachers during Teacher Appreciation Week.

**MERTON**

**When the Hippos Crashed the Dance**

"Oh-h-h-h, you should have seen it when the hippos crashed the dance..." That's a line from one of the songs in the school's latest musical extravaganza *When the Hippos Crashed the Dance*, presented April 22 and 23.

This exuberant celebration of mischief and good fun was brought to us by the fabulous Grades 3-6 cast and Oscar-deserving production staff of teachers and parents all under the direction of the multi-talented J. Webb.

Thanks to all parents who helped with Olympic Stadium Day (Splash, bounce!), Nutrition Week (yum, yum) and Teacher Appreciation Week, and to the class mothers (and fathers, too!), students, to all who gave of their time, support, artistic and culinary talent... thank you is not enough; a round of applause is more deserving. Teacher Appreciation Week was quite a success thanks to your invaluable contributions. Merton's Team Truly is #1!

In a joint effort, the Parent Committee, Orientation Committee and H&S, will be launching a step program in the fall of 1996. This program will involve volunteers (recruited, trained and supervised by a paid coordinator) who will provide extra help and extra challenges to students in a variety of ways. The teachers and the coordinator will work together to find good, creative ways to enrich the students' academic life. This is a pilot project funded by the H&S dollars, made possible through fund-raising efforts.



To inform parents about the help available to students in need, we held a meeting in the Resource Room. At a parent information/education evening, we invited Paula Turner to present the movie F.A.T. City – (Frustration, Anxiety and Tension). Later, on our recommendation, the staff used this film at a professional workshop.

Our second such evening also proved to be very interesting. Marty MacFadjan came from the Lakeshore School Board to discuss Career Options other than the high science level, available to students. The Guidance department assisted at this presentation. H&S hosted an evening in January to inform Grade 10 students and their parents looking forward to Grade 11.

Fund raising has been very successful with band concessions, plant sale, etc. We were therefore able to help with teacher requests for instructional materials plus support the library and assist with some special events for students.

Our Teacher Appreciation was held in March with a lunchtime dessert table. The year wound up with a Pre-Ball reception organized and funded by the H&S. We look forward to 1996-97—another busy year!

Betty Shotton

# The Book Review Page

## KENNETH RADU'S CORNER

When I first read the title of Lois Burdett's latest adaptation and rewriting of Shakespeare for young children, *Macbeth For Kids* (Black Moss Press, 1996), my curiosity was aroused. I wondered how one could transform the profoundly complex drama of Macbeth's moral degradation and spiritual despair, not to mention Lady Macbeth's self-willed denial of humanity and her ultimate psychological collapse, into a tale for children.

There have been many adaptations of Shakespeare's plays for young people throughout the centuries, notably two of my favourites: Charles and Mary Lamb's memorable *Tales from Shakespeare* (1807), and the brilliantly written *Shakespeare Stories* by Leon Garfield (1985), hauntingly illustrated by Michael Foreman. Lois Burdett, therefore, enters a long tradition of writers who love Shakespeare and who want to introduce him to an audience supposedly unable to deal with his supposedly intimidating and/or abstruse language.

We know that in Shakespeare's day little distinction was made between adult and child, the literate and the illiterate, in matters of theatre and story. Such a division between adult and child, as far as literature is concerned, perhaps began with the little "good-godly" books for children composed by Puritans in the seventeenth century (traditional fairy tales forbidden even as they created their own, more horrendous tales) and the moralistic theories of child rearing and children's literature in the eighteenth century (fairy tales allowed only if they demonstrated an acceptable moral).

Lois Burdett clearly falls into the latter category for the entire purpose, it would appear, of Shakespeare's *Macbeth* is to teach a moral lesson. "My play is gluttoned with hatred and greed/ And has a moral we all should heed."

If the Bard is not turning in his grave, I'm sure I'm squirming in my seat. As readers can tell from this couplet, Burdett has rewritten the glorious and muscular blank verse of Shakespeare's drama into rhyming couplets, following an irregular iambic beat. This is the basic rhythm of nursery rhymes and works very well with young children, so Burdett clearly knows a thing or two about her students.

And what a success her versions of Shakespeare have been. If the proof is in the pudding, as they say, then pay no attention to my carping and cavils.

My difficulty with Burdett's highly-praised work is that it doesn't really work for adults which, to my mind, is the highest form of praise one can give to writing for children. Read Charles and Mary Lamb and Leon Garfield and you'll see what I mean. To be fair, as a teacher of the young, it is not Burdett's purpose to engage the interest of adults and it is clearly deliberate on her part to be tritely censorious in her choice of diction, however hopping, skipping and jumping her verse.

For example, when Macduff finally confronts the murderer of his wife and children in Act V, Shakespeare's Macduff says, "Turn, hell-hound, turn!" Burdett's Macduff says, "Turn, scoundrel! Yield." Her choice of words here, of course, is determined by her previous line; "Then in came Macduff, across the field."

As is so often the case with rhyming couplets, the demands of the rhyme scheme become more important than the actual characters and situation. The butcher of Scotland, the psychotic slaughterer of children throughout the nation, simply a scoundrel? Rather a weak term, don't you think; but of course we can't have young children ages seven to ten say "hell-hound", however truer to Shakespeare's morality and Macbeth's character, can we?

Burdett's version is very briskly and accurately told. Not a poet by any stretch of the imagination, she nonetheless has demonstrated that Shakespeare's texts can be made easily accessible and enjoyable for the very young.

But as much as I dislike her own verse, I am absolutely charmed and often delighted by the written and artistic responses of her students to the play itself. Lois Burdett can be forgiven for moralistic posturings and banal language ("What can we learn from this tale of strife/As we make decisions in our life?"), if as a teacher she has enlarged the capabilities of her students.

Language that may be trite and lifeless to adults is perhaps new and energetic to children grappling with the story for the first time. Burdett liberally incorporates entire lines and phrases from Shakespeare's actual text into her narrative so students do get a flavour of the real thing.

To her credit, she has also included without correcting or editing what the children themselves have to say about the play and the man. Moreover, *Macbeth For Kids* is wonderfully illustrated by the children's own drawings. Their writing is a testament to Burdett's genius as a teacher for they demonstrate both understanding of and lively engagement with the text.

In a semi-literate, anti-intellectual society like ours, Lois Burdett deserves every pedagogical award going for her remarkable achievement as an educator, however pathetic her poetry from this particular adult's point of view. Consider Laura Bates version of Macbeth's "Is this a dagger" soliloquy after he has murdered the king.

"Is this a dagger I see before me? I grope for it but my hand goes throo. Yet still it floats. Now it is bludy not as before and sores like an eagle. Is this an illooshin of my mind? I cannot think strate. My ideas are driving me mad!" Laura Bates is seven years old. The coloured illustrations throughout the text are also worth their weight in scones.

Children are smart: they crave substance and story, and respond to language as if it were the very air they breathe. Burdett introduces them to the greatest stories of all and suggests to them what poetry and real language can do. Despite my own reservations, I think teachers and parents of young children could do worse than get a hold of this book and learn how to make Shakespeare a natural part of their lives.

**The Sorcerer's Apprentice**  
by Robin Muller  
Kids Can Press Ltd, Toronto,  
1985  
31 pages, softcover, \$4.95,  
old folk tale retold

The Sorcerer's Apprentice springs to life through the beautiful illustrations by Robin Muller. While an adult reads the text on the left hand pages, a child can study the details of the pictures on the right. No adult should, however, resist the urge to linger over the pictures with the child after the text has been read. Preferably the adult and child should be huddled together on the couch until the end of the story has been safely reached. This book is highly recommended.

**The Night Book**  
Pamela Hickman  
Kids Can Press Ltd, Toronto, 1996  
48 pages, softcover, \$9.99,  
Ages 7-11, science/ nature book

The night, always an alluring time of mystery, can be a time of great



family adventure, too. And this book is ready to help you and your family enjoy yourselves after dark. No matter where you live, you will be able to participate in some of the experiments. You will also learn what happens after sunset in environments other than your own.

All those things that go bump in the night or shine in the dark are discussed in a reassuring, scientific way. Experiments can be done inside or out and focus on observation - a key ingredient in scientific research. So go ahead, treat your family to a late night out. Grab a flashlight, a pencil, a notebook and, of course, the Night Book!

**Forts of Canada**  
Ann-Maureen Owens  
and Jane Yealland  
illustrated by Don Kilby  
Kids Can Press Ltd, Toronto,  
1995  
64 pages, softcover, \$14.99,  
Ages 8-12, social studies,  
Canadian history

Lots of fascinating historical information is packed into this very readable book. An added treat are the beautiful illustrations which accompany the text. This reference book can guide you in building a model fort. lead you through the history of all the different kinds of forts we have in Canada, tell you about fort life and sharpen your knowledge of battle strategy. A listing of all the forts you can visit today means that this book should travel with you if you plan to tour Canada. Well worth a place on every child's bookshelf.

**Teachers are Special**  
compiled by Nancy Burke  
Park Lane Press, Random House,  
New York, 1996  
hardcover, 64 pages, \$16.95

This lovely book would make a very special gift for a favourite teacher. This lovely book would make an inspiring gift for a parent. This lovely book would be a cherished keepsake for oneself - for we are all teachers.

Comprised entirely of quotations, this book gives us a few moments to pause and reflect on education. Whether seen through the eyes of 8 year old Ashley - "I love my teacher. She is the best teacher in the whole world. All she does is sit at her desk most of the day, but I don't care." - or through the eyes of Henry Wadsworth Longfellow - "The love of learning, the sequestered nooks, and all the sweet serenity of books." - there is something in each thought that touches on our own memories.

This book covers the spectrum from life's bitter lessons - "The things which hurt, instruct" (Benjamin Franklin) to our hopes for our children - "The art of teaching is the art of assisting discovery." (Mark Van Doren). May we think of how important and influential we are in the lives of others every time we leaf through this book. It comes highly recommended.

**Yes, You Can!**  
Sam Deep and Lyle Sussman  
Addison-Wesley Publishing  
Company, 1996  
softcover, 270 pages, \$18.00

Whether you want to increase your self esteem, improve your health, communicate better, choose reliable friends, lead productive meetings, prosper at work, choose a compatible mate or create a close-knit family, this book can tell you how to do it. Advice is brief and to the point. Every topic is allotted a two page spread. On the left is a quote. On the right is a series of ideas in point form on how to make things happen. For example, saving money. The quote comes from Sophie Tucker. "I've been rich and I've been poor - rich is better." On the right is a list of ideas including "make what you have last longer."

This book is great fun to flip through and has a number of good ideas. Needless to say, reading 7 pointers is not likely to insure that you select a compatible mate for a lifetime of marriage, but a quote like Benjamin Franklin's "Keep thy eyes wide open before marriage and half-shut afterwards" is sure to bring a smile to the lips of many a married couple.

This is an entertaining book to share with friends and family.  
Anne Marrett

**Forestry and Farming** by Jane Drake and Ann Love  
Illustrate by Pat Cupples  
Kids Can Press: Toronto, 1996  
\$14.99 each (HC) pp 32 each,  
ages 7-10

Both FORESTRY and FARMING are part of the Canada At Work series for Kids Can Press. These books are designed to teach children about the natural resources that Canada has to offer and to show how the people, machines and farmers bring these resources to our homes.

Environmental issues such as the use of pesticides and methods of tree cutting are also dealt with in both books. Authors Drake and Love talk about environmental concerns, explain both sides and even suggest possible alternatives. For example, instead of making new roads into hard-to-reach logging areas, helicopters are used to remove logs, thereby protecting the local animal population.

FORESTRY explains about tree cutting, planting new seedlings, log transportation and pulp and paper mills. It also shows tech forest as a home for wildlife, why trees are important for clean air and great places for birdwatching.

In FARMING the workings of both a cattle ranch and a vegetable farm are shown. The very last page of the book shows you how to prepare a Cross-Canada Hamburger Lunch using products from farms from every province in Canada. Both books have wonderful illustrations which make them a delight to the eye. These books are well-written and worthy of any classroom giving children a better insight into Canadian Natural Resources. Written about Canada by Canadians for Canadians, they are certainly the ideal books for the Canadian classroom.  
Ann Bishundayal

**THE TUESDAY CAFE,**  
by Don Trembath  
Orca Books, Victoria, B.C. 1996  
\$7.95, pp128

This book is a great book! It is about a boy named Harper Winslow. Harper sets a fire in a trash can at school so he has to go to court. He had to write a 2000 word essay, which was great! His essay was about how he can turn his life around. The essay was very very detailed. The essay also said that Harper writes a story called The Tuesday Cafe. He doesn't explain too much about the Tuesday Cafe except that it is a writing class for people who can't read or write and some of the people in it are handicapped. I love the way Don Trembath writes the story because it is explained very very well. I recommend this book to children 10 and up.  
Samantha Bishundayal  
almost 10 years old.

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## Health Issues

### High School CPR

by Shirley Straughton

Beginning in September 1996, several Quebec high schools will have a CPR course incorporated into their physical education curriculum at the Secondary 111 or V level. The program, designed by the Advanced Coronary Treatment (ACT) Foundation of Canada, has been a success in the Ottawa-Carlton area and is in the process of being implemented in Toronto and Vancouver high schools. The Schools targeted for the Quebec pilot project are located in the Lakeshore, Baldwin-Cartier, and PSBGM school boards.

Despite the interest of parents, students, teachers and administration, there was no funding available within school board budgets for this program. Appeals were made to the community and various individuals and organizations came forward to meet this challenge.

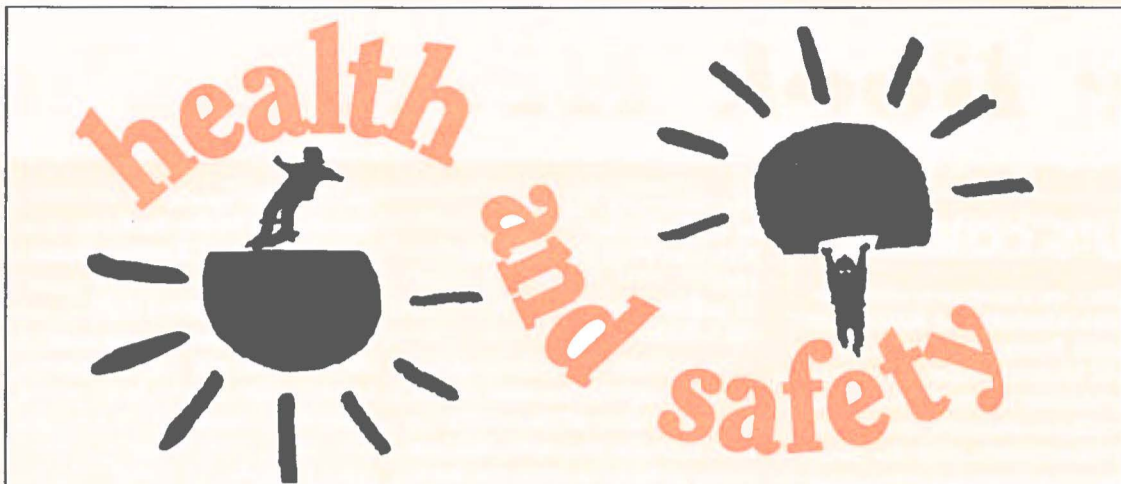
Sponsors include Macdonald and Hudson High Home and Schools, Dorcet and Seigneurie Elementary Home and Schools, Beaconsfield Oldtimers Hockey Association, Johnston Equipment, Prohome, Jean Coutu, IMS Canada, Regent Industries, as well as the Eccles, Hoffman, Moffat, Koogan and Wernecke families. A generous donation by the McConnell Family Foundation, a contribution from Russell Williams, (MNA for Nelligan), and the proceeds from a "Heartsavers Benefit Concert" were also instrumental in funding this Quebec pilot project.

For information of how to incorporate this CPR program into YOUR high school, contact: Shirley Straughton, Health Issues Co-ordinator at QFHSA, 3285 Cavendish Blvd. Mt. Que. H4B 2L9 or Sandra Clarke, Executive Director ACT Foundation at 1-800-465-5553.

The ATC Foundation is a national non-profit organization dedicated to improving pre-hospital emergency care in Canada. ACT is sponsored by the major pharmaceutical companies Merck Frosst, Canada; Schering, Canada; Hoechst, Marion Rousell, Canada; Astra-Pharm; and Parke Davis, Division of Warner-Lambert.

#### Playground Safety

In the Montreal area, over 800 children are seen annually in local emergency rooms after having injured themselves in a playground with some type of playground equipment, (jungle gyms, swings, slides, see-saws, sand boxes, etc.) Approximately 10% of the children suffered head injuries, 37% received fractures, 13% had sprains and 40%



#### HALLOWE'EN October 31st!

Let's remember that Hallowe'en is October 31st. The provincial safety committee, of which the *News Safety Scene* Editor is a member, worked very hard to get everyone across the province to "toe the line". Let's not cause confusion; let's keep October 31st as the day we celebrate Hallowe'en.

Last year as Safety Scene Editor I was flabbergasted to read in the local

newspaper that a city councillor from Trois-Rivières ouest was proposing that the last Saturday of the month be proclaimed Hallowe'en. You wouldn't believe the controversy resulting from his proposal (which passed into by-law). The controversy continued to the point where late last winter the by-law was rescinded.

Not forgetting the important part of this column - SAFETY - let's remember some basic rules for a safe Hallowe'en trick-or-treating.

had a variety of other injuries.

Of this group, 7% were admitted to hospital, 38% received major treatments, and 55% had only minor treatments. Medical journals note that falls from equipment and strangulation are the most frequent causes of death.

A safety guide developed by The Montreal General Hospital and endorsed by the Montreal Children's Hospital has published some general recommendations:

- equipment should be well spaced, ie., no swings where people are walking;
- equipment should be well maintained, following recognized safety standards;
- adults should look out for areas where children's heads and fingers might be caught;
- adults should inspect areas for broken glass and sharp areas;
- slides should be used only if age-appropriate;
- new equipment should be plastic, not metal as metal retains heat and is hard;
- bike helmets should be worn while rollerblading or riding trikes or bikes in the park.

Most accidents can be prevented. Proper supervision and guidance is essential to provide a safe environment for children to play and have fun. Copies of the "Guide on the Safety of Children's Play spaces and Equipment: are available by contacting: Montreal General Hospital, 1616 Rene Levesque W. Montreal (QUE) H3H 1P8. Tel: 514-932-3055  
Many thanks to Ms. D. Friedman, Assistant Program Head, Head and Spinal Cord Trauma Program of the Montreal Children's Hospital for her help in the preparation of this article.

1. Wear bright) light-coloured clothes with reflective tape.
2. DO NOT wear a mask - there are neat little make-up kits (or use Mom's).
3. Younger children should be accompanied by an adult.
4. A flashlight is a handy 'tool' to carry.
5. Walk in groups.
6. Walk down one side of the street, cross (look both ways!), then walk down the opposite side - do not crisscross.
7. Do not go into houses; stay at the door.
8. Do not eat your treats until Mom or Dad has had a chance to check them.
9. Happy trick-or-treating!

## NOTICE TO PARENTS!

Be certain you and your children have the benefit of  
**FAMILY ACCIDENT INSURANCE**

Too often parents overlook this inexpensive insurance. Some people assume their own group plan or Quebec Medicare provides coverage for all accidents. This is not always the case. For example, one of the most common accidents among students of all ages is chipped or broken teeth. Many insurance plans do not provide for this type of accident.

Your son and/or daughter will bring home from school a Reliable Life Family Accident Application Form. Read the form carefully, choose the plan best for you and return the form as directed. Premiums may now be paid by cheque, Visa or Mastercard and for your own protection please DO NOT SEND CASH.

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and the approved 1996-97 carrier of the Family Accident Plan for Home and School Associations.

## Safety Issues

#### HIGHWAY SAFETY CODE Proposed amendments

Forty-five per cent of the fatalities and 28% of the serious injuries in vehicular accidents in the province are the results of drinking and driving.

Obviously, the government would like to reduce these statistics. Although intensive publicity helped, the numbers are still too high. Jacques Brassard, Transport Minister in the Bouchard government, is proposing stricter controls and penalties for driving while intoxicated or driving while one's permit is suspended, as well as changing the length of time required for a learner's permit.

The first recommendation is to empower the police officer to immediately revoke a person's driver's permit when that person's breath sample is over the .08 limit. A driver who is found guilty on a first offense will have to take an education program (Alcofrein) which is offered by the Ministry of Public Security. Should the condemnation be a repeat offense, the guilty party will be obliged to submit to a complete evaluation prepared by specialists from an alcohol-abuse treatment centre. If the person refuses to submit to such an evaluation, he will be required to equip his vehicle with a device which would prevent the vehicle from starting should the device detect a quantity of alcohol on his breath. The device will be installed at a cost to the guilty party.

As for driving with a suspended permit, the Minister proposes that the vehicle be seized for the period of suspension. Under the proposals, the period of time required for a learner's permit would be extended from 3 to 12 months.

With regard to the insurance side of an accident, the Société de l'assurance automobile du Québec is looking at amendments as well. As things stand now, a person who is driving while intoxicated can collect a substantial amount of money if he is injured in an accident. There have been cases where more money has been paid to the guilty driver than to his victims. (As one person put it, it doesn't make sense that a person can break the law [criminal offense], injure himself while he is breaking the law, and then collect money for damages and injuries!)



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