



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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A Public System at Risk

Maureen Morris, President of the Canadian Teachers' Federation, addresses our AGM

"Parents must be active participants in their children's education," asserted keynote speaker Maureen Morris, President of the Canadian Teachers' Federation, at the Quebec Federation of Home and School Association's Annual General Meeting, May 4. "They are too important to be mere fundraisers for the school," she continued, while acknowledging the importance of fundraising in this age of deficit mania.

Ms. Morris, a native of Montreal who taught in the Lakeshore system, claimed that attacks on the education system by decision-makers armed with misinformation are putting our children and our teachers at risk. "We must be vigilant as citizens to guard against these attacks," she stated.

Morris accused governments of shirking their responsibility by slashing budgets and then leaving it to everyone else to figure out what to cut from the education system. "The Canadian Teachers' Federation believes in good schools supported by adequate resources distributed equally. Governments must realize that when they cut money from education they cut quality. The cliché is "do more with less" but in reality all you can do with less IS LESS."

Ms. Morris speculated on the real motivation of governments when it comes to education. "Could it be that

governments want OUT of education?" she asked the assembly of Home and Schoolers gathered at the Royal Montreal Golf Club. "Do they want to see the privatization of edu-

cation?" This would be a disaster, she implied, in a society committed to equality. "A good education should not go only to those who can pay for it!"

"Nevertheless, I believe we still have the best education system in the world," claimed the amiable educator towards the end of her address to the 52nd AGM of the QFHSA.



Our proud 'new' Executive. See box at right.

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.

Look Who's Propelling the Computer Revolution:

MOM!

According to an article in the February '96 issue of Architectural Digest, 1995 was the year the computer came home. Almost as many computers were purchased for the home as were television sets in 1995, claimed the article. And the home market is poised to overtake the business market any time now.

And guess who is instigating more and more of these home purchases? MOM. MOTHER. MATER FAMILIAS, especially mothers like you, who are concerned with their children's education. They are the ones making the decision to buy a computer, even if they feel their 8-year-olds know more about computers than they ever will. And these Moms are buying the most up-to-date models, for nothing appears too good for their children.

Businesses often can't afford to buy the latest models but individual homes can, even if it means foregoing a vacation or taking out a loan. And that, it seems, is just what people are doing.

The article quotes a number of executives at Intel who express surprise and delight at this turn of events. Who would have predicted that mothers would become the driving force behind computer sales? But they have!

When Teacher Comes to Tea

At Hadley Jr. High a teacher boldly goes where few teachers have gone before: into her students' homes.

Meeting students and their parents/guardians on their home turf is a great way to improve student/parent/teacher relationships and even helps to motivate students, claims Suzette Bangoura, a Special Ed teacher at Hadley Jr. High in Hull. Last year she took the bold initiative, together with Sandra Law, Vice-Principal, of contacting the parents/guardians of her students with the intent of having an at-home interview with them - and 10 out of 11 families agreed! Bangoura encourages all teachers to reach out and become more attuned to the daily lives of their

students. These "home visits" not only had the effect of improving the students' behavior in the classroom, but proved a learning experience for all concerned. Both Bangoura and Vice-Principal Law gained new insight into the social lives of their students. "A student who is sitting in a classroom situation, desperately trying to express himself, may indeed be a master woodworker at home," she says. Bangoura has some advice for teachers embarking on a home-visit program. Plan them early in the year and always begin the visit with a positive comment about the student in question. Then give the family every opportunity to ask questions and make suggestions.

Our New Executive

Front row:

Barbara Page
Rickhey Langlois
Jocelyne Godard-Pickler
Wanda Franklin
Miriam Lalonde

Back row:

Debi Brown
Wendy Buchanan
Karen Bilton
Pat Waters
Al Locke
Marg Funnell

Missing:

Debra Thompson
Kenneth Homer

Editorial

A MOM-friendly "address" in Cyberspace

Even though you can't bring them into the bathroom with you (yet!) or flip through them at your dentist's, online magazines are the wave of the future, and I'm talking the very very near future.

Most familiar magazines can be found somewhere online (meaning they are accessible through your computer) and some interesting new ones are cropping up in computerland, too. Last month I "accessed" a wonderful new magazine out of Washington State called Ma'zine available on the MOMS Online Forum of America Online, a service which has just become available in Canada. The MOMS Online Forum is dedicated to nurturing moms. I like the America Online Service, in general because, as Editor of this paper and as a freelance writer specializing in education and media, I need to learn as much as I can about what's going on out there in the field of education. American Online has a number of excellent services for educators and parents. MOMS Online is just one of them.

"Whoa!" you say. You just use your computer as a glorified typewriter? Well, a couple of years ago, that's all I could say. "I'm a Mom, I recoil from the cold world of technology. I am interested in people, not devices," I would have told you way back then.

So, it was my husband who got us online. He did it primarily out of curiosity and for the kids, believing that this form of communications technology was the trend and that our children should be a part of it. He did it in spite of my protestations, because he knew that I, too, would benefit. "Every big library in the world is online," he told me.

I have spent some time "surfing the Net," as they say, since then, and I have found more than a few tidbits out there of interest to parents. Some are included in this edition of the News.

But it's Moms Online that I am most impressed with. It's a safe haven for mothers, where we can share our ideas and concerns with others like us across North America.

Every week this magazine features three essays contributed by Moms and sundry book and media reviews. (I have been brought on board to write some of them.) It has a Mom of the Week and a Child of the Day and numerous other features, including "chat rooms," and the forum offers seminars to subscribers led by experts on parenting. It's also a place where Mothers and Dads, for that matter, can express themselves openly.

An online magazine isn't like an ordinary magazine: It's a marriage of telephone and magazine. It's a new form of communication which can be empowering to the average individual.

"Reading" this kind of magazine provides an immediacy and intimacy traditional magazines don't. I never thought I would use the word "intimate" to describe technology, but there you go.

With all this hype surrounding the so called "information superhighway," and all the fearful scenarios being fed to us parents, it's nice to know that there's another, human side, to this technology. (Let's face it, a hundred years ago some people probably considered the telephone a dangerous technology, but it has proved a useful tool and a comfort to many.) It's just up to us to use it, to make it "ours." We parents mustn't be afraid of this new technology, we must embrace it. It's just a tool, with drawbacks, yes, but also with much potential to make the world a better place for us and for our children.

And, there are similar online magazines aimed at children of all ages on America Online and elsewhere too. Check out the Canadian Kids' Home Page on the Internet. It claims to be one of the Net's best sites.

In the next issue of the News I will write about School Net and review David Johnston's book *Getting Canada Online*.

Dorothy Nixon

One parent finds her voice

For Norma Ewen, necessity was the mother of invention when it came to getting involved in her children's education.

My children had yet to see the inside of a classroom when I had my first encounter with the education system. I was curious about pre-kindergarten testing the school had scheduled for my son, so I questioned the school nurse.

After a long conversation, in a language foreign to me at the time, I still had no idea what this examination was designed to determine. I, however, had made up my mind that, unless the school would ban him from kindergarten without it, I would not allow my child to be subjected to this mysterious battery of tests.

I called the nurse again to ask if the tests were compulsory. Forty-five minutes worth of "Yes, but are they mandatory?" later she answered my question. My son did not undergo the standard pre-kindergarten testing.

Now, ten years and many similar scenarios later, I realize that my first encounter with the system was also my first example of system failure.

Not unlike other professions, education has developed a language of its own: a combination of technical terms, acronyms and euphemisms — with the occasional buzzword thrown in for good measure. Precise to those familiar with the jargon, it is unintelligible and intimidating to others.

All I had wanted to know was what these tests were for. The school nurse did tell me, but her explanation was in the language of the system. Rather than asking her to "run that by me one more time in English," I allowed myself to be intimidated. I felt foolish; then I got mad. Once anger set in, I not only stopped trying to understand, I

stopped listening.

For her part, the school nurse failed to anticipate and meet the needs of her clientele. As a professional, in the business of dealing with kindergarten children, she should have been acutely aware of this potential language barrier. It was her responsibility to provide me with the information in terms familiar to me, not in terms with which she was most comfortable.

Every organization has its flaws, and education is no exception. There are other examples of how the system fails, but, in my experience, miscommunication is not only the most common, but also the deepest crack in the education system.

Unless it is recognized as such and addressed, even the most innocuous misunderstanding can quickly evolve into total alienation. Unfortunately, a gap in communication is not always readily apparent. A rift can occur without anyone being aware of it, and leave both parties on opposite sides of the void without ever really knowing how they got there.

Invariably, the victims of miscommunication within the education system are the children. As it turns out, my son has a learning disability. Whether or not it might have been detected by the pre-kindergarten testing, I will never know. I do know of the pain he suffered because his disability wasn't identified until years later. Did he pay too high a price for my anger? Absolutely. All my children did!

As a direct consequence of this incident, I had no interest in any further involvement with the school system. I was not about to deliberately put myself in another situation where some bureaucrat could talk down to me — or over my head. No thank you very much, I'm not interested in our

associations or committees, I thought, and I'm certainly not going to volunteer to work with you! You just do your job, and I'll do mine.

I was intimidated by the system and everyone in it. I attended parent-teacher interviews — ordeals that they were, — only because they fell under the heading of "my job." I never questioned anything I didn't understand and I took any, and all, negative comments personally. Then I went home and cried.

My children, meanwhile, were free to roam the system, searching out every nook, cranny, crevice it had to offer. It was heart-wrenching to stand silently by, watching them fall, but I was powerless to stop them. That, I thought, was up to the teachers. They were the experts, they knew the system, and they didn't need me. They would help my children.

Finally, wonder of wonders, I got angry again. My children were being swallowed up by the holes in the system, and no one else seemed to care. I had to do something to help them, so I took a deep breath, put my fears in my pocket, and GOT INVOLVED.

No, I didn't rush out and join the Home and School, School Committee, or any other parent body. I simply decided to fight for my children. Learning how to do that effectively led me to the rest!

Getting involved didn't magically solve all of my children's problems, or ease all my fears. They continue to stumble over the cracks in the system, and I am still more easily intimidated than I would like to be. I have, however, learned the language and found my voice. Now, when I see my children in danger of falling, I can at last be heard and understood when I say: "Excuse me, but I think they've found another one!"

Letter to the Editor

Dear Pat Waters (President of QFHSA),

Just a few lines from an old "Home and Schooler." I have just finished reading the latest edition of "The News" and once again must say how proud I am to have been a part of this great organization for almost thirty years which, in spite of some concern at the onset of School Committees, seems to be going from strength to strength.

A special word of congratulations to Marion Daigle. I have seen her in action in the field of literacy and would heartily endorse this honor (ed. note. see last issue). Marion, during my later years as a school board administrator, always made me feel so inactive — she appeared to have boundless energy! Well done, Marion.

I was one of the earliest members (and remain so) of the New Carlisle Home and School Association. However, having lived in New Richmond for the last 13 years, I am no longer very active. Reading "The News" makes me believe that I should contact the New Richmond group to see if I can help there in my retirement.

The New Carlisle Home and School under Lorne Hayes as School Principal really made that school the center of the community — we were made to feel important and needed and were an integral part of school life. As a newcomer to Canada, this certainly set the tone for my understanding of the role of a parent as part of the school — this group is still as you know a very active part of the New Carlisle School.

I could go on and on with happy memories but must close; please remember me to anyone who remembers me.

With all good wishes for continued success,

Yours Sincerely,
Diane Sawyer (formerly Le Gresley)

Questions & Answers

What exactly is the Home and School?

The Home and School is a 100 year old nationwide parent/volunteer movement, dedicated to promoting the education and well-being of children through parental involvement and other means.

But I only have a toddler? What's it to me?

We, at the Home and School, believe that education begins at home at birth. Parents of pre-schoolers have much to gain by joining the Quebec Federation of Home and School Associations; in short, a head start at enhancing your child's school career.

My kids are in high school. They don't want me interfering in their school life, so what's the use of me joining?

Certainly, parents of high schoolers need to proceed differently from parents of children in elementary school, but there is a growing body of evidence indicating that high school students do substantially better when their parents show an interest in their education.

I have no time and I don't like fundraising, anyway.

There are many, many ways you can contribute to your child's success at school. Contact the school to find out! Or phone the QFHSA at 514 481-5619



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President's Message

Patricia Waters

"Basic Values are the Key"

I was taking a break during one of my evening courses at McGill University when I found myself in an odd situation.

Having had no supper and feeling very hungry by 7:00 p.m., I headed for the food machines. The cafeteria had not reopened for the spring term yet, so the room was deserted. As I hunted through my wallet for those much needed loonies and quarters, I calculated that I had exactly one hundred dollars and sixty-seven cents. Five crisp new twenty dollar bills were nestled very nicely side-by-side in my wallet, but I only had two nickels, five dimes, and seven pennies. Not enough change to buy anything! I then turned to the change machine to discover that it was out of order. It seemed rather amusing to me to be standing there staring at the unobtainable food behind the glass doors unable to buy it, even though I had money in my wallet. I started to think of parallel situations like this in life. We can have all the knowledge in the world on any topic, but what good is it if we don't use it to help improve our society? We can be an expert photographer, but what good is this skill if there is no film in the camera? We can be good parents and teachers to our growing children, but what will they become if they have no basic values? My need that evening in the McGill cafeteria was to eat, but what about our children's needs? Are we only supplying the "twenty dollar bills" - the comfortable house, the giant screen t.v., the stereo system, the best in sports equipment and so on - or are we also giving them the "small change"? Are we teaching them to be polite, to tolerate their brothers and sisters, to clean up after themselves, basically are we teaching them good VALUES? Are we teaching them integrity, honesty, responsibility, compassion, love, and competence? Do they "value" themselves and treat themselves with dignity and respect? It is this issue of "values" that I thought I would write about because it is certainly the buzz word of the 90's.

Why are we so preoccupied with "values" these days? They certainly aren't a new concept. In the past month I have attended a series of meetings where the topic centred around values. The first time was at a Canadian values seminar entitled "The Society We Want" held at the Montreal YWCA on April 16th. The second time was at our Quebec Federation of Home & School Association Annual General Meeting on May 4th where our keynote speaker, Maureen Morris, President of the Canadian Teachers'



Federation, spoke about teaching "values". Finally I attended the Council of Ministers of Education meetings in Edmonton May 9th to May 12th where partners in education from across Canada met and discussed the "values" of our Canadian educational system.

A "value" is defined in the Collins Dictionary as "estimated worth and importance". Values form the core of our beliefs and attitudes. They determine our behavior and how we relate to the rest of the world.

At the values seminar in Montreal I learned that we were exploring the ideas that people value greatly in terms of the society that we want. Our values determine many of the choices that we make in our daily lives as well as set our priorities in society. The question is, are we teaching this ability to make the right choices in our homes and in our schools? Is it the responsibility of the teachers or the parents, or both? Maureen Morris told us that teachers play an essential role in society, they are hard-working and dedicated. They care about how our children will be prepared for their future. We parents share a common challenge and goal with our teachers - it is the pursuit of our children's happiness, good health and acquired knowledge. In Edmonton I found myself sitting among the delegates from across Canada listening to keynote speakers hammering out what our "educational values" should be. I was pleasantly surprised to hear that we all wanted the same things for our Canadian schools. In brief some of these "values" were: kids first; meaningful parent involvement; concern for community values; lifelong learning; a belief in democracy; quality education for all; literacy; respect and tolerance of differences; and employability.

What do these educational values mean to parents? First of all parents play a vital role in the educational system today. They are a part of the process, not merely observers. It is also important for parents and their children to appreciate the value of education and the importance of what is being learned, not just the marks on the report card. Finally we need to reinforce educational values at home along with the other basic values we are teaching our children. We have to supply our children with enough "small change" along with the "large bills" to make the right choices in life and be able to meet their own needs.

Teacher Appreciation Week

SUNNYDALE's Teacher Appreciation Week was well received. To honour our staff, we presented them with many gifts throughout the week. Chocolates wrapped with a lottery ticket, plants, and teacher "emergency kits" filled with school supplies, were just a few of the items given to each staff member. We hope you know how much we appreciate all of you!

DORSET's Teacher Appreciation Week saw delectable recess treats showing up, much to the dismay of any dieter! Parent volunteers also took over recess duty so the teachers could have a coffee together. Valentine's Day brought a lunch with many delicious dishes from the school's talented cooks.

JOHN RENNIE H.S. celebrated Teacher Appreciation Week by purchasing two books for the library in appreciation of our staff (*The National Geographic Anniversary Book* and *People Who Make a Difference*) as well as a subscription to an educational magazine entitled *Home & School*. In conjunction with School Committee, H&S provided the staff with coffee, goodies, a wonderful cake, and certificates of appreciation.

KEITH had a busy Teacher/staff Appreciation Week. On Monday, they presented hand made 'apple roses' to the women and 'bulrush candles' to the men. Volunteers worked very hard carving apples into roses; now that's what you call an apple for the teacher! A cold buffet lunch was served the same day.

On Tuesday, thanks to the generous donations made by so many of the parents, they were able to present each teacher, and the principal, with a beautiful keepsake. Again, the volunteers dedicated many hours to work with some students from each class preparing a gift for their teacher. There were picture frame wreaths, floral canoes, baskets of dried flowers, and other assorted floral arrangements. The teachers were speechless.

Scrolls, with a carefully prepared poem, entitled "Shared Knowledge", were given out to each teacher on Wednesday, along with Loto Super 7 tickets for the group. And, they won! Three free tickets and about \$165 were split amongst them.

During the day on Thursday, beautiful fruit platters were made up, and set out for the staff.

Thanks to all the volunteers, especially Bessie Della-Corte for her creative ideas.

BEACON HILL's Teacher Appreciation Week this year included many volunteers doing recess duties and snacks for teachers. The highlight of the week was a luncheon "Loaf & Ladle". H&S mom's provided delicious soups, homemade bread, and desserts. Teachers, support staff, bus drivers, and lunch program ladies were all invited. A good time was had by all.

ALLANCROFT treated teachers and staff to different goodies each day. It was one way of thanking the school's great staff.

EDGEWATER's H&S members contribute daily to the well being of both the students and staff at Edgewater. Their efforts are especially accentuated during Teacher Appreciation Week.

Monday morning they greeted the staff with numerous decorations of acknowledgement, fun and encour-

agement. Throughout the week every recess they provided the staff with a variety of homebaked goodies. This week was the only time that the entire staff made a conscious effort to gather during recess. Every staff member also received a card thanking them for their hard work and caring. Eyes sparkled when we found chocolate hearts in our mail boxes, not to overlook the apples also placed there. The week came to an end as the tea cart arrived at each class door on Friday afternoon: the answer to every teacher's dream. What a lovely surprise!

Our most sincere thanks and appreciation to all those who contributed to make this week so special, from teachers Pamela Martini and Amelia Millin.

TAW Tidbits.

Dr. S.E. McDowell: Gifts were presented to teachers each morning, etc.

Edinburg: Gave a TAW luncheon.

Elizabeth Ballantyne: Provided staff with special crest.

Jubilee: Presented teachers gifts made of cross-stitched bookmarks, scrolls with motivational messages.

Meadowbrook: Major food effort: muffin breakfast, pizza lunch, buffet lunch and gifts for teachers each day.

Merton: Gifts of personalized certificates, pencils, buttons, flowers and calendar made with staff picture.

New Carlisle: Banners and decorations, hand-hearts and hot turkey dinner. (YUM!)

Philemon Wright: Luncheon and letter of appreciation signed by school committee.

Weston: Tree of Thanks with a personal thank you from each student on display.

Aylmer: They presented the teachers with a book of special testimonials written by parents applauding teachers. (IDEA OF THE YEAR!)

Sunnydale: Presented teachers with gifts throughout the week., including emergency kits filled with school supplies.

Ayer's Cliff: (Moved TAW to March) decorated the staff room and entered teachers in an "appreciation" lottery for a cut and piece lamp.



EB Staff wearing "Staff" sweats — a gift from the Home & School Association during Teacher/Staff Appreciation Week.



Mrs. Sheila Canci, Principal, Keith School, receives her picture card wreath.



FOCUS ON MEMBERSHIP



1995/96 MEMBERSHIP AWARDS

(based on number of families)

ON ISLAND BOARDS – Elementary Schools	%	Membership Chairmen
Royal Vale	100.0%	Pam Wener
Beacon Hill	89.6%	Tina Storer
Merton	80.0%	Kathleen Fauteux and Paula Kimel-Cohen

Honourable Mention	%	
Westpark	73.4%	Jo-Ann Light
E.P. Beaconsfield	71.0%	Hanneke de Jonge
Dunrae Gardens	68.6%	Flora Lopes
Seigniory	66.5%	Pam Godfrey
Elizabeth Ballantyne	65.8%	Catherine Maxham

ON ISLAND BOARDS – Secondary Schools	%	
Royal West Academy	58.0%	Gaby Morency and Carol Stenhouse
Honourable Mention		
Macdonald High	20.9%	Susan Twedell
Hudson High	19.1%	Hanna Daca
Beaconsfield High	18.7%	Judy Serve
Lindsay Place High	16.1%	Mary Yadgard and Raina Carolla

OFF ISLAND BOARDS	%	
Baie Comeau Elementary/High	61.5%	Pamela Lalonde
New Carlisle Elementary/High	36.6%	Brenda Gallan
Honourable Mention		
Shigawake-Port Daniel	23.7%	Barbara Hottot

SPECIAL DRAW FOR SCHOOL STAFF/TEACHERS	
Mark Franklin, teacher at New Carlisle	Brenda Gallan

1995/96 NEWSLETTER AWARDS

Aylmer - Arrow
Beacon Hill - School Scoops

Editor
Danielle Lanyi
Maggie Tietjen



NEWSLETTER AWARD WINNERS Danielle Lanyi of Aylmer and Maggie Tietjen of Beacon Hill accept books for their school library from Diane Radu (left) the editor of Focus on the locals

MEMBERSHIP AWARD WINNERS



And the winners are! — Beacon Hill (Norma Cheng), Westpark (Sara Sabloff), E.P. Beaconsfield (Hanneke de Jonge), Seigniory (Vikki Kouri), Royal West Academy (Carol Stenhouse), Macdonald High (Susan Twedell), Hudson High (Joyce Jones), and Beaconsfield High (Janice Saba). Missing from the picture are: Royal Vale Academy, Merton, Dunrae Gardens, Elizabeth Ballantyne, Lindsay Place High, and Baie Comeau Elementary/High. Royal Vale has asked that their book prize be given to Hampstead School. Last year they donated it to Somerled School. A nice gesture on their part.



SPECIAL DRAW FOR SCHOOL STAFF/TEACHERS

Mark Franklin, a teacher at New Carlisle High School in the Gaspé, won our special draw for teachers. Dorothy Nixon (left), Editor of the News, is holding Mark's gift. In the middle is Wanda Franklin, President for the New Carlisle Home & School, holding the membership prize also won by New Carlisle. Mark is holding the Honourable Mention certificate won by Shigawake-Port Daniel Home & School, also in the Gaspé. Congratulations to all the schools.

Make Your H&S Grow!

Publicize your successes whenever you can. Tell members, other parents, the community and media about your activities. For instance:

- Your Home & School sponsored six parenting workshops during the year.
- Your health fair attracted 300 people on a Saturday afternoon.
- Your Home & School spearheaded the clean-up of a local toxic waste dump.

Whatever your achievements, small or large, make sure people know about them. People want to belong to an organization that makes a difference!



The National Museum of Science and Technology Has It All for Family Learning

by Dorothy Nixon

If you are like me, and the phrase *Science and Technology* tends to send an icy chill through your body, you may be surprised to find a great deal that is elegant and evocative, playful and poignant, at Ottawa's National Museum of Science and Technology.

I went for my children because I want them to understand the hi-tech world in which we live – let's face it, I, myself, am more of an Impressionist painting kind of gal – only to find that a visit to this sprawling, clean, one-story museum is as much a trip down memory lane as it is a window on the future world.

This is all by design, it appears. Museum curators are in the business of telling stories. Every exhibit at the National Museum of Science and Technology has a "story line," a plot with a refreshingly Canadian slant. The "Connexions" exhibit explores the evolution of broadcasting in our country. "Love, Leisure and Laundry" tells the story of domestic technology. "Canada in Space: Destination Earth" is a narrative about our endeavors in that area.

"Technology" may be the science of tools and their use, but many of the museum's exhibits are, indeed, beautiful to behold. Even awesome. I never thought steam engines were so huge! "Bicycle Art," an exhibit on until September, clearly shows that many bikes designed over the years were more elegant-looking than usable. In fact, the museum features many exhibits on transportation: boats, antique automobiles, and another whole building devoted to aviation. These exhibits certainly seemed to capture my husband's imagination, I couldn't pull him away from the model boats!

My sons, ages 8 and 10, flipped over the "virtual reality hockey," and I found the "Measure Up" exhibit intriguing enough alone to warrant my being there. (To me, this is the essence of science, trying to measure everything, to put a number to rainfall and heartbeats in an frail attempt to grasp what it is all about.) The big kid in me was equally impressed with the interactive hands-on exhibits designed to explain basic scientific principles to little 'uns, or the scientifically-challenged (like me). They were all ingenious in their simplicity and THEY ALL WERE IN WORKING ORDER, unlike in some other museums I've visited.

I especially enjoyed the units on ENERGY. Visitors can press a button to see how wind energy is converted to electrical energy, and so on. If they had used these devices in high school, I might have grasped it all back then, and that's the point. There are many learning styles and unlike traditional schools, a museum as well designed as this one reaches all types of learner. In this museum children can see science, hear about science, touch science, as well as read about science.

Planning and designing exhibits is something of a science in itself, I learned. The Museum's main theme is "The Transformation of Canada." Its sub-themes are "Canadian Context, Finding New Ways, How Things Work, and People, Science and Technology." The Museum collects, records, researches and preserves a wide range of artifacts and information. (They own nine warehouses full of material.) Exhibits make use of the artifacts in these collections, most acquired through donation, but sometimes curators spend years looking for specific missing elements to complete a collection.)

And some exhibits are just passing through: John Lennon's psychedelically painted Phantom V Rolls Royce is on display for the summer. Cool, Man!

School may be out soon, but summer can be a time for family learning, in relaxed fashion, and museums like the National Museum of Science and Technology are there expressly for this purpose. The price is right, as well. A family of 4 can go all day for \$12.00. (They recommend a minimum four hours.)

But why should Mom and Dad (or Grandma or Grandad) make the effort? Well, let me quote from the museum brochure: "Technology seems to be neutral, but it is not. Every technology is value-laden because it affects living things for better or for worse. Consequently, choosing to promote one avenue of research over another, or to promote one technology while another languishes is a political decision subject to public choice. For this very good reason, it is important that modern men and women should be technically literate. The technologies that we, as a society, choose to develop will say a great deal about the kind of people we are."

And besides, the kids will have a super time!

The National Museum of Science and Technology is located about 10 minutes from downtown Ottawa. Exit the Queensway at "St. Laurent South." Turn left at the Lighthouse (Lancaster Road).

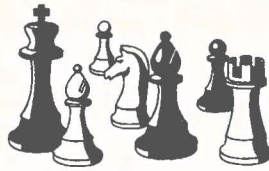
If living things are more your speed, visit their agricultural museum where Experimental Farm Drive meets Prince of Wales Drive.

Summer Journal Ideas

To promote writing as a medium for self-expression, encourage your child to keep a summer journal. Any topic will do. Try some of these on for size:

- a camp journal
- a movie review journal
- a gardening journal
- a sports journal
- a dream journal
- a book review journal

Chess



The Gymnasium of the Mind

Chess is variously described as a science, an art and a sport. It has the virtue of being completely free of the element of luck: the result of each game depends entirely upon the skill of the players. A youngster who plays chess soon learns that he or she can not blame failure on anyone else. Results are completely due to a child's own abilities and efforts and a child must take responsibility for his or her own actions. Victory is earned and can be savored as a personal accomplishment.

A youngster taking part in a chess program develops critical thinking: logic, reasoning and problem solving abilities; memory, concentration and visualization skills; confidence; patience; determination; poise; self-expression; and good sportsmanship. And perhaps more importantly, children who participate in the program improve their self-esteem.

Everyone associates a good chess player with a good mind. A child who can play a good game of chess has proof of his or her mental abilities – and no one can take that away! From *Chess-in-Schools*. Internet address: <http://www.symbolic.com/chess/chsgym.htm>.

The low-tech, low-cost, high powered teaching tool

by Dorothy Nixon

My mother, the masterful bridge player, calls it "card sense." World renowned child psychologist Margie Golick calls it the ability to judge rank of numbers, to consider several factors at once, to reason, memorize, calculate probabilities and develop intuition, etc. But if the term "card sense" makes it seem as if these abilities are in-born, Golick knows they aren't. All these skills, which read like something off a nuclear physicist's resume, can be developed and fine-tuned by playing cards, she claims. Yes, that simple 50 cent pack of cards is as versatile and powerful a teaching tool as any fancily packaged CD ROM for which you shell out 50 dollars, (and that's not including the price of the computer!).

Margie Golick has been telling parents and teachers this for years.* And the best thing about cards, is that it teaches your children about something they don't get to learn at the computer monitor: A game of card teaches social skills. As you well know, a game of cards proceeds in a ritualized manner. There's a definite card-playing etiquette. As with the "endangered" family meal, kids must wait their turn and sit still for a period of time around the card table. But there's still a great sense of fun and mystery, even magic, surrounding cards. (Perhaps this is why so many people hesitate to see cards as a teaching tool.)

Very young children even improve their coordination playing cards. (I still recall the great sense of accomplishment I got learning to shuffle the deck in that "fancy" grown-up way.) In fact, Golick likes to use cards to teach learning-challenged children. And another great thing about the traditional deck of four suits and 52 cards, which evolved from a medieval game based on the four main social groups of the time, is that a game can serve as an occasion for family togetherness. Family members of all ages can compete together, and because of the element of luck involved, the younger members can often win. And, sometimes, children will beat their parents regularly "fair and square" at a sophisticated game, proving that they have "card sense," or the ability to reason, calculate probabilities, intuit, memorize, etc. Harvard, look out!

*Montreal-based Margie Golick, Ph.D. has written *DEAL ME IN! The Use of Playing Cards in Learning and Teaching*, Jeffrey Norton Publishers, Inc. Guilford, CT. 06437 and other books related to learning through fun.

Reading, Writing and Rummy, Playing with Words, and Wacky Word Games published by Pembroke Publishing, 538 Hood Road, Markham, Ont. L3R3K9 Mrs. Golick also works as a media consultant and can be reached at Learning Associates of Montreal.

Good Idea!

Storytelling

as a vehicle to build family-school partnerships

Good Idea!

Students at Public School 76 in Manhattan sat enchanted as a mother from the Central American country of Belize told a story about her childhood. Her family was so poor, she said, that she never received a Christmas present. One year, when she was feeling sadder than usual about her family's poverty, her mother said, "Tomorrow, I will give you a present you will never forget." Before dawn, the mother took the girl to the ocean, where the two watched the colours of the rising sun play on the water. The vastness of the sea made it seem as though the whole universe were waking up.

"Even if you are poor," her mother said, "you can always find joy in nature and the simple pleasures of life."

Just as the mother had promised, it was a gift she never forgot, and one the storyteller and now one of her daughters and her classmates will pass on to others as well.

The mother-storyteller was participating in a one of a kind program called Family Portraits. Through the program, parents, teachers, principals, grandparents and friends of the children's families, school crossing guards, custodians and secretaries tell family stories to students in

grades kindergarten through three.

"Our goal is to lessen the isolation of students, parents, and teachers by creating a school atmosphere that is much like an extended family which motivates students to learn," says Rosaleen Mazur, the program's director.

Fundamental to learning are listening skills and an interest in language, characteristics that oral storytelling inspires. The students are rapt listeners of the stories, and their ability to concentrate and to expect learning rewards can be transferred to the academic curriculum, says Mazur.

NEW 'LEWIS' PEACE PRIZE TO BE AWARDED ANNUALLY BY QFHSA

Thanks to a generous donation of 1,500 dollars by Pat Lewis, our Social Affairs Chairman, the Quebec Federation will be offering an approximately 100 dollar prize each year starting in 1997 "to the individual or group that has made a significant contribution to peace at the local school, within the community or farther afield."

Typical areas of interest would be activity in peer mediation, gun control, international peace and understanding or any initiative that would make a local community a more peaceful and safer place." Criteria will be sent to schools in the spring. People will be asked to send in their nominations at that time and a committee of judges will be set up by the QFHSA to choose the winner. We thank Pat Lewis for her thoughtful gesture. We hope her spirit will be contagious and move students and teachers toward action on this front. Surely the world would be a better place for it!

Social Affairs Report by Pat Lewis

AIDS UPDATE

Experimental therapy at the University of Michigan has shown that gene manipulation in HIV patients can protect immune-system cells from infection by the virus that causes AIDS.

In April, a new anti-AIDS drug came on the market in Canada, but its high cost may mean the government cannot pay for it. The drug, called invirase, has been made available free to 850 AIDS patients on compassionate grounds.

SMOKING

A Quebec coroner recommended that the provincial government should study fire-safe cigarettes, after an inquest into a fire that killed three Montreal children in August. A non-smokers' lobby group testified at the inquest that safer cigarettes can be produced, but tobacco companies don't want to make them.

In April, anti-smoking advocates showed a study that reports underage smokers are three times as likely as adults to be influenced by cigarette ads. The study concluded that 12 to 18 year olds who already smoke are very much affected by ads in choosing their brands.

GUN CONTROL

With the passage of the amended law, Canada's gun control debate appears to have been forgotten for the moment. It is predicted that the anti-gun campaign will revive, if the past is

any guide, but only if and when another ugly crime involving guns occurs.

INTERNET TECH

The Internet is the newest battlefield in the war against racists. If you surf to the World Wide Web site maintained by McGill University's Hillel Society, you will find information on the Jewish organization's activities and news from Israel about sites run by people who deny the Holocaust and are white supremacists. Instead of trying to muzzle the those who are spreading hate, some cybernauts are facing them head on, to refute the lies and prejudice these racists are trying to spread. The Internet provides a potential audience for groups like the Klu Klux Klan and Aryan Nations, but the Criminal Code and the Canadian Human Rights Act make it illegal to incite hatred against identifiable groups. So far, no one has been prosecuted under the Act for spreading hatred on the NET.

A WOMAN FOR PEACE

Christiane Tremblay is a Quebecer, working with Care Canada in Angola, who is very concerned about the 10 to 20 million land mines in that African Country, left over from their civil war. Tremblay now teaches people how to avoid land mines and she helps to prepare maps of the provinces that show where the mines are located.

Issues in Sexuality

by John de Nora

Sexuality Education Materials

I have had the opportunity, in the past several months of perusing sexuality curriculum which holds the promise of effective education. The material can prove to be useful for teachers, parents, school boards, and others who are seeking practical information which will help them achieve their sexuality education goals.

In this time of reduced budgets this list of suggestions is either inexpensive or free. In some cases, all it takes is a 45 cent stamp.

I. The 36 page booklet, "Canadian Guidelines for Sexual Health Education," published in 1994 by the Minister of National Health and Welfare is one such example.

These guidelines cover 5 principles of Sexual Health Education:

1. Access to Sexual Health Education for All;
2. Comprehensiveness of Sexual Health Education: Integration, Coordination, Breadth;
3. Effectiveness and Sensitivity of Educational Approaches, Methods;
4. Training and Administrative Support;
5. Program Planning, Evaluation, Updating and Social Development.

This booklet is meant to be a support for comprehensive sexuality education. Excellent for school, parent committees presently developing curriculum.

Among those involved in producing this publication were personnel from SIECCAN (Sex Information and Education Council of Canada) and William Fisher from the University of Western Ontario whose definitive writings add much to the field of sexuality education. To receive a copy write to Joanne Doherty, Division of STD Control, Bureau of

Communicable Disease, Epidemiology, Health Canada, Brooke Claxton Bldg. 0913A. Ottawa 1A4 0K9

II. The recent program "Skills for Healthy Relationships" is an outcome of the 1988 "Canada Youth and AIDS Study." Many of the same individuals, such as Alan J.C. King from Queen's University, who were involved in the 1988 study reappear in this most recent program. It is worthwhile noting that "Skills for Healthy Relationships" is a national effort as it received input from all parts of Canada.

The general objectives are:

1. Students who have not engaged in sexual intercourse will delay sexual intercourse until they are ready to engage in responsible mutually protected relationship.
2. Students who have had sexual intercourse will stop engaging in sexual intercourse until they are ready to establish a responsible, mutually protected relationship.
3. Students who do not abstain from sexual intercourse will engage in AIDS and other STD preventive behavior.

This program underlines abstinence but it is inclusive in nature. Sexually active adolescents are acknowledged as they must learn the skills which will protect them from risky sexual situations. How important is this? Consider that in Canada, those infected with HIV before 1982 had a median age of 32 years. The years 1985 to 90 give us a median age of 23 years for HIV infection and recent data for the years 1990-94 indicate a continuing decline in age at time of infection.

I am especially appreciative of the attention given to sexual orientation. It is not time that we include all our children in sexuality education no matter what their sexual orientation?

Once and for all, let us accept that there are 4 possible sexual orientations: bisexuality, heterosexuality, gay and lesbian. All sexual orientations are normal and sexuality programs must reflect this reality if they are to serve our adolescents. If this were being done, it would also represent a courageous first step in reducing homophobia.

"Skills for Healthy Relationships" has been field tested and evaluated. It involves parents, trained peer leaders and has a cooperative learning approach. Teachers participate in professional development and a 40 minute video is also available. It is an unflinching program. Rather than discussing "dangers of exchanging bodily fluids," it goes straight to the heart of the matter and enumerates the four ways HIV is most commonly spread from one person to another:

- 1) through unprotected anal or vaginal sexual intercourse with an infected person;
- 2) through contaminated needles/syringes
- 3) through infected blood or blood products
- 4) mother to child transmission.

I wish more time were allotted to peer leader and teacher inservice training. But individual schools or school boards can determine the length of their professional development. There are many areas of sexuality education which teachers find awkward and difficult to teach. Extensive professional development is therefore a big plus. Individual schools are school boards may borrow master copies of this program by writing to the National AIDS Clearinghouse, Canadian Public Health Association, 1565 Carling Avenue, Ottawa, Ont. K1Z 8P1. Not only are you allowed to make duplications, but the material is free.



The Public Relations Class of John Abbott College has recently established a fund in honor of retiring teacher Carol Greene. Marion Daigle accepted the first donation of \$100. on behalf of the QFHSA Literacy Project. This money is to go to the New Richmond High School library to purchase books with native themes and as part of furnishing the new library demolished by fire - as was the whole school. The native theme was suggested by Alice Paquet, the library technician in the area who is busy organizing the new facility. Marion Daigle, consultant to the Literacy Project, and the QFHSA thank the students of many years and Carole Greene for their support of this important project year after year.

Resources for Parents and Students

compiled by Pat Lewis

Today's Parent: April/1996 . p. 19 - David Suzuki on Kids and the Environment. P.20 - Books for Kids and Parents: p.26- Mom and Baby workout; p.32- Why the Bank Must Play On (the value of music education with some tips about how kids experience music by Donna Wood; p. 40- Great Family Medical Guides; p.42 - When is your ten year old a teen?? by Eleanor Barrington; p.57 - Car Knowledge by Richard Russell with driving advice for parents; p.65 -The Right Stuff by John Hoffman (Top ten steps to successful parenting); p. 69 - The Magic of Make-believe by Lin Gibson.

Chatelaine: May/1996. p. 51 - Guns and Money: the new abortion politics by Deborah Jones; p. 32 - Mourning an Unborn Child; p.40 - Family Matters by Judith Timson; No (Work) Place like Home;

Homemaker's: April/1996. p. 56, Serial Batterers by John T. D. Keyes on what turns boys into brutes.



Some Kids for Peace club members hold up poster they made showing their love for their teachers for Teacher Appreciation Week at Beacon Hill School.

QFHSA P.A.L.S. Program

Congratulations to all of the parents who have facilitated and participated in the many P.A.L.S. workshops given over this year. Our informal workshops on parenting skills and helping children learn will resume in the fall. Don't forget to call us!

High School Issues

Teen Smoking

It's more than just peer pressure

There has been a flurry of activity and interest in the links between violence and the use of mood-altering drugs, including alcohol. The connections have been made clear in several research studies and a range of interventions has been developed to address the issue. The same cannot be said about tobacco. With a few notable exceptions, (including the work of Lorraine Greaves at the Centre for Research on Violence Against Women and Children in London, Ontario and the Winnipeg Women's Health Clinic), there has been less interest in the root causes of smoking and more emphasis on how-to-quit strategies. This may be changing - through its Tobacco Demand Reduction Strategy, Health Canada has provided funding to a wide range of groups who are tackling the smoking issue from a variety of perspectives.

At AWARE (Action of Women's Addictions - Research and Education), our experience with young women indicates the complexity of both smoking uptake and maintenance. Young women tell us they use cigarettes to cope with negative feelings and emotions, including those resulting from past and present abuse.

Young women also tell us about many other issues. They are conscious of the difficulty of growing up female in this world. One young woman said, "Women have so much more to deal with than men. They need some way to help them cope in a man's world, and cigarettes help."

Body image and self-image are also paramount. It seems almost trite to comment on self-perception as it relates to young women, however, the young women themselves are very clear on its relationship to smoking. Repeatedly we hear comments such as, "Smoking helps women keep a good shape and weight, and guys don't really care about doing that; girls are more nervous and worried about their figures."

In the past, prevention and cessation efforts have focused in large part on peer pressure. Our work indicates something different. Peer pressure may not be as important as people think. It may contribute to initial experimentation, but it does not necessarily lead to regular use. For some adolescents, an experiment with smoking remains just that. For those who do go on to smoke regularly, the influence of peers can be supportive, but as one 14-year-old told us, "I don't think peer pressure

has a lot to do with it at our age. It's more of a problem when you are 9 or 10.

Now, I think, my friends would support me if I quit.

Complex problems demand complex solutions. There is no magic answer to preventing and stopping teen smoking. Contextual issues which effect the life of teen girls must be taken into account when examining smoking intervention strategies. These factors included the acknowledgment of the sources of stress in young women's lives, such as abuse, violence, poverty and other form of oppression. AWARE'S work on teen smoking over the next year will continue to reflect this understanding.

Resources developed through our Smokescreen Project will be available by March, 1997.

The results of the needs assessment for this project are now available from AWARE for \$6.50.

article by Wendy Reynolds,
Program Coordinator,
AWARE
P.O. Box 86
Kingston, Ontario,
K7L 4V6
Telephone (613) 545-0117,
fax (613) 545-1508

The Turning Point...

What every pre-teen really wants you to know... but may not tell you.

Sometimes when kids enter those turbulent teen years, their world and yours can be turned upside down and your ability to help depends a lot on the relationship you have already built with them. That's why Kidspace, a not-for-profit U.S. corporation, calls age 12 "the turning point." It is perhaps the last and best chance to build that bridge of peace which will have a positive impact on your child's life.

What are kids that age feeling and thinking? Here's what some adolescents told Kidspace.

I need a safe place: Your child needs to feel emotionally and physically safe, at home, on the street, in school, wherever he or she goes. But 12 year olds have some very specific fears:

"There are these guys at school": Bullies are an age-old problem still provoking modern day fear among emerging teens. Talk to your child about what is happening at school.

"I'm afraid"... Today's kids have adult fears. The number one fear of today's teens is fear of their parents dying. No matter what you may be going through together, your kids need you. More than half of pre-teens are afraid of getting AIDS, are afraid they might die or are afraid their parents won't be able to pay the bills. Almost half of pre-teens are afraid they might be physically or sexually abused.

"You're my hero." Most kids have

at least one role model and most say its Mom or Dad that they look up to. You are a hero to your children, so be one!

"I'm counting on you." Your child needs you there to confide in and to be counted on - for help and guidance. Kids need and are looking to trust you.

"Please don't fight!" One in eight pre-teens want their parents to stop fighting with each other. They want you to have a better relationship with each other. They want to see love and communication and to enjoy more time with you.

"I know, you're too busy now." One third of all pre-teens say that, often when they have something important to share with their parents, their parents are too busy to comply. So, stop what you are doing and listen. Kids talk to parents who are there when they are needed.

"I matter to you, right?" All kids need to know they are loved and valued, unconditionally. Your kid needs to belong and be told "you matter to me."

Dad, where are you? When they need help or someone to talk to, most kids go to MOM. But Canadian kids need Dad, too. They want to be with Mom and Dad and they want Dad to be there, for fun, for talking and for just spending time together. If you really want to show your kids you care, spend time with them.

Quote/Unquote

To survive as an adult in this society, one needs to know how to work, how to get there on time, how to get along with others, how to stay with a task until completed and, yes, how to submit to authority. In short, it takes a good measure of self-discipline and control to cope with the demands of modern living. Maybe one of the greatest gifts a loving teacher can contribute to an immature child, is to help him learn to sit when he feels like running, to raise a hand when he feels like talking, to be polite to his neighbour and to stand in line without smacking the kid in front.

James C. Dobson

Your Child and the Visual Arts

Art education — appreciation courses, hands-on classes, museum visits and parent-assisted activities — helps children develop their own creative skills and understand the artistic work of others.

By encouraging visual arts education, you will help your children to:

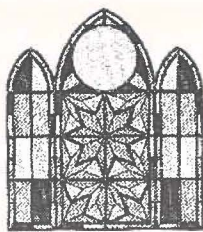
- respond to what they see in art and in the world around them;
- perceive and grasp relationships in the environment;
- think creatively while developing skills in drawing, painting, sculpting, designing, etc.;
- gain manipulative and organizing skills through their own creative work;
- learn about humankind's vast cultural heritage;
- understand the nature of art and the creative process.

Encourage your children to:

- take close looks at both natural and cultural objects of many kinds;
- find outlets for expressing perceptions and feelings through a variety of art forms;
- experiment with different materi-

als and methods in order to understand their different properties;

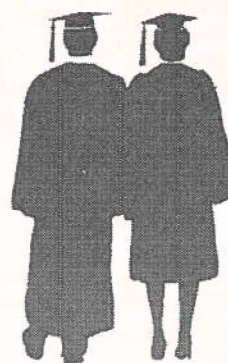
- read about, look at and discuss works of art from other cultures, past and present;



- evaluate their own work as those of other artists past and present;
- see artists and designers at work in classroom and museum demonstrations.

Art is all around you. Teach your children to see colours, shapes and textures in the world at large. Help your children understand the signs and symbols that abound in our lives. Make a game of identifying elements of art as your drive in your car or take a walk: look at local architecture, monuments, billboards, the patterns of street signs.

Teens Need Someone to Confide In



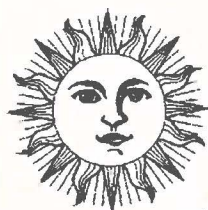
Teens Need Someone to Look Up To

AND YOUR TEEN WANTS YOU AT SCHOOL, TOO.

Parents of high school students often drop-out of their children's education, even if they were once involved. Perhaps a mom re-enters the workforce and feels she no longer has the time to devote to her son or daughter's education, or perhaps a dad feels his teens don't want him involved. But teens do want you to stay involved: all the evidence points to this. High school students do better when their parents take an interest in their education. It can be argued that this is "the crunch," a time when the doors of opportunity open widely

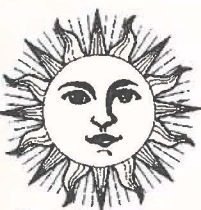
for your teen or slam shut forever.

And kids need help with subjects they don't learn at school: like how to find a job. It's never too early to start researching the job market with your teen.. Instead of putting pressure on your child, knowing "what's going on out there" might serve to reassure him or her. And the times are changing so quickly, everyone, even adults, can benefit from researching the employment trends and those bold, new job hunting techniques.



All Together Now...

EXHALE



The Board of Directors of the QFHSA wishes all Home and Schoolers the happiest and most relaxing of summers!

AGM Photo Gallery

courtesy of Photo Art



Yes, we work too, at the AGM. Intense deliberations over wording of some resolutions.



Maurreen Morris, President of the Canadian Teachers' Federation sounded some warning bells!

UNSUNG HERO AWARD WINNERS



- | | |
|---------------------------|----------------------|
| Aylmer | Isabelle Meredith |
| Cecil Newman | Ermine James |
| | Mary-Ellen Jones |
| Courtland Park | Beth Lai |
| Dorset | Deleine Perrie |
| | Sandy LeCouffe-Jones |
| Edgewater | Diane Pitts |
| Elizabeth Ballantyne | Lisa Lipowski |
| | Celine Duquette |
| Ecole Primaire Harwood | Nicole Raymond |
| | Tina Drury |
| Lindsay Place High School | Barbara Alnwick |
| | Ian Heron |
| Sunnydale | Ruth Petel |
| | Linda Lubin |
| Willingdon | Ena Lazarus |

GOLDEN TORCH WINNERS



- | | |
|---------------------------|-----------------|
| Aylmer | Danielle Langi |
| Courtland Park | Ginette Pugh |
| Elizabeth Ballantyne | Joan Genest |
| Ecole Primaire Harwood | Terri Tansey |
| John Rennie | Brenda Dewar |
| Lindsay Place High School | Joan Baker |
| | Margo Heron |
| | Edith Ritchie |
| | Betty Shotton |
| Sunnydale Park | Helene Brodtkin |
| Willingdon | Pat Hastey |
| Windermere | Alison Palmer |

And a special 'thank you' to all who helped with the year's Annual General Meeting.



Lavish surroundings of the Royal Montreal Golf Club made the AGM even more special.

Helen Koeppe Surprise Winner of Buzzell Award



Helen: Volunteer Extraordinaire. Does she look surprised?

Text of Leslie N. Buzzell Award presentation to Helen Koeppe, at the 52nd Annual General Meeting, May 4, 1996 by Allan Locke, QFHSA Past Co-President.

It's a pleasure to be here at the Royal Montreal Golf Club and an honour to have been asked to present the Buzzell Award for 1996.

Leslie N. Buzzell was a prominent Montreal chartered accountant who had a great interest in parental involvement in schools and indeed served as our honorary president for some years.

Normally the Buzzell Award winner is announced well before the AGM and details of the winner are included in the program book.

This year, because of the great modesty of the winner and her self-effacing manner, it was decided to wait until today to announce the winner.

I am pleased to inform you that the Buzzell Award this year for outstanding work as a volunteer goes to — Helen Koeppe.

Helen began her work in Home

and School in 1983 as an area representative for the LaSalle area. In 1984-85 she served as a vice-president and during 1986-87 she was the executive vice-president of QFHSA. Elected president in 1987, she served a two-year term. Due to her great leadership she went on to serve a third year as our president — an unprecedented turn of events.

Expanding her interests in education beyond Quebec, Helen was elected president of the Canadian Home and School and Parent-Teacher Federation (CHSPTF) in 1991 and spent two years travelling across Canada promoting the role of parents in education.

She continued with CHSPTF for two more years as past-president and, as Ottawa is only two hours away, she was often called upon for further duties during this time.

In 1993 she returned as a member of the Quebec Federation and also undertook the job of Resolutions Chairman. Nominated by QFHSA, Helen was named to the Protestant Committee of the Superior Council

of Education and is currently active on that committee. She continues to serve Quebec Federation as a special advisor to the president.

Helen remains an inspiration to us all. It has been said that Helen suffers from a disease — albeit a rare one — the disease of "Put up your hand and volunteer-itis." While many of us sit on our hands when the call goes out, Helen always has her hand up to volunteer — be the job large or small, one time or an extended commitment.

We live in a time when we worry about the erosion of values. How lucky we are to have Helen extolling some of these old values. For Helen is a person who believes and practices that it is better to serve than to be served. Helen believes and practices that it is better to give than to receive, and Helen believes and practices that the greatest gift we can give is the gift of ourselves.

Ladies and Gentlemen, I now ask Helen to come forward to accept this award and I ask all of you to rise in a standing ovation.

Retiring Super Teacher Kathleen Cumming Honored with Paterson Award



Anne Williams and Kathleen Cumming.

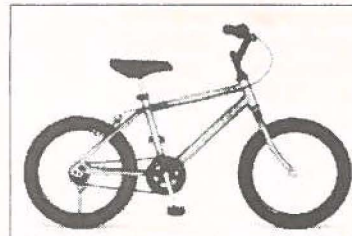
Kathleen Cumming spoke graciously of her years of teaching and her relationship with parents at Willingdon as she accepted the Paterson Award for outstanding service to the education of children at our AGM. The feeling is certainly mutual. When the call came at Willingdon Elementary in Montreal for nominations for the QFHSA's Gordon Paterson Award, teacher Kathy Cumming was the unanimous and immediate choice. A "master teacher" with 40 years of experience in the classroom and as an administrator, Miss Cumming has always been keen to involve parents in school activities. "She is never at a loss when suggesting things for the many volunteers at Willingdon to do," says Anne Williams, President of their Home and School Association.

As a teacher actively involved in all areas of school life, Miss Cumming is a most deserving winner of this year's Paterson Award. Congratulations to one of the profession's best. Enjoy a happy retirement!

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Precision 1020	5 speed 20"	\$139.95
Leader Neon	15 speed 24"	179.95
Precision 6020	15 speed 26"	169.95
Leader Adventure	15 speed 26"	199.95
Leader Tornado	18 speed 26"	219.95
Leader Mondiale	18 speed 26"	239.95

ADULT HYBRID

Leader Polo	15 speed	\$189.95
Leader Silhouette	15 speed	219.95
Leader La City	5 speed	219.95

MINELLI



20% off all accessories with purchase of bicycle

LEADER



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Beaconsfield
(514) 695-5700

Warehouse Store
16889 Hymus Blvd.
Kirkland
(514) 697-3576

FOCUS on the LOCALS



During nutrition month, these young ladies helped out by serving some of the many delicious foods parents had prepared.

WESTPARK SCHOOL

SPRING is finally upon us! The smiling faces have replaced the frowns from the last cold days of Winter.

All our classes finished up the winter season with some skating at Terry Fox Park and then enjoyed some hot chocolate and cookies courtesy of our Home and School Association.

The grade 2's spent March 13th sugaring-off in Ste. Julienne and a great time was had by all.

The grade 1's and grade 3's were given a course by the Child Assault Prevention group of Montreal and came away being more aware of how to handle situations in which

they find themselves. The teachers found the course very informative.

Constable Gerry Leduc of Station 12 visited our grades 4, 5 & 6 and instructed them on the dangers of drugs and alcohol. Constable Leduc had a great rapport with the children.

With March being nutrition month many of our classes were involved with preparing a special nutritious snack. Many thanks to the numerous parent volunteers who came in to help cook and bake. Each day there were appetizing aromas floating throughout the school. Some of our chefs and servers are shown in the photo.

The Raptor Centre visited our grade 4's and brought with them some live birds of the wild. The children were treated to a super presentation on the lives and habits of these

wild creatures.

Our grade 6's have just completed the Canadian National Mathematics League contest and are anxiously awaiting the results.

This year all our classes are participating in International Week. Each class has chosen a country and the classroom will become that country for a week. The students will have the history, geography and customs of the country displayed. The children will sing songs, do dances and serve native dishes. Each class will have the opportunity of visiting the other countries throughout the week.

The Home and School Association held its annual Spring Book Fair on Thursday, May 9th. Thanks to everyone who supported it.

Tula Corber

WESTMOUNT HIGH

What better place to spend a morning than with a gathering of chefs from all over the world, chefs who have each prepared a tasty treat from their traditional culinary repertoire? Home and School's annual fundraiser brought our school community together for a Global Food Fest. We sampled great food, talked about school and family, and bought so many raffle tickets that volunteers had to print more! Food and exercise make for a healthy lifestyle so people were invited to bid on an exercise bike. Though I participated in the auction, I wasn't the lucky winner so you won't see me pedaling off the excess kilograms in my office. My other thought was to donate the bike to the detention room so that high spirited youth could pedal away their spring fever. Proceeds from the Food Fest went to the Westmount High Breakfast Club. This Club provides a free breakfast at school every morning for any student who wishes to take part.

Take Mother on a Field Trip? Never!!!

How can you participate in your child's school? Consider going on a field trip - not with your child's class but with another group of students. I was recently invited to Donna Franklin's Black History class. This group of 35 students meet on a regular basis at lunchtime to study Black History. I joined them on a visit to McGill University in celebration of Black History Month. Students from several schools attended the afternoon session which started with story teller Ital Sadu and ended with small group discussions about any and everything of interest to today's youth. It also gave us a chance to meet a group of students from Shadd Academy. Based on this experience, it will be a pleasure to welcome stu-

dents from this school to ours next year. But beware! They looked very nice in their uniforms!

Uniformity in Diversity

It's every Home and School's dream come true. Parents that we have not seen before at meetings coming out and getting involved in the decision making process. Parents expressing their needs and concerns about their school and their children in an inviting atmosphere of partnership and participation. What's our secret? Mr. Jeffers' vision of the future! Instead of bringing the community to the school, he is bringing the school to the community.

As parent animator, it has been my pleasure to work on this exciting project. Together with Mr. Jeffers, I have visited two communities so far. We have held meetings at community centres, so that those taking part will be within walking distance from home. We have talked about anything and everything! We've laughed and learned a great deal about each other. It's amazing how many of the same concerns and issues have surfaced at both meetings. They are familiar themes at Home and Schooler meetings as well.

One topic that allows us to look back at our own high school years is that of uniform. How much more comfortable and inviting gym uniforms are today. We laughed as we described those horrible bloomers we had to wear. There was a lot of interest in establishing a complete dress code or a school uniform. Parents wanted it in place by September! Now there's action.

One thing we all agreed on was that we wanted to have more meetings. I am looking forward to this adventure and hope that we can start more of these programs in more communities. But get ready, Mr. Jeffers. As our school serves students from all over the city, we could be busy every night of the week for a whole month!

Anna Marrett



MOUNT PLEASANT

Bingo Night was a huge success. The H&S raised over \$850 for the computer program. It was great watching the excitement in our children's faces as they cried out "bingo" and were awarded their prizes.

The spring fund-raiser raised close to \$1000 which is to be allocated toward the Science program at the school.

Dinosaurs Here, There and Everywhere

Dinosaurs were an inspiration for Mrs. Dubreuil's Kindergarten class in March, helping them to practice weighing, measuring and estimating skills in math. In language arts, the class recorded each dinosaur story they read together by adding a triangle to the back of the Storyosaurus. When they got to the tip of the tail, Mrs. Dubreuil-o-saurus rewarded everyone with a special dino-treat. The classroom was brimming with dinosaur books, puzzles and even a prehistoric landscape. There were even dinosaurs buried in the sand-box!

AYLMER

The food drive was a big success. Over 2,000 items were collected and \$508.92 was raised. Congratulations to the winners of the pizza lunch.

The chocolate and bird-feeder fund-raisers were equally successful. The chocolates brought in \$1505 and the bird-feeders a total of \$393 for a total profit of \$1898. Congratulations to all those students who had sales of over \$100: Emily Dance, Sara Bulhoes, Michael Landreville, Sara Ann Chung and Chelsea Driskell. Ms. Chaudhary's class won the pizza lunch with their total sales reaching \$648.

In the farthest corner of the library is the Parents' Resource Library. In this quiet area, parents are welcome to come in during school hours to take out material for their use. Many topics of interest are available including parenting, working/staying home moms, ADD, homework, divorce, anger and even some light-hearted selections. There are not only books but pamphlets, videos, audio cassettes and magazines.

EVERGREEN

The Student's Council sprang into action with an "Afternoon at the Movies" for students in grades 4, 5 and 6 after school on March 29th. Refreshments were available at reasonable prices. It was an amusing trip back to the 70's with The Brady Bunch.

The Choir sang for the patients at Ste. Anne's Veterans' Hospital on March 21st. The group of 55 singers from grades 3 to 5 sang beautifully and were very much appreciated by the audience. Congratulations to the singers and thank you to the parents who so kindly gave their time to drive us.

EDINBURGH

On the afternoon of February 15, weather conditions were finally wintry enough to permit all the Winter Outdoor Day activities to take place in the schoolyard. Grade 6 students ran the events for teams made up of a mix of students from Grades K to 5. There were tugs-of-war (quite a challenge on ice and snow), stick-handling around pylons, three-legged races, and obstacle courses. Later, H&S provided hot chocolate and cookies to famished students.

Three Science Fair projects were chosen to represent the school at the Royal West Academy Science Fair in February. Deborah Hayek ("Candy"), Anthony Pagano ("Artificial Arms"), and Robert Ricci ("Light"), are all grade 5 students. Competing against a large number of



Semaine du Français

"Le français, c'est bien plus que des mots"

La semaine du français a eu lieu du 18 au 13 Mars 1996. Un programme bien élaboré avait été établi d'avance identifiant les divers ateliers qui s'offraient à propos de cette semaine spéciale. Ainsi, de nombreuses activités avaient été prévues et cela, sous forme de "congrès scolaire" qui duré 4 jours. Quelques uns des ateliers étaient; atelier d'art dramatique et théâtre, personnages historiques francophones, recherche sur les pays où domine la langue française, ateliers de photographie, graffitis, chansons, etc... Tous les ateliers étaient animés d'une excellente façon par des groupes d'élèves qui étaient fiers de partager avec les autres leurs connaissances sur un de ces sujets. De plus, de nombreux parents ressources ont été invités à se joindre à nous pour cet événement exceptionnel qui fut notre grande succès à l'intérieur du mois de Mars.

Le Congrès a débuté par une séance d'ouverture où 350 enfants, rassemblés dans le gymnase, chantaient harmonieusement la chanson thème de notre semaine: "Si tu aimes le français". Après l'ouverture, dans l'après midi du mardi 19 Mars, les élèves circulaient avec plaisir dans l'école pour se rendre à leur atelier, un passeport en main. Chaque groupe d'enfants avait pris soin de s'inscrire d'avance aux nombreux ateliers de peur que l'atelier ne soit fermé. L'école Edinburg a pris une structure nouvelle durant notre "semaine du français", la structure d'une école dite INNOVATRICE.

Nous espérons avoir d'autres

students from other elementary schools, Robert was awarded Second Place and "People's Choice" award, while Anthony received an Honourable Mention.

The month of February also included some interesting field trips. Grade 4 students visited the Musée d'Art Contemporain to complement their Art and Human Sciences program. The students plan to use their new knowledge of abstract and modern art to produce their own artwork at school. Grade 1 students attended Activity Day at the Olympic Stadium. Animators, provided by the Stadium, supervised fun games in the pool during the morning. After lunch, the students had a chance to practice their dry-land skills and play more games in the gym.

Ansy Krouglicof Knowles
(originally published in The Informer)

semaines semblables dans d'autres disciplines car l'expérience vécue nous a montré que l'implication des enfants fut des plus grandes et des plus dynamiques de même que celle du personnel.

Le comité de planification pour la semaine du français

par Mme Denise Nizri

La semaine du français was a very enriching experience for me. I attended two workshops presented by Edinburg parents. One was Mr. Bouchard's workshop on first aid, and, during the other, Mrs. Keller showed us souvenirs and pictures from her travels around the world. I did not attend any other parent's workshops but I heard that the pasta-making, photography, and guitar ones were also interesting.

On the second day of the week, a group of 8 other students and I had a chance to demonstrate Logowriter to other students at the school as part of a workshop on computers. Grade 1 students did a great job reading stories to us in their classroom, while Grade 3's presented their research on Quebec. I saw a production of Le Petit Prince in Grade 6 and some more theatre in Grade 5. The kindergarten classes sang French songs to the whole school on the first morning when we assembled in the gym to sing our theme song.

My class, Grade 4, drew French slogans on a poster on the wall (graffiti), did research on Cameroon and Montreal, read stories to younger grades, and held drama and computer workshops. I am really looking forward to next year's "Semaine du français".

Nicholas Knowles

MECATINA

Back in October, the home economics class of St. Rolande held its annual "Senior Citizens' Day", where many of our senior community members were invited to tea. This event was planned and hosted by the students. A lunch was given, as well as presentations and a tour of the school. We congratulate the remarkable efforts of this class and their teacher.

A Halloween bash was held for the primary students. The party took place in the gymnasium, as the students in costume played games and enjoyed snacks. Students, teachers and onlookers all enjoyed the activities.

We were pleased with the arrival of Atlantic Studios of Newfoundland representative, Bruce Martin, who journeyed to our school to take student, class and graduation photos. Everyone was very pleased with the results.

On December 7th, 1995, the primary student council held a "used toy sale" to raise money for the Children's Wish Foundation for a second year in a row. Our students are to be commended for their display of the true meaning of the holiday season.

The Mecatina School Committee held a BINGO in December to raise money for scholarships for graduat-

ing students who plan on continuing their studies. Over \$400 was raised that evening, as community members joined in the fun.

Local Talent Draws Hundreds

The annual local talent show, sponsored by the secondary student council, was held December 15 at the community hall. Many local performers shared their talents, including singing, step-dancing, poetry reading, and a performance by the first-ever Mecatina School Choir. Hundreds of people crowded the premises to enjoy the performances, and to take a chance at winning one of the many wonderful gifts being raffled. The show was preceded by a Christmas tree sale, as trees cut by the secondary students were sold for \$5 each. All proceeds went towards student council activities.

The Holiday Gift Shop, sponsored by the Mecatina School Committee, was held at the school again this year. Students were encouraged to earn, save, and budget their savings, to purchase gift items ranging from pennies, to a few dollars.

A bake sale to raise money for activities given by the French department, was also held that day, with all proceeds being put towards the purchase of prizes for students.

The Christmas Pageant took place on December 19th in the gymnasium, as the students, from Pre-schoolers to secondary five, performed with songs and plays for the whole community.

Santa made a special visit to Mecatina School classrooms on December 20th, even with his busy schedule, to give out candy canes and to wish everyone a "Merry Christmas".

A follow-up to the Strategic Planning session held in Blanc Sablon in the fall of 1995, sponsored by the Commission Scolaire du Littoral, was given by Sonya Bracken, CSL coordinator on the project, as an Action planning team was formed in the municipality of Gros Mecatina. It is hoped that the goals established by the Strategic Planning team will be carefully planned by the fifteen-member Action team, who are working towards one goal for the spring deadline. There is much work to be done. We wish all volunteers the best of luck in their efforts.

The Orientation Committee is happy to report that there will be steps made towards the proposed outdoor education project in the 1996-97 school year. The initiation of a survival training course is in the works for the near future.

Karen Gallichon



Daniel Coleman, Jenny Bishop, Meghan Sylvester and James Lebourveau

WILLINGDON

Supporting STEP 31

A major fund-raiser to support the STEP 31 program took place on February 24th. Again this year, Bowser and Blue gave a terrific concert. Parents who could not attend the concert were urged to send a donation to the program. When the program was established, the decision was made not to charge parents a mandatory fee.

Partial funding for the Step 31 coordinator is covered by the school board but the rest of the funding must be raised by the school. Why do we do this? Because it affects all of our kids and provides them with extra enrichment that might not be available otherwise.

The program involved setting up a Resource Room which would touch all the children in one way or

another. The coordinator, Mindy Laxer, directs a crew of 40 students from local CEGEPs and universities and 15 volunteer parents. Students who need remedial help in any particular area are served through the STEP 31 program. Others who are looking to expand their interests or learn more about a certain subject are hooked up with the appropriate resources through the program.

Students can receive tutoring, get help with their homework, work on projects, organize special activities, use the Internet, etc. Students have recently completed "One Step Ahead", a newsletter. A group of grade 4 students put together a book about myths and is now working on one about dinosaurs. Other students are working on a grade 6 yearbook and on the school's gardening project. And, this is only the second year of the project!

POPE MEMORIAL

A Good Place To Be

The School Committee feels it has had a very successful year in many ways. We have had the opportunity to voice our views through resolutions on subjects ranging from the 8-light system for school buses to being consulted on next year's calendar.

We are a small school with less than a hundred students and, therefore, we have a very small budget. However, we try to overcome this by fundraising to make our school better for our children. Last year, we held two dances and purchased a new computer for the classroom. Last fall, along with help from the community, we built two large sturdy picnic tables for the chil-

dren's outside use. Members of our School Committee organized a craft fair and book fair with the teachers. Profits went to our small but growing library and towards class trips. Last fall, our students visited the Biodome in Montreal and Imax Theatre for a great day of learning and fun.

Our teachers organized the annual walk-a-thon to raise money for speakers and extra-curricular activities. Pupils from levels kindergarten through six, along with staff, walked 8 km and raised close to \$1500.

We were glad to be able to contribute to many events and extras: Level 6 Graduation celebration, Christmas Turkey dinner for students and staff; transportation for our swim program at Bishop's University; even crazy carpets for the children to slide on the large hill beside the school.

Our dance last fall raised funds

used to replace the worn out counters in our kitchen. The most recent dance profits will be used to repair worn out lunch tables, and for new gym equipment. We have also ordered a CD-ROM about Canada, for student use.

At Easter, members of the School Committee organized an Easter Egg hunt and held a raffle for 4 Easter baskets for the children. A Sock Hop held at noon-hour, was enjoyed by the students.

The teachers and staff at the school contribute a lot of extra time and effort, giving their time for noon-hour clubs such as cross country skiing, chess, card trading, knitting and many sports tournaments.

This is the news from Pope Memorial Elementary School. If it sound like a good place to be, well, we think it is!

Jocelyn Bennett

SOUVENIR

Going To School Is...Fun?

Learning and recreation go hand in hand at Souvenir. This year it started with the Fun Run. Students and volunteers ran laps around the schoolyard to the sound of music. The combined total of laps amounted to the distance from Quebec to Calgary!

Besides this great outdoor event, organized ball games as well as skipping rope and other games are a part of every recess and lunchtime for Souvenir kids. When the weather gets rough the children have indoor activities accessible to them in their very own "Games Room". These include Scrabble, Chess, and many more. For those who prefer storytelling, the library is the place to go.

Of course, if the children prefer Tai-Chi, Ballet, Arts and Crafts or more Science...these too are available. The Adventure Club, which consists of various wall climbing with harnesses activities and much more, is very popular with the children this year. A gymnastic show was held for the school along with a special presentation for the parents.

Special thanks to our amazing Gym teachers: John McGrail and Barry Stolovitsky.

Christmas was like Gingerbread Land at the school. In the morning all the classes met in the gym for Carolling which included the school choir organized by Mrs. Bellon and Mr. Katz. The stage decorations were extraordinary thanks to the very talented Mme. Ouellet. Santa visited for the whole day and posed for pictures with every class. Volunteers baked an array of exquisitely festive cookies to serve to all the students after their lunch. The day ended with a special Christmas Dance for the seniors.

During this especially merry time of the year, the school did not forget those who are in need. Food baskets were heaping and money donations bright in over \$600 for AGAPE (non-profit organization for the needy).

In March, School Committee member Ann Gillard and Lynn Rycar organized a Spring Bazaar in the lunchroom. Various members of the Chomedey and Ste. Dorothee communities participated. It was a fabulous fundraiser for the school. Thanks to all who took part!



Souvenir Christmas choir

April was Jump Rope for Heart (proceeds to the Heart Foundation). The school invited Ingrid Bregman Memorial School's students to participate. IBM students will become part of Souvenir next year when

their present school is closed. Welcome aboard!

Going Green

Souvenir is officially recognized by SEEDS (a program sponsored by the federal government), as being a "Green School". The school met the required standards to qualify as being environmentally friendly. A Green Assembly will be held on Earth Day to commemorate this significant event. During the ceremony certificates will be handed out to every class. Special thanks to Mrs. Bellon who was instrumental in implementing and organizing this much needed movement.

The big theme for this school year is Peaceability. In order to promote peaceability Souvenir teachers and staff have attended workshops which focused on alternate ways of dealing with conflict. The Orientation Committee provided the school with videos and literature to encourage further discussions in the classroom as well as in the schoolyard.

What else is going on? "Fun Gym" every Monday night for parents, guest speakers, parent work-

shops, children's journal, outings, science fair, library week...and something else will probably pop up!

So who's behind this great production? Actually, it's a combination of a great number of people. The students are the main participants. Without them, what would be the point?

Head Volunteers, Katy Rynd and Claudette Laing help organize activities and get the volunteers all geared up...all 134 of them, and counting!

The Principal, Marilyn Isenberg and Vice-Principal, Rhoda Kazdan are always open to new ideas to improve the quality of the children's school life. Their input and direction are invaluable to us all.

The teachers and staff readily involve themselves in student projects and special events or activities. School Committee, Parents in Action, everybody gets involved.

In the end, what does such a dynamic school generate? A crowd of enthusiastic learners...That, makes the difference!

Lucy Simitsakos



Santa and some of the Souvenir volunteers in the school gym.

ASBESTOS DANVILLE SHIPTON

Celebrations \ Recognition \ Learning

This year we have celebrated/recognized a wide range of topics. Among them:-

- DRUG AWARENESS WEEK - held Nov. 20-24. The students designed posters and poems and anti-drug chants were composed.
- WINTER CARNIVAL - the first week of February the Student Council, with the help of Mrs. Frost, threw a wonderful carnival. One day Denis Nolet, from Bernierville, arrived at lunch time with two sleds, ten adult dogs and six puppies. Everyone had a wonderful time. While some of us played winter games, others had a chance to take a sled ride, while others just enjoyed playing with the puppies. At the end of this fun day, hot chocolate was served in the cafeteria.
- TEACHER APPRECIATION WEEK - Feb. 12-16 - we showed our appreciation by putting up decorations, giving out small gifts, and providing goodies for the staff room.
- HERITAGE WEEK - Mar 4-8 - this was kicked off with an assem-

bly on Monday morning. Mrs. Smith explained the theme for the week - TRANSPORTATION - and then everyone sang songs about the Eastern Townships. During the week the students learned about different methods of transportation and drew appropriate pictures on a time line. On the Thursday, everyone visited the Bombardier Museum in Valcourt.

- READING WEEK came next - Mar 11-15 - a week filled with activities designed to increase their desire to read and find out answers to questions.
- NUTRITION WEEK - Mar 18-22 - students discussed good nutrition and planned meals. A breakfast was done by the grades 1/2. Miss Walker, our gym teacher, organized a Jump Rope for Heart day. Next came a sugaring-off party which was enjoyed by young and old alike. Our thanks to Mr. & Mrs. Frost and Mr. & Mrs. Bushey for their organization of the events.
- CAPESPACE PROGRAM - Apr. 15-19 - this is our Stay Safe Week. Workshops on the topic were held in each classroom.

And these are just a few of the happenings at our school during the past year. Our thanks to the parent volunteers and our wonderful teachers for making it all happen.

Marlene Brown

CHRISTMAS PARK SCHOOL

A holiday craft fair at Christmas Park School in Beaconsfield turned out to be a gigantic success. Well organized and timed for the Christmas season, the event brought together hundreds of eager shoppers, local artisans and the just plain curious. Practically the whole school was filled with every kind of bauble and trinket imaginable. Ruth Allardyce and Brenda Kelley, the chief shakers and movers of the fair omitted no detail. Starting with cheerful hosts at the door, to free babysitting, to a children's shopping activity corner, the atmosphere was bright and bustling with a warm Christmas cheer affecting everyone.

The proceeds from the fair went to support Home and School activities. Ruth modestly points out that the real success of such activities is due in large part to the generous participation of the many parents and also the children themselves. Walking around the halls and rooms of the school it was obvious that a cheerful, even family-like atmosphere pervaded... it almost made you want to go back to grade school all over again.

Patricia Seeley, chairperson of the CPS Home and School Association estimated that such events bring in

thousands of dollars to the school each year. The funds are channeled directly into projects designed to enrich the experience for the grade schoolers. The results are impressive. School Principal Fred Argue is quick to emphasize the contribution that the parents and community have made to transform CPS into a unique experience for pupils attending the elementary school. As you walk down the halls, computers seem to peep out at you from every corner. Mr. Argue demonstrated just one of the recent acquisitions: a newly-installed computer online service featuring access to the world internet and geared towards kids. This allows any student to communicate with other children around the world in a special kids' forum. Students can even participate in science and environmental projects with other elementary classes across the city or the continent.

Other events during the Christmas season included a book fair, holiday choir recitals, a Christmas gift wrap, a performance by Terry Reilly (Newfoundland's famous children's songster), a Tangente dance theatre, a wine and cheese Christmas social for parents, a clothing drive, indoor rock climbing, evening volleyball and Ski Club activities.

This spring the Christmas Park Home and School juggernaut continued its busy activity. Njaco Backo

shared African culture, music, good humour and pride in a special concert in which all pupils participated. In March grad students enjoyed a graduation ski trip. Organisers Marilyn Leggat and Jean Paul Cajolais commended the students for their team spirit and good behaviour.

Earthday activities, excursions to Les Ballets Oest performance of Coppélia and plans for students to attend the Young Author's Conference at McGill will make significant contributions to the quality of the student's education. (A time management course would seem to be the only glaring omission here.)

On Saturday, June 1st, Christmas Park had a Super Garage Sale, organized by Susan Glenn. Tables were made available for \$10 each. Parents, students and the local community participated in the sales and rummaging.

Paul van Wijlen

MERTON

McDonald's Cookie Day raised \$370 for Ronald McDonald House.

Children in Pelo enjoyed making homemade hamentaschen and dressing up for Purim. A trip to the Matza Factory (at Beth Ora Synagogue) took place for grades 1 to 6.

MORE FOCUS

JOHN RENNIE H.S.

The LSB proposal that John Rennie have its attendance area changed and share its campus with a French school next year has made the past few months an unsettled time for everyone. The good news is that the school board proposals have made parents and students realise how much their school means to them and they have worked hard to try to work out the best arrangements possible so that John Rennie will continue to be a leader in education on the West Island.

H&S has worked with the School and Orientation Committees in drawing up a counter proposal for the school board's consideration and we were pleased to see some modification in position as a result of our input.

Although much of our energy has been consumed in our concern for future plans, H&S has continued to support school activities. In conjunction with the Guidance Department, we offered an information meeting for parents in grades 9, 10 and 11 concerning high school leaving requirements, CEGEP admission and course selection for grades 10 and 11.

We were proud that our students contributed so generously to the Christmas basket campaign, providing 10% of the baskets donated on the West Island.

Another achievement was the outstanding drama production, *3 1/2 Musketeers*. Many hours were put in by students, staff and parents and the result was another triumph for Louise Chalmers and her drama department.

Academic achievement continues to be high at John Rennie. In term 3, 30% of our students were on the Honour Roll. H&S was pleased to be able to provide some financial support for some of our outstanding students. We have helped two students attending the Forum For Young Canadians in Ottawa, three students attending the International Student Leadership Conference and Model Parliament in Valley Forge, Pennsylvania, and three student council delegates selected to attend the 12th Annual Canadian Student Leadership Conference in Edmonton this fall.

We are supporting the Music Department by providing refreshments at their auction on April 25 to earn money for the jazz band, and will sell drinks and goodies at the Fashion Show on May 2 and 3 in order to top up our bank account.

In June, we will continue our tradition of offering eight bursaries to graduating students and providing refreshments to hot and thirsty graduates and their parents after the Graduation Exercises.

Esther MacLeod

KEITH

Zero Tolerance

We started 1996 off with a bang; in January we hosted a 'PALS' workshop given by Pat Waters. The topic was Discipline, to complement the school's new program of Zero Tolerance. We are working very hard to make Keith a happy and safe place for all. The students are being taught skills to try and better deal with their anger, and that of others.

The program is not just a lot of rules and regulations; but, rather, a process to try and let the students know what is acceptable behaviour, and giving them better ways to deal with difficult situations.

Helping out with this project were two McGill students and their supervisor, Rosemary Georges. Pat returned for an encore in late March, running another 'PALS' workshop dealing with communication and listening skills.

The grade 6 basketball team is doing very well this year. Johnny Payne has been leading the way with a great offense. The players were able to purchase new t-shirts this



We are very proud of our Grade 6 basketball team.

year, with money they raised themselves through bake sales, and a free throw competition.

Our chocolate bar drive was a big success. Organisers, Tim and Sue Bourgaize, and Judy Wells, made

sure it all ran smoothly. We would like to thank the children for the prompt returns.

ALLANCROFT

The school held a Family Games Night on January 24th. Parents and teachers got together to play board games and card games. It was the second evening (in a series of three) of the school's effort to raise an awareness in our families of the effects of media violence. Everyone who attended had a fun evening.

Our choir has been working very hard rehearsing for the May production of *Oliver*. A huge thank you to two very dedicated teachers, Mrs. Woodard and Mrs. Howlett, for giving so much of their time. We were also very proud to have our choir participate in the Beaconsfield/Kirkland Community Festival 1996. Two students also gave performances, Alison Dorey and James Gartler.

Our first downhill ski trip took place during Carnival Week. Staff, students and parents had a great time.

Our grade 5 and grade 6 students had a very successful Valentine's Day Dance. Hardworking volunteers

were able to bring back dances to Allancroft. The students and volunteers had a wonderful time, so the H&S hopes to continue organizing a couple of dances a year.

We are very proud of our grade 6 students' trip to Le P'tit Bonheur. The monitors from Le P'tit Bonheur informed the school that they were the best behaved group they had all year. Way to go!

The Wheel Sale was held March 30 and again was a success. It has become a well known community event. Anything on wheels can be brought to our school to sell. The owner receives 75% and the school receives 25%. Many bikes, roller blades, etc. were wheeling in and out!

Through the H&S, Headstart Technologies offered bicycle helmets to the school's families at reasonable prices. We were pleased that 146 helmets were ordered.

As always, Allancroft is an active place.

Kathleen Fleet

ROSLYN

Our monthly pizza lunches continue to be great source of pleasure for the kids and a great source of income (around \$750 each time) for the H&S. Many thanks to Charlotte Apedaile for coordinating this important project, and thanks to all the volunteers who help Charlotte on those busy Fridays.

The Health Room is bright and clean and very 90's with its beautiful new paint job. Many thanks to Magrit Loertscher and the volunteers who assisted with this spirit lifting project.

A new space has been created for parent volunteers and staff of parent sponsored programs. Thank you to the staff for forfeiting their locker space and helping us make a place for ourselves. Parent volunteers may reserve this meeting space by signing up on the calendar outside the door.

In conjunction with Mrs. Tobman, the H&S established a school wide task force, composed of teachers,

parents and administrators, to establish guidelines for computer education for all Roslyn students. This will be an on-going project of the H&S.

In the meantime, the computer lab has been in the process of being updated and upgraded. The lab contains 12 MACS (4 with CD-ROM), a variety of software, printers, etc. Many students and teachers are now using the lab, and our extracurricular computer instructor is helping us trouble-shoot and care for the equipment.



THORNDALE

H&S contributed almost \$2000 to the Tiny Tim Fund this year. Thank you to Jean Lacombe for all her help. Jean recently received the ISB Parent Committee Award of Excellence.

ELIZABETH BALLANTYNE SCHOOL

The last several months have seen much activity at Elizabeth Ballantyne School. Teacher Appreciation Week was held during the week of February 12-16. The school staff each received a school sweatshirt with *Staff* printed under the school crest. The staff also enjoyed freshly-baked treats in the staff room at recess each day.

Our first annual Spaghetti Dinner coincided with Teacher Appreciation Week and was a huge success. Spaghetti, garlic bread, Caesar salad, home-baked desserts and coffee were served to a sell-out crowd of 275 people. Great door prizes, a magician and ice cream cones for the kids also helped in making this a wonderful evening, thoroughly enjoyed by all.

In March our annual Skate-a-thon was held at Montreal West Arena. Children in Grades 1-6 participated and the money raised goes to purchase books for the Montreal West Children's Library which is located in Elizabeth Ballantyne School. The



EB parents Christine Prader, Alexia Prud'homme and Nancy Mikoluk help dish out food at the spaghetti dinner.

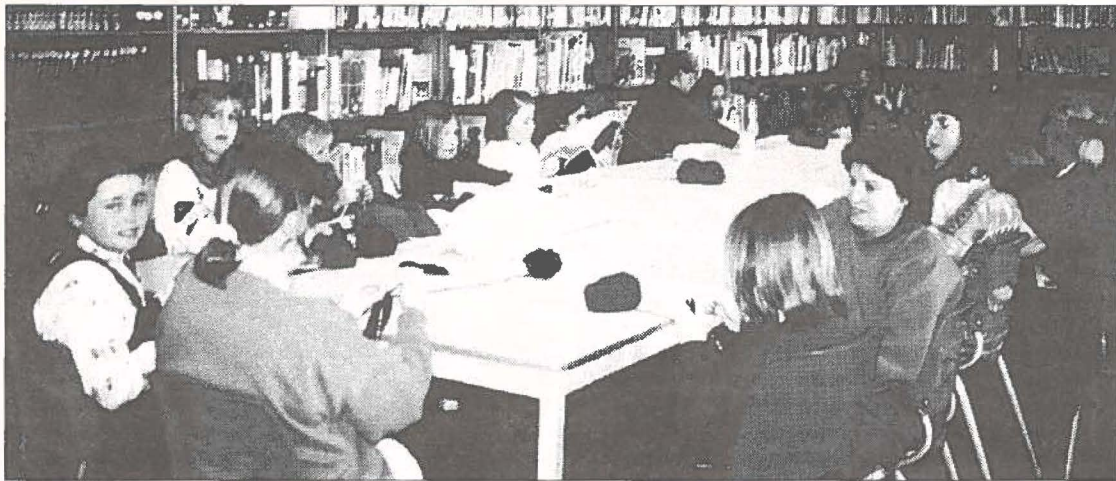
kids love it, the library gets new books, and the community as a whole benefits.

At the beginning of April some

Grade 6 students, with the help of our Mini-Step coordinator, Janet Lewis, were out at different locations along Westminster Avenue in

Montreal West selling daffodils for the Cancer Society. What a great way to welcome spring!

Alexia Prudhomme



Mrs. Judy Grant, principal at Beacon Hill Elementary School, and staff members Mrs. Haynes and Mrs. Lai-Hing, co-ordinated a knitting club which met at lunch hours during the month of January. The interested students met twice a week to knit squares of various sizes and colours which were later crocheted together to make a quilt. The end results were a large colourful quilt, which will be donated to an appropriate charity, as well as an enthusiastic group of new knitters.

SUNNYDALE

Despite the very cold winter day, the school's students had a fabulous day at Les Forestiers. They participated in many winter activities such as snow-shoeing, tubing, skating and building snow forts.

Winter carnival continued back at school with many games, activities and hot chocolate to warm up everyone's cold bones.

During the month of March, the kindergarten children enjoyed a field trip to the Planetarium. This trip reinforced all their knowledge about the planets which they learned while studying a unit on space. While sitting in their seats, they looked up at the ceiling and saw a fascinating slide show about all the planets and stars.

Right before spring break, the students were invited to Lindsay Place H.S. to hear their bands give a performance. The students had a positive experience listening to the many different pieces of music. Many thanks to the Lindsay Place bands for performing and our students appreciated all your hard work.

Once again our chocolate bar drive was a huge success. The students were extremely motivated to raise money to purchase French Immersion Books and Software. Congratulations to David Sidel, winner of the SEGA Game Gear in the chocolate bar drive raffle. Have fun! Now that spring has arrived, our new playground is being installed. The students will soon be able to enjoy playing on all the new equipment.

The staff, students and parents would like to welcome our new gym teacher, Sabrina Leblanc. As well, we welcome back Mrs. Robin Zinman who has returned from her maternity leave.

Until next time....

Ellen Shapiro and Debbie Wetzler

EDGEWATER

A Weekend in the Mountains

Planning is going ahead for the Edgewater Family Camping weekend in the Adirondacks in June. This three-day trip was initiated last year and proved to be highly successful. Tents and working materials are provided for those who have never camped. Participants leave Friday morning and return Sunday.

Mrs. Osgoode's grade 3 class has been collecting metal bottle caps since the beginning of the year to help develop the concept of larger numbers. They had approximately 9,000 by February 1st and hope to reach 100,000 by the end of the year.

Teachers Pamela Martini and Amelia Millin thanked the H&S for providing the wonderful Teacher Appreciation Week goodies and surprises.

E.P. HARWOOD

Congratulations to principal Chris Scott and Francine Perkal who were married on March 30, 1996. Health and Happiness to you both!!

After returning from their Easter break, students headed into the "home stretch" of the school year. This year our Special Events/Fundraising Committee has tried something different for our Easter Campaign. Rather than offering chocolates for sale, we are offering a discount card valid for one year at numerous merchants, restaurants, hotels, etc. Local, province wide and nation wide franchises are represented. Results are still to come, so we'll let you know how it went in the next issue! profits will go towards playground equipment and programs.

The school presented a Circus this year on May 27-31. The children worked on circus-type routines during gym classes. It should be a colourful and fun-filled spectacle.

The Results Are In!

This year's Golden Torch Award went to Terri Tansey, H&S Co-Chairperson. The Unsung Hero Award recipients were Nicole Raymond, School Secretary "extraordinaire" and Tina Drury, a tireless volunteer within the school and Nicole's assistant.

So far this year, H&S is proud to have provided funds towards display cabinets, computer tables, and mice, I Love To Read Week (3 authors came as guest speakers), CD-ROM French software, furniture for staff room (Teacher Appreciation Week), Entomology Kit for Grade 2 classes, Dictionaries, Winter Carnival buttons, prizes and refreshments and various materials for the Circus (bodsuits, props, etc.).

Kindergarten Registration went very smoothly this year thanks in part to the efforts of the many volunteers. A special thank you to H&S Hospitality Committee who very kindly provided refreshments.

The final session of Lunchtime Activities is under way. For this last session some new courses were offered: Cartooning, Fimo Cernit and Soapstone Carving.

The Yearbook Committee reports that the 95/96 edition of ANEMA-JIK is ready to go to print. This year a group of senior students worked on the yearbook as a lunchtime activity.

Jane Pavane

As always, everyone is looking forward to receiving a copy.

Harmony Weeks took place April 29 to May 3 and May 6 to 10. Events included Bus Driver Appreciation Day; a Parent Information Evening with guest speaker Margaret Mitchell on Conflict Resolution and Harwood staff discussing their class "conseils"; and an Open House and Question & Answer Period which the staff, School Committee representatives, and H&S attended. In an effort to recapture traditions lost over the years, parents were asked to send in instructions to games they play at home as a family and a games booklet will be drawn up from these instructions. A Harmony Parade around the school neighbourhood took place in the second week.

Sharon Freund

MEADOWBROOK

An Unwavering Commitment

A thank you to Ciba-Geigy who once again donated \$2000 to the school. On top of that they supplied the boxes for the Christmas baskets and the drivers and trucks to transport them, as well as unlimited coffee and hot chocolate for the volunteers. Their unwavering commitment to the school is, as always, hugely appreciated.

This year, 24 students from grade 6 took the baby-sitting course with Lucy Stanway in April. The names and phone numbers of those available to baby-sit in the summer were published in the May newsletter.

The school's first Anti-Violence Week went really well. The bake sale and popcorn sale raised over \$320 for Le Parados, a women's shelter. Thanks to the students, teachers and parents for their support. Also, a special thank you to Barbie's restaurant for letting us use their popcorn machine.

The H&S Annual Dance was very successful this year. We made a profit of \$200 and had a higher attendance than the last few years. Thank you to Silvija, Brian, Rita and Stan for their help at the door, and to John Closs for his performance at the mike. Thanks also to all the volunteers who supplied delicious food and the table prizes. Finally, hats off to Jennifer Jankovics who, once again, did such a great job of organizing the dance.

We sold a veritable mass of books at the Book Fair this year. The school will be receiving about \$4000 in books from Scholastic! The teachers are still in the process of making their choices, which will be distributed throughout the school.

BEACON HILL

With spring upon us, H&S geared up for our spring events with a renewed burst of energy.

Our Christmas fund-raiser has enabled us to once again offer our teachers a "Wish List". Requests range from microscopes to incubator egg turners and everything in between.

The *Beacon Hill Cookbook* has gone to press and will be delivered by the end of May. We will also be offering school baseball caps for sale as a "pride raiser".

Lunchtime Enrichment for the winter session has been very suc-

cessful, offering 20 courses. These include: Debating, Femo, Science Frontier, Robots and many others.

Some of our members represented the Federation at the Beaconsfield/Kirkland Community Day. Various community organizations were present to inform people about their services. Children from schools in Beaconsfield and Kirkland performed and entertained a crowd of at least 500.

Our graduating class will once again enjoy a disc-jockey at their grad dance sponsored by H&S. Preparations for the annual year end barbecue are underway.

Norma Cheng & Maggie Tietjen

ROYAL WEST ACADEMY

A group of about 30 students participated in three GMAA qualifying meets at the Point Claire Aquatic Club in January and February. They swam in events of 50m and 100m lengths, such as free, fly, breast, and back stroke.

The swimmers were coached by

Andrew Knowles, Sec. 1

their dedicated physical education teacher, Ms. O'Neil. Twenty of the school's swimmers qualified for the Championship meet on February 27th.

All swimmers did well in the final, with some receiving medals. We are proud of our team's efforts and look forward to next year's season.

DORSET

Our Best Ever School Year

Dorset has had a great school year, starting off with our Annual Family BBQ. It was well attended and was a time for everyone to renew and make new friendships.

October and November were filled with preparations for the Xmas Fair. We added a few new rooms to our slate of fun things to do. So, by November 25th, we had something for everyone. Lunch with Santa, a Xmas tree decoration, a game of bingo or Nintendo. For the younger visitors we tried something new this year—an inflatable ball room. It was a huge success! Many returned again and again to the long line at the door. As usual, many a gingerbread house was nibbled at before it ever left the school!

December saw each senior class teamed with a junior class to collect food, toys and donations for their "Adopted Family". The response was overwhelming and parent volunteers helped drop off the well filled boxes to the very appreciative families.

Students from Kindergarten to grade 6 presented "Christmas in Our Town" on December 19th. This was a story about a group of young peo-

ple collecting can goods for a food bank. Along the way they learn about traditions of other cultures. A theme well represented by our multicultural population.

The Teachers Xmas Book Fund raised \$700 for teachers to purchase books for their classrooms.

Kindergarten registration was good this year and we have done a lot of work keeping our school visible for future enrolment.

Many weeks were spent in preparation for this year's school production. As usual, Dorset students did us proud with three showings of *Alice in Wonderland*. From the sleepy Dormouse to the "Achy-Breaky Cards", the students sang, danced and "tried" away Alice's trip through Wonderland. We owe a huge thank-you to all the staff and parents who spent hours on costumes, sets and rehearsals. A special thank-you to Sandy Jones, who did a lot of costume design.

As spring arrives, we look back on a great year of field trips, visits from authors C.J. Taylor and Jonathan London, and a play done by the Black Theatre Workshop.

Students and teachers are now into the last leg of another school year. Hard to believe it's almost over!

All the best to everyone.

Wendy FitzGeraLd



Alice in Wonderland a smash hit!

The Book Review Page

Passages of Pride
Kurt Chandler
Times Books
364 p.p. \$32.00
1995

I have just read *Passages of Pride* by the American journalist Kurt Chandler. This fresh, well-researched book strips bare the difficult, impossible lives which our acutely homophobic culture imposes on our lesbian, gay and bisexual children. This is compulsory reading for everyone whose profession brings them face-to-face with young people. Adults who plan to be parents cannot ignore Kurt Chandler's work, either. If many of us are unprepared when our babies first arrive, imagine our reactions later on when one of them turns out to be other than straight! The literature paints a bleak picture. Families do not cope well. We cannot know, beforehand, who among our children is going to be gay, lesbian or bisexual or straight. But what we can do, beforehand, is become knowledgeable about human sexuality.

The first-person coming-out stories in the book provide us with in-depth accounts of young people

experiencing their personal struggles. Derek, Amy, Dan and others are indelible reminders of the indomitable human spirit. (But not all stories have a happy ending. Arlene and Lloyd Erickson's son, Michael, commits suicide at twenty-seven.) Their courage and strength lifts this personal tragedy into a journey of promise for other gays, bisexuals and lesbians. I especially appreciated the chapters titled "sidebar" which covered basic topics such as "The Roots of Homosexuality, Coming Out, Identity and Networks of Hope."

Kurt Chandler, a straight, married man, makes excellent use of experts who are associated with Project 10, P-Flag (Parents, Families and Friends of Lesbians and Gays) and the Kinsey Institute for Sex Research.

His reference to "The Massachusetts Governor's Commission on Gay and Lesbian Youth" subtitled "making schools safe for gay and lesbian youth" (Education Report, February 1993) made me feel hopeful. The people of Massachusetts deserve accolades for their courage and foresight.

I found it heart-wrenching to read how some schools and churches are

not safe havens for our gay and lesbian and bisexual children: rather they are places of despair. And those schools which do have sexuality programs avoid, for the most part, issues related to homosexuality.

What happens to gay, lesbian and bisexual youth when their sexual orientation becomes public? Rejection and being thrown out of their homes, running away, alienation at school becomes part of their life.

In a perfect world, we would accept with grace these sexual orientations as all within the normal healthy range of human sexuality, but in our imperfect culture we are stuck with a prevalent belief that everyone's sexual orientation must be heterosexual. This has caused incalculable grief and distress. It is not our gay and lesbian children who we must fear, but rather those individuals whose homophobia sows irrational fears, hatred and violence. Viewed from this perspective, *Passages of Pride* offers knowledge, clear and accurate information and a better tomorrow. Well worth the read.

John de Nora



Wendy Buchanan gives Anne MacWhirter some books to take back to the Gaspé. The books were donated by Ken Radu.

Stress and Your Child

Bettie B. Youngs
Random House of Canada, 1995
Paperback, 326 pages, \$14.00

This is a remarkable source book on stress. As the title of the first chapter so aptly puts it, "Contemporary society is not for wimps." Neither is this book! The book looks directly into the face of stress — school stress, managing stress, reducing stress. If you have the courage to make a change, this book can change your life.

With the help of this book, you might gain a great deal of insight into both your child and yourself. The chapter which deals with school stress, for example, has a description of Harvard psychologist Howard Gardner's seven intelligences. School tends to value only two of these seven types. Recognizing which types of intelligence are present in you child and focusing on those types can be very rewarding. As parents, we have a great deal of influence on our children. Let's use it to their best advantage. Let's not forget ourselves either. The added bonus here is in recognizing which kinds of intelligence are present in ourselves. "Hey, I'm not a trouble maker after all. I'm intelligent!"

In order to help you discuss stress with your child, there are stress tests. In order to help you relax, there are lots of practical strategies. Exercise and nutrition play a vital role in our stressful lives. Goals and priorities, responsibilities and decision making all play a part in stress. Whether your children are newborn or age twenty, this book can help you cope, help them cope, and help you to help them cope. I highly recommend it.

Anna Marrett

Waiting for Filippo

by Michael Bender
Raincoast Books, 1995
Hardcover, 23 pages \$24.95

Return to the days of the Renaissance with this lovely pop-up book about architect Filippo Brunelleschi. Born in 1377, Filippo led an exciting life and had several careers: he was a sculptor, an engineer and an architect. He worked on a Foundling Hospital, designed the dome for the Cathedral of Florence, designed military installations and created the most modern special effects in the theatre of his time.

This book also tells us about life in Florence during the Renaissance.

This book also tells us about life in Florence during the Renaissance. It is striking how many of the themes in the book are relevant to life in the '90s. Filippo's father allowed his son to follow the career of his choice. Filippo had an enthusiasm for education and the flexibility to move from one career to the next and failures and setbacks did not deter him.

On a more cautious note, many of the pop-ups are quite delicate and not designed for young children. Many of the technical terms are daunting for the architectural novice and invite further research. On the other hand, having a child is a perfect excuse to buy this book for yourself!

Anna Marrett

The Nelson Canadian School Mathematics Dictionary

John A. Fyfield and Dudley Blane
Nelson Canada, 1995
Softcover, 252 pages, \$ 9.95

Can't remember if C is the Roman numeral for 100? Have only a vague idea of what is meant by scientific notation? Can't recall the last time you thought about isosceles triangles? Then this reference book is for you!

You will find that this book serves a dual purpose: it can refresh your memory or expand your horizons. The text is clear, terms are well explained and diagrams highlight and clarify the information. Because the text is so readable, it's fun just to browse through the pages. You can find the origin of words like equator, the distance to Alpha Centauri in light years, learn how to find the lowest common multiple and read thumbnail sketches of famous mathematicians like Fibonacci.

This book contains everything from abacus to zero. My hypothesis is that you will find this book valuable whether you are a parent or a student. So let your curiosity lead you into the field of mathematics. Once there I'm sure you will agree — whether you reason by induction and arrive at a conjecture or by deduction and arrive at a conclusion — that this book should be kept within easy reach of your desk!

Anna Marrett

LETTERING by Amanda Lewis
Kids Can Press: Toronto, 1996
\$5.95, pp48. Ages 8-12

SQUARES, Shapes in Math, Science and Nature
by Catherine Sheldrick Ross
Kids Can Press: Toronto, 1996
\$12, 95, pp 64 Ages 9-14

Here are a couple of new books from Kids Can Press that are worth checking out. LETTERING, which teaches the basic principles of design and layout, is full of creative ways to produce eye-catching school/home projects (bookmarks, posters, cards, signs, etc.). This book reinforces the value of good penmanship with easy-to-follow

What to Look for in Children's Books

(ParentsPlace.com)

Look for well-developed, multi-faceted characters.

We should see the good and bad in characters.

Avoid stereotypes. Did you share their worries, joys and everyday experiences? Were the characters well-defined? Books, more than any other medium, allow children to understand the thinking process. To be believable, a character must respond in a logical, realistic way. Characters should learn and grow during the story.

instructions and graphics. For those who'd rather use the computer, there are a couple of chapters devoted to newsletter and letterhead designing and layout. A great book for creative minds.

SQUARES is one in a series of books designed to help make children feel comfortable will math before they become frustrated or lose interest. Squares are a big part of our everyday lives from checkerboards, to floor tiles, to architecture. This book challenges children with prism and antiprism experiments, brain-teasers, and blowing square bubbles! Learn about the Delian cube legend, or how about a game of Polyminoes! Quilts, origami, and grids are all amazing squares. This book is full of "square" facts that will amuse and keep you busy and fascinated for long periods. Aimed at children aged 9 to 14, parents will also learn a thing or two. For instance, did you know that the Sharon Temple near Toronto is built from three cubes set on top of each other? Modeled after King Solomon's temple from the Old Testament, the square walls represent the four Gospels and the four directions, north, south, east and west. Now who said math isn't fun!

Ann Bishundayal



Nut Allergies and Shaken Baby Syndrome

by Shirley Straughton

NO NUTS FOR ME

Tumbleweed Press has released an illustrated children's book dealing with the serious issue of nut allergies. Geared to children ages 3 to 7 years old, it takes the reader through a day in the life of an active little boy with severe nut allergies. It contains helpful and non-threatening explanations about Medic-Alert bracelets and EpiPens as well as information on how to deal with the safety concerns about nut allergies while still having fun.

25,000 English and 5,000 French copies of the book have been sent free of charge to elementary schools across Canada. The Allergy and Asthma Information Association and The Food Allergy Network have given their support for this book as well as corporate sponsors such as Kraft, Hershey, General Mills, and Skippy and Squirrel Peanut Butter. This book would be a welcome addition to school and home libraries. For more information contact Tumbleweed Press, 401 Magnetic Drive, Unit 11, Downsview, Ontario, M3J 3H9, PH (416) 667-9697, Fax (416) 667-0460.

SHAKEN BABY SYNDROME (SBS)

Shaking a baby to stop inconsolable crying or as a disciplinary measure is a dangerous practice that can lead to serious injury. "Whiplash type" head injuries are caused when infants are shaken and their heads bob back and forth.

The size of babies' heads in proportion to their bodies, their weak neck muscles and lack of head control means that even slight shaking can easily stretch the brain and blood vessels. Bleeding in the brain starts first at the site of the impact and then as the brain hits the other side of the skull.



Clinical Findings:

- irritability, vomiting, decreased appetite,
- drowsiness or decreased level of consciousness, bulging fontanel,
- seizures, cyanosis, difficulty breathing,
- absence of external trauma to face, head and neck but may have bruises on arms or chest or fractured ribs;
- subdural hematomas caused by bleeding veins in the brain
- retinal hemorrhages

The last two symptoms are classic and almost definitive findings which diagnose SBS.

Factors:

- family history of aggressive methods of discipline;
- high stress levels due to financial, physical, social or environmental causes;
- parental/caregiver youth and immaturity;
- substance abuse;
- unrealistic parental expectations of child;
- excessive crying or colic in infant.

Prevention:

- education for parents and caregivers on the dangers of shaking infants and to learn strategies to deal with crying babies;
- siblings as well as caregivers need to be taught to support babies' heads at all times;
- care must be taken when playing with babies as accidental whiplash injuries can be caused by vigorous bouncing, tossing or swinging of babies.

A report in 1993 in "The Journal of Pediatric Health Care" by S. Couser stated that of all known SBS cases at that time 1/3 had little or no sequelae, 1/3 died, and 1/3 suffered permanent and serious injury such as brain damage, developmental delay, blindness, paralysis, seizures and mental retardation.

Cyclist Helmets WHAT ARE WE WAITING FOR?

by Don Smith

A recent news report spoke of the Provincial Minister of Transport who was apparently wondering whether this was the right time to introduce legislation obliging cyclists to don an approved safety helmet. Is the media lax in reporting this type of news, or is the Minister being pressured by different lobbies to keep him from legislating the use of helmets? One reason, and it is a legitimate one, that might keep the Minister from plunging into legislation on the matter, is the total lack of resources in enforcing such a law. Oh sure, the police can issue a "tickets", but until other legislation is enacted wherein a police officer is allowed by law to establish a driver's identity, then what good is there in passing more unenforceable laws?

(Remember, the Highway Safety Code states that bicycles must be equipped with a white reflector in the front, a red one at the rear, and yellow ones on the wheels. How many bicycles have you seen for sale in a store so equipped? When you pay 200\$ plus for a bicycle, you don't feel like paying an extra \$15 or \$20 to replace the non-conforming reflectors. The whole matter is a question of education, cooperation and a change in attitudes on the part of the consumer, the manufacturer, the sales persons, etc.)

The following article, roughly translated, is taken from *La lettre de sécurité routière*, published by the Société de l'assurance automobile du Québec:

The use of a cyclist's helmet is a well known and excellent way to prevent head injuries. Each year, bicycle-related accidents are responsible for 30 deaths, 300 serious injuries as well as 3,000 lighter injuries. When you consider that 80% of the deaths and 30% of the serious injuries are due to head injuries, you may well understand

the importance of promoting the use of the helmet.

Since 1993, the Société has made the use of the helmet its main annual bicycle safety campaign. As part of the campaign, a follow-up as to the rate of use of helmets has been conducted since 1993. The following is a summary of the third edition of such a campaign.

Please note that this report is not indicative of the provincial rate, as only 5 areas of the province were covered. However, the same manner of gathering data was used from one year to the next therefore giving a trend in the use of the helmet.

The 5 regions covered by the survey are: Saguenay-Lac-St-Jean, Québec, Mauricie-Bois-Francs, Montérégie and Montréal. These regions represent some 63% of the population of Québec and were chosen because of the high number of victims found in the regions (65%). One exception is the Saguenay-Lac-St-Jean, which is representative of a

remote region. Four types of environment were identified: urban, park, bicycle path/lane and highway. Last year 7,212 cyclists 5 years and older were surveyed. Cyclists under the age of 5 were not included as their numbers did not allow for a reliable evaluation.

The 1995 study shows that the rate of use of a helmet varies according to the environment. Thirty-five percent of highway cyclists wear a helmet, whereas only 20% use a helmet in an urban setting. Rates in the park and on bicycle paths/lanes are 29% and 30% respectively. There is practically no difference in the percentage of helmet wearers when it comes to the sex of the cyclist - 26% males, 29% females. Where we see a difference is in the age categories - as much as 52% in the 5-to 9-year old range, but this falls to a frightful 17% for the 10-to 15-year olds. (This trend has not changed over the 3 year period.) The rate increases again to 21% for the 16- to 24-year olds, and up to 30% for the 25 years and older group.

Regionally, there is a major difference. The Québec region comes out on top with 34.7% rate of use whereas the Mauricie-Bois-Francs drags its feet with a mere 11.4% use. Saguenay-Lac-St-Jean and Montréal have seen their annual rate increase significantly over the 3 year period. The overall rate indicates a trend to an increased use of the helmets, but the Québec region has stagnated in the past 2 years. The Société is wondering whether or not this is a sign of "levelling off", and they are following the matter closely in order to plan their next move should the rate remain the same for 1996.

Table 1
Use of cyclist helmet

	1993 %	1994 %	1995 %
ENVIRONMENT			
Urban	15	19	20
Park	19	24	29
Path / lane	22	28	30
Highway	54	28	35
SEX			
Female	21	26	29
Male	18	24	26
AGE			
5 - 9 years	35	35	52
10 - 15 years	11	11	17
16 - 24 years	(*)	19	21
25 years +	(*)	31	30
16 years +	18	26	27

(*) The last age group in 1993 was 16 years +.

Table 2
Use of cyclist helmet (per region)

REGION	1993 %	1994 %	1995 %	% points 1994-93	% points 1994-95
Saguenay-Lac-St-Jean	15.0	17.7	25.5	+2.7	+7.8
Québec	26.7	35.3	34.7	+8.6	-0.6
Mauricie-Bois-Francs	7.3	7.8	11.4	+0.5	+3.6
Montérégie	18.4	18.0	20.0	-0.4	+2.0
Montréal	20.3	25.3	29.5	+5.0	+4.2
Total	18.9	22.3	25.3	+3.4	+3.0



Take care in the water this summer!

ANNOUNCING the new

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Nomad Environmental Scientists,
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