



QUEBEC HOME & SCHOOL

# NEWS

"The Voice of the Parent in Education"

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# 'Canada must set national educational goals'

The following are excerpts from the address given by Sheena Hanley, president designate of the Canadian Teachers Federation, at the 1987 Convention of QFHSA.

**As I visit teachers in school in the course of my work I hear them speak of the feeling of being on a roller coaster that they can't stop.**

This feeling I believe, is the result of the multitudinous societal changes with which the education system must cope.

These changes and the resultant pressures occur because of widely recognized trends with which, in isolation, we could cope, but the rate and extent of the changes are such that the problems do not appear in isolation in the societal microcosm of the classroom.

In Future Shock, Alvin Toffler discussed confrontation with rapid change. He stated that people understand intellectually that change is accelerating but they fail to internalize this knowledge and apply it to their own lives.

We are experiencing that confrontation with change. It is happening now — to our students — our teachers — our schools.

Society is now beginning I think to recognize the stress the schools have been working under.

I believe we now have to ask not only if we can cope appropriately and quickly enough with problems that confront us or if we have reached the limits of the ability of the schools to adapt.

## NO TIME

Events move so quickly and are so global in scope that reaction time is often too short for effective response. If you look at the latest task being given to the school system — AIDS education — you will understand what I mean.

There is no doubt that education programmes must be put in place but how effective will they be if there is no training for teachers, few materials and most importantly no community consensus on whether, how, or when the subject should be broached with students.

By the time we have everything in place to introduce the subject properly we may have missed the boat. So we continue to adhoc our response to problems and hope the school can pick up the slack.

We must therefore look ahead as far as possible, plan well in advance and, most importantly of all, decide what the goals of education are in this country.

It saddens me that in Canada there are no national goals in education. Recognizing that in this huge, diverse country we have many regional differences it seems to me we should still be able to agree on what fundamental education goals we should strive to attain.

How we attain those goals is what should be clearly enunciated at the Provincial board, school and classroom levels.

The elusive Canadian identity it seems to me will remain elusive if we cannot agree on the most basic of issues. To what do we want the youth of this country to aspire? What is our national vision? Do we have one?

The educational dilemma of what we should teach is not new. It is as old as the human race itself.

The first parents who raised the first children were also the first educators. They may never have given the matter much conscious thought but I have no doubt at all that if we could go back and observe them we would read in their uncertainties and inconsistencies the same questions that now plague the decision makers of education.

## DILEMMA

Should they be raising children to be obedient or bold, conformist or innovative, assertive or considerate, submissive or independent, docile or enterprising, useful to others or resolute in following their own star?

And when and how would parents ever know what they had done, or how they had done it, or what credit or blame they could take for what their children had become?

Probably, like most parents still, they wanted all of these qualities each in its own season and they accepted that the effect of what they did would appear in a remote future time and in ways that defy precise measurement.

Education should, I believe, reflect the positive features of the culture in which it exists. The Council of Europe recently concluded that educational imperatives were a broad preparation for: personal development, life in a democratic society, working life, cultural life.

These worthwhile goals are echoed in much of the research that deals with the goals of education. I'd like to use Canadian goals but unfortunately they don't exist as a national statement.

Appeals for national goals are lost as the more important argument about whether the deaf ears on which the appeal falls should be federal or provincial.

The goal expressed in much of the research that deals with education must also be looked at with the trends that impact on those goals today and we should try to draw conclusions of how education will have to respond.

## TRENDS

What then are the trends identified to date that will have a significant effect on the schools. The major trends are — the breakdown of the traditional family unit, the growth of information technology, the expanding influence of women, the Charter of Rights, our multicultural society and the increased interdependence among nations.

There is nothing new in the list I have presented. What people are beginning to recognise is that trends impact on education.

If we are to allow for broad based personal growth we must recognize that the societal values held dear by most of us when we were growing up are now in disintegration. The fragmentation of the family unit over the last 20 years has had serious repercussions for us. Recent statistics show that the number of single parent families led by a mother rose by 120 percent from 1971 to 1981.

When families are in turmoil it becomes increasingly difficult for parents to give their children clear guidelines for behaviour and the support necessary for the child who is also experiencing turmoil.

As a result the school is expected to assume increasing responsibility to help students through a time of crisis and to take responsibility for teaching such qualities as self discipline, industry and respect for others.

If we believe that personal growth is an important goal of education then I believe we fail children at the time when they need us most, if we do not put in place the help needed when their world is disintegrating around them.

We must also recognize the decline of the family and society as a source of moral direction. We must deal with the commercialism that appears to be a model for life.

A primary aim of education must be to

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Sheena Hanley says schools often miss the boat because of rapid societal changes

# H&S protests the Meech Lake accord

**Believing that the Canada Constitution must provide at least minimum guarantees for equality of linguistic and educational rights for ALL Canadians, the Quebec Federation of Home & School Associations is protesting the recent Meech Lake Accord of April 30, 1987.**

In 1985 this association of parents called on Prime Minister Mulroney to rescind Section 59, The Constitution Act, 1982.

This section excludes naturalized Canadian in Quebec of English mother tongue from the protection of minority official language education rights under Section 23(1) (a) of the Constitution Act, 1982. The government of Canada has never acted on rescinding Section 59.

Since then the provincial premiers' meeting at Meech Lake has added a 'distinct' society clause for Quebec to be included in the new constitutional agreement which was signed by all ten provinces in early June.

It is not clear whether for constitutional interpretation the 'distinctive' characteristic of Quebec is that it consists of two minority societies or that it is one society which speaks French.

The matter may then rest with the courts to decide on the various linguistic and educational rights of the official language minority.

The English speaking official language minority in Quebec is larger in number than all the French speaking official language minority communities across Canada.

Since the accord adds an interpretation of the constitutional responsibility of the National Assembly of Quebec to protect and promote the distinct character of Quebec

Society, the Quebec Federation sees this as making the rights of the provincial minority dependent upon the goodwill of the provincial majority rather than upon the provisions of the Constitution, and thereby on the goodwill of all Canadians.

Thus there may be further limitations placed on the already limited minimum guarantees for linguistic and educational rights in Quebec.

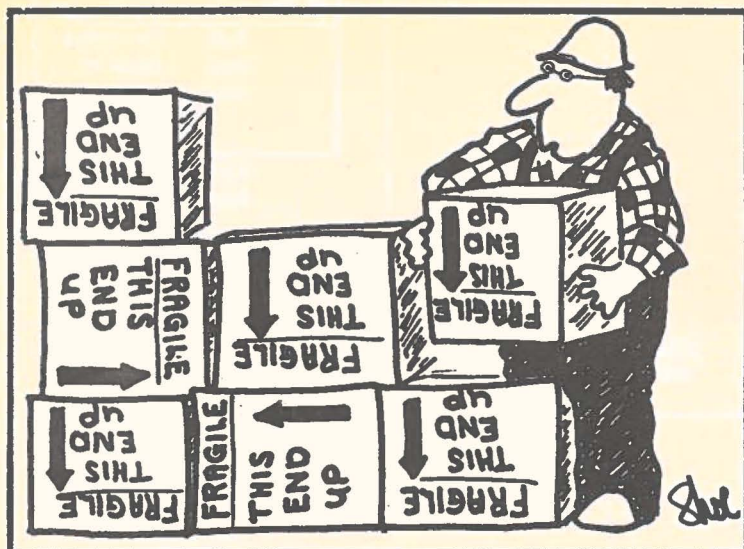
Limitations on linguistic and educational rights in any one province can have serious implications for the official language minority populations in other provinces.

On May 22nd, the Board of Directors of Quebec Federation of Home & School Associations passed the following motion:-

**THEREFORE BE IT RESOLVED that the Prime Minister of Canada and the ten provincial premiers agree that Section 59 of the Constitution Act, 1982, be abrogated and thereby the symmetry of constitutional minority official language rights be restored to what was envisaged in the original Provincial Accord of November, 1981, and that this minimum base of equality be the position from which the negotiations begin to encourage provinces to expand official minority language rights in the areas of provincial jurisdiction.**

In addition to this motion being addressed to the Prime Minister, leaders of opposition parties and the ten premiers, the Quebec Federation of Home & School Associations sought support for this motion at the Annual Meeting of The Canadian Home & School and Parent-Teacher Federation in Moncton, New Brunswick.

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It may seem funny but it is not. Life can be very difficult for those who cannot read.

## OTHER PEOPLES OPINIONS

### CONFERENCE INVALUABLE

I want to thank Q.F.H.S.A. for helping us (Sunnyside Elementary School, Rock Island) attend the recent Quebec Association of Children with Learning Disabilities conference.

I personally benefited from the Master Teaching Seminar on Wednesday with Dr. Valentine. I found many of his observations not only humorous but helpful. I felt that I came away from the workshop with several techniques that I can use now with some students.

On Friday I was able to bring to Montreal two parents who were interested in the Parents' Day

workshops. We found the session on the "Impact of Adolescence" by Marysue McCarthy very helpful.

Her real life experiences really helped her to present her thoughts and ideas with force. In fact we would choose to hear all three speakers again.

Both Mr. Wener and Mr. Spencier had worthwhile sessions for parents trying to cope with schools and children.

On behalf of the parents from Sunnyside and myself many thanks.

Tom Bean  
Principal

### Thanks for the award

I am writing to say thank-you on behalf of Greendale Home and School and Greendale Elementary School for the Newsletter Award.

When my daughter began kindergarten I felt I wanted to get involved with the school. I wanted to be a part of her learning as well as her growing up.

I met the president of Greendale Home and School, Jessica Tertoole, at an executive meeting in her home. The feeling I received was: this is a person who really cares. And I wanted to be part of this group.

I have enjoyed working with Mrs. Tertoole and the members of the executive committee. We work very well together and it is this team work which makes things happen.

I have learned that Home and School people are not just talkers

or complainers, they are people who make things happen. Take your local Home and School, join with the Quebec Federation then add in the Canadian Home and School Federation and you have a powerful organization that can make good things happen.

I wish to thank Jean Jacques Gauthier and Marion Daigle for stressing at the Fall Conference workshops that the newsletter is an important tool. It is our communications link with administrators, teachers, parents and children.

A special thank-you to Donna Sauriol [QFHSA] for her encouragement, advice and for supplying me with resource material.

Sincerely yours,  
Susan Curtin

Fundraising and Publicity Chairperson  
Greendale H&S Association



## Quebec Home & School NEWS

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# Editorial . . .

## Giving of yourself yields good return

We have all at one time decided to "give it a rest", "take time out for ourselves" and all the other cliches that people tell us are good for us. They are. We have to recharge our energy and regain some of that enthusiasm for any endeavour.

Sometimes, when our small children have grown that extra few inches and years, and left elementary school for the rarified atmosphere of high school, we are tempted to take that "time out".

In all probability you have deserved a rest from the meetings, bake sales and field trips, but when your child is in high school the need for parental involvement has not changed or diminished. If anything, you are more needed now than ever before.

In a high school, the activities are so diverse. There are hockey teams, yearbook committees, grad committees and many other groups. They need not only financial support, but the teams need coaches, the yearbook committee needs sponsors, the grad committee needs help to organize the dance or whatever events they have planned.

If you have just reared back in horror and said: "Look, I am going to take a job!" or knit a sweater or take up aerobics, whatever your inclination, bear with me for a while.

If it was not for parent volunteers in high

school, we would be in a great deal of difficulty. I know it is asking a lot from parents to be always active in our schools, but the nice thing about your children reaching high school is that you can be as involved as you want to be.

For example, if you did take that job you always wanted, there is no reason why you still cannot support your school. When the hockey team has a bingo or another fund raising event, BUY A TICKET! When the student council wants to show movies, LET YOUR CHILD ATTEND! When the school has an Open House night, SHOW UP! If they have a newsletter HELP TO DELIVER IT!

This is not asking a lot, you would have done the same thing in elementary school and probably helped out, if you could, at the same time. There are so many aspects of school life where even the smallest commitment on your part could make a big difference. If we all do what we can to help out then the school and the community will benefit.

So, get out there and take that job, knit that sweater, do those aerobics or whatever, but, if and when you can, give a little of yourself to the school of your choice. Don't forget that it is YOUR child's education. You have invested your child in the education system. You owe it to yourself to make sure that you get a good return on your investment.

S.R.

## MacWhirter named to Superior Council

**QUEBEC Federation of Home & School Associations was delighted to learn that Anne MacWhirter, from the Gaspé, had been selected to sit on the Protestant Committee of the Superior Council of Education.**

Anne is a past vice-president of QFHSA and is currently a member of the Board of Directors as the area director from the Gaspé, a position she has held for several years.

Anne is also a member of the Hopetown, Shigawake, Port Daniel Home & School Association, as well as being a past president of the New Carlisle High Home & School.

A teacher by profession, Anne also has four children; three attending local schools and one son in Montreal studying at a technical college.

In her "spare time," Anne is a hard working member of the Hopetown Baptist Church and is actively involved in her community.

We are certain Anne will add to the deliberations of the Protestant Committee in the pursuit of their mandate. The Protestant Committee is made up of 15 members with a three year term of office, plus the

Associate Deputy Minister of Education (Protestant).

The members themselves represent the Protestant churches, parents and educators, and are meant to offer advice to the Minister of Education with regard to the Protestant confessional system.



Anne MacWhirter

## Get a McGill tour

"Definitely worthwhile!" was one visitor's enthusiastic comment last year at the end of her guided tour of the McGill campus.

Although tours of the University are offered all year 'round, the month of August is particularly popular with visitors.

Stories about famous McGill personalities, academics and researchers, historical background on the University buildings, and visits to the libraries are included in the tour highlights.

The bilingual guides, who are all McGill University students, are also happy to provide general information concerning admissions and various programs of study.

Tours usually last approximately an hour, and the commentary is given in either English or French. Available between 9 a.m. and 5 p.m., these tours are conducted Monday through Thursday inclusive during the month of August.

Special visits can be arranged on Friday, Saturday or Sunday if entrance to the buildings is not necessary to enjoyment of the tour.

These guided tours of the University are offered by the McGill Conference Office throughout the year.

For information, please call 398-6555.

# VIDEO EXAMINES PORNOGRAPHY

"PORNOGRAPHY IN CANADA" IS A HALF-HOUR DOCUMENTARY FEATURING CANADIAN AND U.S. EXPERTS, INCLUDING:

- NANCY POLLOCK, PRESIDENT OF CANADIANS FOR DECENCY
- MARY BROWN, FORMER HEAD OF THE ONTARIO FILM REVIEW BOARD
- HUDSON HILSDEN, CHMN. INTERCHURCH COMMITTEE ON PORNOGRAPHY
- PROF. A.B. MORRISON, FORMER A.D.M. HEALTH AND WELFARE-CANADA
- A. SEARS, U.S. ATTORNEY-GENERAL'S COMMISSION ON PORNOGRAPHY
- AND MORE

"PORNOGRAPHY IN CANADA" DEALS WITH ISSUES.

- IS PORNOGRAPHY A PROBLEM? IS IT HARMLESS AS SOME CLAIM?
- IS IT ADDICTING?
- ARE THE EFFECTS OF "SOFT" and "HARDCORE" PORN THE SAME?
- DO SEX OFFENDERS USE PORNOGRAPHY?
- WHO PRODUCES IT? SELLS IT? CONSUMES IT?
- ARE STRONG LAWS NEEDED TO CONTROL IT?
- WHAT CAN BE DONE ABOUT IT?

"PORNOGRAPHY IN CANADA" IS AVAILABLE FOR SALE (\$15) OR ON LOAN IN VHS TAPE FORMAT.

FOR MORE INFORMATION WRITE: "PUBLIC COMMUNICATION", 7181 WOODBINE AVE., #234, MARKHAM, ONT. L3R 1A3 (416) 477-8595. THE VIDEO CONTAINS NO PORNOGRAPHY. SCRIPT AVAILABLE. SPONSORED BY: INTERCHURCH COMMITTEE ON PORNOGRAPHY.

## SUPPORT SHRINE CIRCUS

The 1987 International Summer Edition, Big Top Shrine Circus, will be presented at Place Vertu shopping Centre July 22-26 and at Carrefour Angrignon July 29-August 2.

The proceeds raised from the upcoming Summer Circuses will go directly to the Montreal Shrine Hospital for Crippled Children.

Please consider being a part of this endeavour. Tickets are available for yourself or your friends or, through the Corporate Ticket Sponsorship, for less fortunate individuals of our Community.

The Shrine thanks you for your anticipated support.

For information, call (514) 735-4117.



## President's Message

Helen Koeppe

Summer is here and the school year almost over. The many Home and School activities associated with keeping our schools running more smoothly, and with adding to the enjoyed and enrichment of our students are also drawing to a close.

Parents and teachers will have the opportunity to pursue their interests in other areas over the holidays and at the same time to recharge their batteries, making them more willing and enthusiastic when school resumes in the fall.

The burden of educating children, instilling in them the better values of our society, and of nurturing their growth in positive ways, is rewarding and gratifying — as well as being time consuming, draining of our energies and at times frustrating. Time heals.

Quebec Federation of Home & School Associations has had an eventful year, starting off with our fall conference to which delegates came from all over the province, from areas as far ranging as the Hull-Aylmer district to the Gaspé coast and to Blanc Sablon in the north.

We finished off this spring, in May, with our annual general meeting and confer-

ence, passing resolutions which will be sent in the coming weeks to various organizations and public bodies as varied as our own local associations, school boards and the provincial ministries of Health & Social Services and Education.

An enormous task has been completed, that of the QFHSA survey on school nursing and the resultant brief that will be presented to the Honourable Claude Ryan and to the Honourable Thérèse Lavoie-Roux as soon as arrangements can be made.

We are indebted to the concerned individuals and groups who took the time to answer the questionnaire which formed the basis of the brief. Our thanks and appreciation to Marion Daigle and to Anne Kiss of our Board of Directors for a job well done.

Other concerns remain: School busing, sharing of facilities, difficulties with the implementation of the Régime Pédagogique, school board elections, illiteracy and the very special problems of rural schools, among others.

My best wishes to you all for a good, relaxing summer. I hope that you return in the fall, fully refreshed, charged up with new ideas and ready to go to work to see that those ideas are all implemented.

Until fall...

# H&S protests Meech Lake

The complete text of the motion reads:-

## EDUCATIONAL RIGHTS AND THE CONSTITUTION

WHEREAS in the Confederation Debates of 1865, Hon. Georges Etienne Cartier made explicit that in Canada the defence of the rights of the minority was not to be dependent upon the goodwill of the local majority but upon the goodwill of all Canadians (see box), and

WHEREAS in those same debates Hon. John Rose (member for Montreal Centre) in addressing the matter of minority educational rights for future Quebecers noted the risk for Anglo-Quebecers of relying on inter-provincial negotiation for the protection of those rights, "... that the Protestant majority in Upper Canada [Ontario] are indisposed to disturb the settlement made a couple of years ago, with regard to separate schools, and rather to hope that the French majority in Lower Canada [Quebec] should concede to the English Protestant minority there, nothing more than is given to the minority in the other section of the province [Canada];" and

WHEREAS Quebec Federation of Home & School Associations wrote Prime Minister Brian Mulroney on December 19, 1984, welcoming a policy of national reconciliation and respectfully suggesting the prerequisite for such a policy was meticulous respect for linguistic equality and cultural diversity in Quebec, and

WHEREAS in his letter of February 6, 1985, Prime Minister Brian Mulroney acknowledged that while "Minority language educational rights apply in all provinces, as you note, they are more limited in the case of Quebec;" and

WHEREAS he went on to state in his penultimate paragraph that "the govern-

ment of Canada is strongly of the view that provinces must respect the various linguistic and educational rights provided by the Constitution. Those rights constitute a minimum guarantee, not a maximum. The government will encourage provinces to expand minority official language rights in areas of provincial jurisdiction;" and

### Testimony of Sir Georges Etienne Cartier during the Confederation Debates of 1865.

**"We could not do away with the distinctions of race. We could not legislate for the disappearance of the French Canadians from American soil, but British and French Canadians alike could appreciate and understand their position relative to each other. . . . It was a benefit rather than otherwise that we had a diversity of races. Of course the difficulty, it would be said, would be to deal fairly by the minority. In Upper Canada the Catholics would find themselves in a minority, in Lower Canada the Protestants would be in a minority, while the lower provinces were divided. Under such circumstances would any one pretend that either the local or general governments would sanction any injustice? What would be the consequence, even supposing any such thing were attempted by any one of the local governments? It would be censured everywhere. Whether it came from Upper Canada or from Lower Canada, any attempt to deprive the minority of their rights would be at once thwarted."**

(K.A. MacKirdy, J.S. Moir, and Y.F. Zoltvany, "Changing Perspectives in Canadian History," Dent and Sons, Don Mills, 1971, p. 224.)

WHEREAS at the Annual General Meeting of Quebec Federation of Home & School Associations in May, 1985, 107 voting delegates from 56 local associations across Quebec voted unanimously in support of a resolution directed to Prime Minister Brian Mulroney asking him in the forthcoming constitutional negotiations to propose rescinding section 59 of the Constitution Act, 1982, and thereby eliminate the existing inequality of educational rights for naturalized Canadians whose mother tongue is of

the provincial official minority language group, and

WHEREAS upon circulation of the resolution the response of Premier Grant Devine of Saskatchewan was "that a constitutional amendment designed to delete Section 59 is not a realistic undertaking at the present time;" that of the Leader of the Opposition,

The Hon. John Turner, was that "My Party and I would strongly urge the Government of Quebec to fully adopt Section 23, and indeed all provisions of the Charter;" and

WHEREAS what made the timing inopportune was Quebec's unwillingness to sign the Constitutional Accord, and

WHEREAS the Meech Lake Accord indicates Quebec is now willing to sign, and

WHEREAS while the Meech Lake Accord defines one of the fundamental characteristics of the Canadian federation

that the ten provinces undertake to preserve in the same way as did Georges Etienne Cartier in regard to Quebec, the Accord adds an interpretation of the constitutional responsibility of the National Assembly of Quebec to protect and promote the distinct character of Quebec society, and

WHEREAS it is not clear whether for constitutional interpretation the distinctive characteristic of Quebec is that it consists of two minority societies or that it is one society which speaks French, (despite the fact 18 percent are non-francophone) and

WHEREAS this latter constitutional interpretation — which is the prevalent one in Quebec — would seriously weaken the constitutional guarantee of Sections 1, 15, 27 and 29 of the Constitution Act, 1982, and of Section 93 of the Act of 1867, for individual Quebecers and alter the fundamental characteristic of Canada by making the rights of the provincial minority dependent upon the goodwill of the provincial majority rather than upon the provisions of the Constitution and thereby on the goodwill of all Canadians, and

WHEREAS the Meech Lake Accord provides no safeguards against the latter constitutional interpretation by either provisions ensuring meticulous respect for linguistic equality and cultural diversity as envisaged by Georges Etienne Cartier or provisions at least to ensure equality of the minimum minority language educational rights in all provinces as feared by John Rose and as noted by Prime Minister Brian Mulroney,

**THEREFORE BE IT RESOLVED...**

For distribution to the Prime Minister, the Leaders of the Opposition, and the provincial premiers.



# Children of war tour for peace

By Chris Cavanagh

**The International Youth for Peace and Justice Tour has brought 130 teenagers from around the world to communicate their personal experiences of living amidst war, poverty and violence of many kinds.**

The testimony of the lives of these people, shared among themselves and with tens of thousands of Canadians, creates a wave of hope and energy for addressing the many injustices of this world and eliminating the pervasive violence of war.

The tour has taken place in the falls of 1985 and 1986. The 1987 tour will bring together 50 teenagers from around the world for the month of October.

The focus of the tour will be the homeless, particularly relevant in this U.N. International Year of Shelter for the Homeless, because of the government's new restrictive measures towards refugee claimants.

The participants will be divided into ten groups, each to visit one of Canada's ten provinces.

The success of the tour is a strong sign of hope for a more peaceful future. Recently, graduating students at Carson-Graham High School in North Vancouver noted the 1985 Youth Tour as one of the memorable experiences of their school years.

The response, during the tour and afterwards, in tens of thousands of evaluations, is overwhelmingly positive.

As one young girl in Nova Scotia wrote: "I cannot explain the impact that you people have had on me. All I know is that I have met nine of the most special people in the world. There is such a bond of love, joy, hope and caring and sharing among all of you that it makes a person realize just how possible peace is."

The strength of the tour is based on the beautifully simple act of young people talking about the experiences they have lived. This has proven to be a most effective means of evoking compassion from Canadian youth and adults.

Many people want to know more about these people and the countries and situations from which they come. The opportunity for education and sensitization is rich.

Teachers at Marianopolis College in Montreal write: "The response was universally enthusiastic, with many students remarking that it made them more aware of the situation in the world, and more determined to involve themselves in trying to change it."

The Youth Tour has been very successful in getting the issues of

peace and justice discussed in the high schools.

One important reason for this success is the appeal of first-hand experience related from peer-to-peer experience which appears to be 'untainted' by 'politics' which tends to scare people off.

The truth is that the young people who participate in the tour have been deeply affected by politics and many are aware of this. Never-

**"If we are to reach real peace in this world and if we are to carry on a real war against war, we shall have to begin with the children." MAHATMA GANDHI**

theless, it is not to communicate a 'political line' that young people come to this tour, but rather to give a personal testimony of their life experience.

The first hand account is an important and obviously successful means of introducing people to issues of peace and justice.

It allows them to connect with these issues at a human level and encourages them to see the link between themselves, as Canadians and human beings, and the tour participants from myriad situations of war, violence, poverty.

It is at the level of school presentations and billeting that the most intimate bonding takes place between participants and Canadians, a bonding which is an inspiring motivation for people to become involved in issues of war, peace and justice as related to the stories they hear from participants.

Having heard the testimonies, several classes instigated further action.

An Ontario class decided to adopt East Timor as a year-long project of research and study, another class of seventh-graders decided to send Christmas cards to the Guatemalan refugees in Mexico. Students in a number of

schools across Canada have organized peace and justice groups.

The Youth Tour creates an ongoing international forum for constructive dialogue about the resolution of conflict.

Participation in this dialogue leads to a greater awareness for Canadian students and the potential to make better, more informed decisions about their participation in bringing about positive and

peaceful change.

But mostly, the Youth Tour is a youth leadership program for high school aged students in Canada and from abroad who are, or want to be, active as creative and imaginative community leaders sharing a message of hope and peace.

Richard Greer, a high student in Deloraine, Manitoba, expresses well the message of hope the tour spreads:

"(We can) try and spread the word of world peace. I want to be able to grow old, along with all the other teenagers in the world. The teenagers are the leaders in the time to come, so if we set an example, teach our children, maybe some day we will have world peace..." "The thing is that we start now. It will be like a snowball and continue to grow. I truly hope that someday world peace will be upon us."

Besides the national tour in October, the IYPJT is currently available for mini-tours. Study Guides, audio-visual resources and photo exhibits are also available for rent or purchase.

Information: Youth Tour (IYPJT), 1435 City Councillors, Suite 31, Montreal, Quebec H3A 2E4 (514) 842-5374 or 842-8600.

## WRITE TO PROTEST WAR TOYS

**The Canadian Teachers' Federation (CTF) is now expressing its strong concerns regarding the tremendous increase in the development and sale of video games and military toys which depict and encourage violence.**

Says Frank Garritty, CTF President: "Whether we want them to do so or not, our children learn a great deal about life from their

toys.

What do these toys teach our children about peace? About war?

They desensitize children to the horrible fact that there are dozens of real wars going on at any given time in the world, that real people are dying from real bullets, and that unless peace becomes a way of thinking, a way of life for them, they may not have a real world in which to live."

The CTF has expressed its concerns to toy manufacturers, in par-

## Competition or cooperation?

By Susan Hawker Lussier

**We live in a very competitive society, and though we all recognize the value of cooperation, it is often difficult to bring these principles into our daily lives.**

We are becoming increasingly aware of the drawbacks to competition, such as aggression and violence, in sports and even in the international political arena.

We are often forced to take sides, and encouraged to beat each other; there is the 'good' side and the 'bad' side.

We need to be aware of the advantages of working together rather than against or in competition with one another.

Working together in a supportive community atmosphere leads to a sense of belonging and encourages individual growth, since everyone feels that she or he has something to offer the group. People develop a feeling of trust, and faith and confidence in the group.

Recognizing the need to bring these values into our daily lives, Families for Peace and Justice recently held a workshop on Cooperative Games, with Sally Olsen from Ottawa.

Sally, who worked 12 years with Terry Orlick, author of "The Cooperative Sports and Games Book", has given workshops elsewhere in Canada, as well as England and the United States.

She says it was while working as a teacher for children with learning disabilities that she became interested in cooperative games, as the children would often lose out in the regular competitive sense.

The workshop was very success-

ful, with over 50 adults and 20 children attending. Amid the laughter and fun, much information was offered and shared, and those who attended had the opportunity to actively participate in the cooperative experience.

It has been found by observing children at play that by working together toward a common goal responses become helpful rather than destructive.

But children like cooperative games for different reasons, for as one four-year-old exclaimed: "I like your games because I get left 'in'!"

This was the second workshop for Families for Peace and Justice. The first, also very successful, included three themes: Children's Creative Response to Conflict program (more in next issue), the issue of war toys, and fairness in games, songs and stories.

The group also meets monthly and provides discussion and support for those interested in creating constructive non-violent approaches for dealing with conflict and encouraging children to grow into happy self-confident adults who show respect and appreciation of others, regardless of differences.

The groups also promotes qualities of caring, sharing and cooperation, and gears themselves and their children to find alternative and equitable ways of responding to the global situation.

A tall order, one worth striving for.

Families for Peace and Justice, 401 St. John's Blvd., Pointe Claire H9R 3J3.

ticular, the Canadian Toy Manufacturers Association, but their response was not only inadequate, it was unsatisfactory.

The response from the Canadian Radio-Television Telecommunications Commission (CRTC) was more encouraging. The CTF had recommended that the CRTC ban the advertising of such video games and military toys.

Evidently the current advertising code does not make specific reference to violence, and as such,

as a result of complaints, the Advertising Standards Council and the Canadian Association of Broadcasters are reviewing the code.

Maurice Bourque, contact person from CTF, urges parents and teachers, also concerned, to write: President Henry Wittenberg, Canadian Toy Manufacturers Association, 1045 Islington Avenue, Kleinberg, Ontario L0J 1C0, And: Canadian Radio-Television Telecommunications Commission, Ottawa, Ontario K1A 0N2.

# 'We must educate for work'

continued from page 1

empower our children to make and implement wise choices based not on packaging but on quality.

We must try to teach the values of a humane society. We must counter the violence, the instant gratification and the "Dallas as the Holy City" syndrome that pervades the values constantly enunciated by one of the most powerful miseducators of our time, television.

Did you know that Miami Vice is the favorite TV programme of the majority of 10 year olds in North America? Have you watched it recently?

To help students deal with the mixed messages society sends we must ensure values education, family life and sex education programmes are available. As the evidence of child sexual abuse continues to escalate a demand for programmes to help protect children by making them aware of dangers without making them paranoid, and to help give them the skills to protect themselves, has fallen to the schools.

## PERSONAL GROWTH

We must, if personal growth is indeed a goal of education, be prepared to put in place the courses that allow this growth to take place.

We must recognize it as a legitimate goal of education. We must provide time, funds, and people to do the job or stop paying lip service to idealistic goals that cannot be realized in the present context.

We must also educate for work. In earlier times the skills required for work were identifiable. We were relatively sure of the educational goods that would ensure success in a foreseeable world.

What will work be like in the future? The great expansion and growing sophistication of computer technology has us now in what is frequently referred to as the post-industrial society.

I believe that a shifting job market and the rapid obsolescence of specific job related skills argue for the provision of a sound general education rather than a narrowly

vocational one.

The more educational programmes are designed to prepare students for specific jobs the greater the sense of failure for the individual student who remains unemployed.

The renaissance man or woman will be more in demand than ever before. I make a special plea for us not to ignore the arts. The first programmes in schools to get chopped are usually the arts.

The inherent need to create must be addressed. Our society will not be truly civilized if we ignore the arts and literature. It seems to me that the often denigrated liberal arts programme is exactly what is needed in the age of technology to provide balance in the lives of students.

## POLICIES

Schools have already been affected through the widespread introduction of computers into the classroom and their application to a variety of administrative tasks.

Major policy areas need to be addressed however. The integration of the computer into the curriculum, the provision of training programmes and information services for teachers, software development, the development of information networks and research require substantial work.

Curricula may have to be revised in several areas since current research shows concepts may be learned earlier than previously believed through computer use.

The long term impact will I believe be to decentralize individual educational services. Computers will be used in drill and areas that require significant practice and will free teacher to devote more time to the areas that require the skill and knowledge of a teacher.

This will be possible if we use the computer as a tool to serve people and if we don't insist on its use in all aspects of work.

Along with a knowledge of science we must include studies that are sometimes termed survival education.

These courses would deal with peace education, nuclear war contaminants in the environment, issues related to personal health and to the survival of humankind.

Young people are concerned with these issues. They must be dealt with sensitively and will appear in many areas of the curriculum. We cannot ignore the reality our students face.

Their world is often threatening and confusing especially to teenagers for whom things are right or wrong and for whom there

is little or no grey area.

## GOOD CARE

Early childhood education programmes will increase too. At least I hope we will see early childhood programmes get the attention and the funding they deserve.

The demands for early childhood education and good childcare programmes will help us reach children who were previously at risk as well as provide good care to those who would have received good care in their homes.

Good quality programmes, staffed by qualified pre-school teachers will also change our schools as we respond to the changing needs of society.

Handicapped students within our schools will require programme adjustments beyond the addition of ramps at entrances.

If we really mean it when we say we want to believe in equal educational opportunity we must recognise that to provide equal opportunity does not mean the same for all.

Some require more services to be given the same opportunity.

## CITIZENSHIP

Our citizenship courses will also have to deal with the precarious state of democracy in the world. It is frightening to think that two-thirds of the world's parliamentary democracies are in Europe.

The world crisis brought about by economic recession has put democracy in even greater jeopardy. Educators have an awesome task of persuading their students to comprehend the meaning of and to accept the value of democracy.

Democracy is not secured by the right to vote. It is secure only when the voters are competent to ask responsible and significant questions.

Schools can help achieve that if they are allowed to continue their progress towards better programs in social studies, basic economics, social history, labour history, contemporary human geography, current world issues and north-south relations.

In the context of development education programmes we must teach students the reality of life in the Global Village.

If we really want to teach democracy we must also democratise the educational system along "open climate" lines.

From the Minister and the Ministry of Education to the classroom this means a greater respect for the input of individuals, for open channels of communication, for

the tapping of knowledge on a wide front, for governance and administration in a consultative, consensus mode.

This assumes adherence to articles of faith in the democratic process, a belief that true leadership is earned rather than being ascribed and an understanding that meaningful, lasting authority is bottom up rather than top down.

## WIDE RANGE

If we set a wide range of goals for education, and I suggest they will be wider than before, then we should aspire to have the schools meet all of the goals and evaluate progress towards all of the goals not only the academic goals which we presently evaluate.

Academics are important, very important, but society demands more of schools than academics. As well as looking at marks ask whether any students are still in school because a teacher took time to find out the root cause of disenchantment.

And so I return to the original question. Can we meet public expectations? Can we respond to the demand of society in a time when the only constant we have is change?

I believe we can, we must. Our educational systems have gone a long way in good directions. Education will never be an easy task. It will always be complicated and the complications will be compounded by the criticisms of the various "publics".

It will never produce instant solutions or verifiable miracles and it cannot make extravagant claims.

As we go forward we need clear goals. We must also remember that education is a process of human intervention, in human ways, for human outcomes.

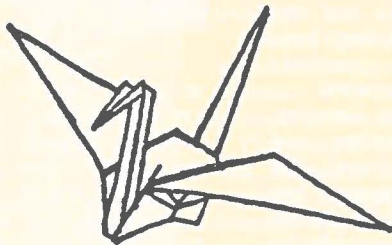
In whatever system we devise it will only be successful if the human interests are paramount. The present trends of increased demands accompanied by budget cuts is a certain way to ensure that schools will not be able to cope.

With every additional demand we make of the school we must put in place the resources, both human and financial to do the job.

If we do not, then what should be a system eager to respond and throbbing with a human pulse will become a system that does not have the ability to cope. It will become increasingly bureaucratic to contain the stresses that threaten to tear it apart.

We have choices to make. Our society has choices to make. We must work together to make the choices that will produce the system our children deserve.

## PEACE STORIES



Coerr, Eleanor *Sadako and the Thousand Paper Cranes* Dell Yearling Books, 1977. Ages 9 and up. Especially good around the anniversary of Hiroshima. Based on the true story of Sadako, a Japanese girl, and how her happy life is cut short by the "atom bomb disease," due to the bombing of Hiroshima, 9 years previously. This beautifully told tale makes a very moving plea for a peaceful world.

Foreman, Michael *Dinosaurs and All That Rubbish* Hamish Hamilton London 1972. All ages. My all-time favourite. A beautifully illustrated delightful story with an ecological message of taking care of our planet, appreciating what we have, and learning to share responsibility with all creatures, including dinosaurs. Also available in French.

Foreman, Michael *Moose Picture Puffin* 1973. All ages. Moose, who prefers singing, is caught in the crossfire of shouting, and sticks and stones between Eagle and Bear (guess who). By converting the instruments of destruction, so that they're used instead for constructive purposes, all the other animals, except for Eagle and Bear, are so intrigued by Moose's project that they join him in his creative venture.

Foreman, Michael *Two Giants* Pantheon, 1967. Ages 4 and up. Two happy giants fall out over the ownership of a seashell and gradually discover how ridiculous it is for the equally powerful to fight each other.

Foreman, Michael *War and Peas* Hamish Hamilton London 1974; *Guerre et Pois* Flammarion 1974. All ages. An interesting story about the have and have-not nations; with peace will happen, not through military preparedness, but rather, through the sharing of our world's resources.

# Kids crusade against nuclear arms

By Georgia Carpenter

**In September, 1986, after only 4½ months of intensive planning and organization, four Montreal teenagers piled themselves, their belongings and supplies, into a third-hand red stationwagon and headed for St. John's, Newfoundland.**

There they began a cross-Canada crusade against the nuclear arms race, designed to encourage youth empowerment and action.

After visiting 60 communities, over 325 high schools, and speaking to approximately 125,000 young Canadians, they are more than ever convinced that young people are not apathetic. They only lack the knowledge and the hope necessary to propel into action.

Their message for school administrations is two-fold:

1. Your students *are* concerned about their futures. The nuclear threat is real to them and they need education and information as a basis for action.

2. The democratic process is not well taught in our schools. Approximately five percent of

Canadian high school students know who represents them in Ottawa.

They should, according to the four members of the Youth Nuclear Disarmament Tour, be learning that exercising one's role in a democracy is more than putting an "X" on a ballot once every 4 years.

Armed with a sense of being able to make a difference, young people are encouraged to form peace groups in their schools. They will educate themselves and others, and will network with other groups in their community and across the country.

Two-and-a-half million teens who were between the ages of 14 and 17 at the time of the last election will be voting next time around: and three million others at the election after that.

Thanks to Max, Alison, Dez, Seth and thousands of other empowered youth, there is hope for this old world! To help this process begin in your school:

1. Ask SAGE (Students Against Global Extermination) for local speakers to come to your school. Contact them at: P.O. Box 613, N.D.G. Station, Montreal, Quebec H4A 3R1 Tel: 849-5331 Ex.

155.

2. Send (to same address) for *Coming Out of the Nuclear Shadow: A Canadian Youth Disarmament Action Guide*, written by Maxime Faillie. This is a 64-page step-by-step aid for fledgling peace groups. Cost: \$5.00.

3. Watch for the hour-long NFB film which will catch the spirit of the Youth Nuclear Disarmament Tour and will, doubtless, be an important youth empowerment tool. It will likely be released in Spring 1988.

## McGill gets ombudsman

Starting September 1, McGill will have its first ombudsman for students.

The Board of Governors last week approved the appointment of Professor Annette Werk from the School of Social Work for a trial period of two years.

The incumbent, described as an "impartial arbitrator," is expected to investigate, at the request of any member of the student body, "any grievances that may arise between students and the University or anyone in the University exercising authority."

# AGM PLENARY SESSION

## Society's changing arenas

By Mark and Wanda Franklin  
New Carlisle

**The theme for this year's AGM Plenary Session — New Directions — focused on three changing arenas in our society.**

Judy Magill, a professor from the School of Social Work at McGill University spoke first on the new directions for marriage and the family.

She talked of step families, or blended families, as the challenge of the 80s. The norm today is a multi-family unit consisting of step-moms, step-dads, step-children, and even step-grandparents as the reconstituted family.

With divorce statistics up 100%, one-third of all marriages ending in divorce, one-third of all marriages involving a person from a previous marriage and only 7% of all marriages of the traditional type, divorce is now a normal occurrence and the children of these marriages are no longer considered abnormal.

Professor Magill addressed the issue of the "bi-nuclear family" unit in these circumstances and

especially the plight of the children in joint custody arrangements.

"It is not so much the divorce, but its negative action on the children in it," she stressed. Parents must pull together and the home and the school, being parents and teachers, must recognize the importance of these new family units.

It is a challenge and the rules and methods of dealing with this new family unit must be met. A beginning has already been made.

The second speaker, Louise Delisle-Labarge, a guidance counsellor from the St Croix School Board, spoke on the new directions of the school in the labour market and how they were equipping students for future jobs.

She stressed that the schools must change so that the students will have social and job skills with which to compete in the work force.

She specifically drew attention to school programmes that are designed for the job market. Within the Régime



Judy Magill

Pédagogique, courses on the French side are now functioning, but on the English they are just now being implemented.

She urged that parents should lobby their local School Committee and/or Home and School Association to press for their rapid implementation. We should make sure that our teenagers have some sort of career choice programmes in secondary school.

Ms. Delisle-Labarge also spoke of the extreme competition that young people face for today's entry-level jobs.

With a 50% drop-out rate (those not finishing high school in the standard way) and the unfavourable economic conditions of the 80s, it is extremely difficult for students to enter the job market.

She also noted that students lack self-confidence, have limited life-skills and work experience, lack a commitment to the work force, and are unwilling to relocate.

She explained that there was no "quick fix" solution to these problems but stressed that there was hope and that the school system was changing slowly.

Graham Weeks, the director of the Job Generation at the YMCA, spoke also about the New Directions of the school system, but from the perspective of the employer in the community.

As a former teacher he felt

strongly that at the present time children were not being adequately prepared for the labour market. Employers look for a commitment in their prospective employees, technical competence, flexibility, basic skills, and a keenness to keep learning.

Mr. Weeks questioned whether learning can just happen in the schools, but felt that there was a need for the student to see the real world, not just that of the institutional school.

He concluded by stating that there does seem to be a changing attitude and that help is being extended to students through organizations such as the "Y" Job Generation.

Better communication is being established between young people and the job market.

Unfortunately, Sid Stevens, who was to speak on new directions in the community was unable to attend.

## KIDS NEED AIDS INFO

By Anne MacWhirter  
New Carlisle High School

Workshop led by Anne Peacock and David Berlin of the Protestant School Board of Greater Mont-



Anne Peacock

real; assisted by Elizabeth Clark and Richard Brezinski of C.S.A.M.

About 20 people attended the information session on this controversial topic. Anne Peacock began the discussion stating that many parents have not thought about AIDS education.

Parents are only now becoming aware that we HAVE to teach young people the facts. Since some parents, and kids, cannot communicate with each other in the area of sex education, it falls upon the Moral and Religious Education program in the schools to incorporate this teaching into their program.

Because startling statistics con-

cerning the prevalence of AIDS is constantly in the press, we realize that "AIDS is not the measles" — it has no vaccine and those who get the virus do die.

AIDS is not a gay disease. It affects males and females. It can be transmitted by: intimate sexual contact, exposure to infected blood, from mother to child in the womb and through breastfeeding, and by sharing contaminated needles for drug use and abuse.

David Berlin reinforced the information presented in the first part of the workshop. As a teacher he has students who ask questions about: the history of AIDS, how it is transmitted, prevention, and coping with a friend who has AIDS.

Students can be told that abstinence is the only sure way to prevent AIDS. If that is not feasible, condoms are recommended for the best protection.

Questions from the audience were answered by the two panelists and the two resource people present.

Some of the concerns expressed were:-

- Scaring our teens may have some effect on the postponement of sexual activity. This may not be all negative. Teens now have a valid reason for saying NO to early experimentation.

- We should, as parents, be contacting our MNAs to advocate a campaign for greater public awareness. Distress was expressed at the scrapping of the planned condom awareness ads for local television by the Ministry of Health and Social Services.

Conclusion: Our job is to heighten awareness of students and community and to advocate a lifestyle that does not endanger them.

At the recent "Home & School" convention (May 8 and 9) I opted to attend the Saturday morning workshop entitled, "Listen, Speak, Read, Write: Whole Language the Whole Way."

Because its purpose was to bring parents up to date on the new Language Arts program under the Régime Pédagogique, there were three leaders — Anne Board, Charlotte Colson and John Ryan — each specializing in a different grade level.

John Ryan, a teacher from the CECM, began by asking: "What do people want to hear?" He then explained that although the new program has certain set objectives it is up to each school board to implement the program in its own way.

Parents may often ask why there is a change and why should we encourage it? What are the different things that children experience today and what should a parent be seeing that is different from the school? Finally, parents want to know how they can best help.

Mr. Ryan compared the old program to the new saying that, in the past, content was important and a series of basal readers was used. The teacher directed a quiet, controlled classroom where the emphasis was on behaviour.

In actual fact, he noted that language learning begins at birth in a natural way and is encouraged by loving parents who help the child master oral language.

Language learning for a child must be meaningful and relevant. It must be considered as a whole, not broken down into separate subjects such as spelling, reading, composition, etc. The environment must be one of fun in which a child feels "safe" to express himself. The new program is child-

By Heather Aulis, Thetford Mines

centred and integrated.

Children need to actively engage in four processes:

- 1) **In speaking**, listening, reading and writing the product is important but so is the way the child got here (the "process").
- 2) **Children must experience** varied opportunities and meaningful contexts for language use in speaking, reading, writing and listening.
- 3) **The Language Arts must** be viewed as a whole so that growth in any one area (e.g., reading) reinforces and promotes growth in other areas.
- 4) **By integrating** listening, speaking, reading and writing activities, the teacher generates key experiences which are relevant and meaningful to the children.

Today teachers encourage children to "brainstorm" to generate ideas, to consider the audience to whom they are writing or speaking.

After this general discussion, we broke up into three groups depending on the grade level we were most interested in. I decided to go to the grade 1 level workshop led by Anne Board, who is a teacher at St. George's School in Montreal, and president of the Quebec Reading Association.

This was a very popular workshop and very much enjoyed by us all. We were surprised to learn that in fact the child who first enters grade 1 knows a great deal about his world and already feels he is a writer.

The message is encouraged at this level and all writings are saved and valued. The child is encouraged to "share." Different activities are used to stimulate ideas.

Through viewing samples of writings taken from September til

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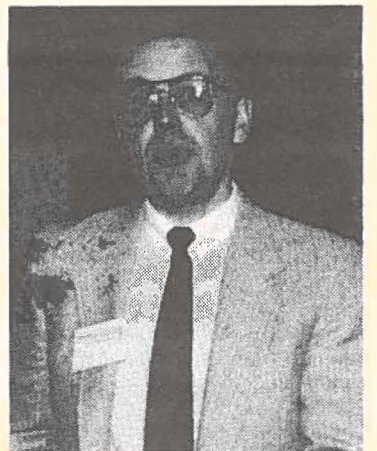
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Through viewing samples of writings taken from September til



John Ryan

spring we saw the tremendous progress and learning taking place.

All too often we look only for the spelling mistakes. By taking a second look we begin to comprehend the learning that is going on. Encourage your children!

## Book review

QFHSA was pleased to receive a copy of the new **COLLINS-ROBERTS ENGLISH-FRENCH DICTIONARY**. This new 1987 edition contains 220,000 references, 460,000 translations, a 72-page thematic guide and costs \$34.95 for the Plain Edition and \$36.95 for the Thumb Index edition.

The new, revised, edition reflects the rapid expansion in fields like computers, politics, medicine, etc., with thousands of new references.

An innovation is the 72-page section, arranged thematically, to facilitate self-expression in the other language. Examples of proper sentence construction, using the key word(s), are plentiful.

A good reference book to add to one's library — either school or personal — and at a reasonable price.

# SYLVIA ADAMS ASKS

# 'Where are we today?'

By Diane Radu, Macdonald High School

A recent letter to Mr. Claude Ryan prompted Sylvia Adams, president of Quebec Federation of Home and School Associations, to reflect on the question "Where are we today?"

She went on to remind Mr. Ryan that the H&S has a formal network in place that informs its members, via *The News*. It also has many group affiliates as well as 5000 members.

Funding has been modest — the highest amount received since 1973 was \$18,000 — but the money has been well spent, for the benefit of children and parents, not for administration. The members of the H&S can take pride in the fact that their organization is self-supporting.

The H&S reaches out in the local and national arena. The conference (Future Directions in Education) at Mont Ste Marie, showed us how well we do here, and pointed out areas of concern for the future.

The changes in Canada must be reflected in our schools. Informa-

tion has become a saleable commodity, making communication a major concern. Our students must be flexible; they must be able to adapt.

Schools *should* be mini democracies. Unfortunately, this is not always the case, but it is something we should strive to achieve.

Instruction *should* be of prime concern. We are reminded that teachers are the sparks of learning.

The four areas of concern in our schools are Human, Social, Vocational, and Intellectual but the Vocational and Intellectual have become more dominant.

There is an imbalance. We should not lose sight of the fact that they should ALL be of concern.

In education true authority should go from the grassroots to administration, not the other way around. Our concerns, as can be seen by our recent brief on nursing staff in schools, look pretty good compared to the concerns expressed at Mont Ste. Marie.

We need to help students prepare for the future. Entrepreneurship is

not just self-employment. Our schools need to reflect this, if our students are to be prepared for the future.

"Future Directions in Education" stressed the need to involve parents and gain a broader membership, something we already do very well.

The QFHSA, along with the Canadian Home & School and Parent-Teacher Federation, was strongly represented.

Other groups involved in the education process will not find it so easy to share their territory with others. It demands a willingness to

change.

It is hard to make choices and the input of all members is needed for this to be done wisely. So call: voice your concerns.

The QFHSA looks at children as whole as can be seen with our Lunch Box Resolution. We *DO* what the conference urged us to do.

Our AIDS workshop exemplifies the organization's response to the needs of our children and parents.

We are already responding to the future — and we will continue to respond.



Past president Sylvia Adams

## Parents responsible for social skills

By Jessica Tertoole, Greendale School

This interesting workshop was led by David Nadler, principal at Windermere Elementary School.

Among the points Mr. Nadler made were:

- How you get along with others depends on how you get along with yourself.

- Conflict with others over the same concerns (same beliefs) can be very frustrating.

- Social skills are necessary but the only group that felt these skills were important were the students (in order to socialize at school).

The students were concerned with the HOW TOs of: 1) resolving

conflicts, 2) how to get along with others, 3) relationships, 4) dealing with peer pressure, and 5) problems at home.

- Students must be prepared to go into the work force. They must realize that once they leave school their education has not ended.

Employers feel a happy worker is a more productive worker. Too many work hours are lost by people unable to deal with crises.

Discussion brought out the general consensus that social skills must be taught to children at a very young age and that parents must take responsibility and show an

interest.

It was also felt that too much time is lost at school since the school is now absorbing a great deal of the responsibility of teaching these social skills to the young. The lack of these skills has led to a rise in violence in schools.

An important point noted was that not enough attention is given by parents to the section regarding social skills on their child's report card.

Mr. Nadler passed out the following to the parents:

Your social age is measured by your ability to get along with People. Here are some of the characteristics of a socially mature person:

1. Accepts other people for what they are.
2. Avoids labeling other people.
3. Makes own decisions and takes the responsibility for the consequences of those decisions.
4. Can meet strangers easily. Has mastered social graces. Enjoys meeting new people. At home with both sexes of all ages in any number of situations.
5. Enjoys planning with others.
6. Can accept and adjust to the rules and laws of the group of which she/he is a part.
7. Makes a constructive contribution to the world around him/her.

## Students need education in career choices

By Judy Millar  
Eardley Elementary

Louise Delisle Laberge's workshop dealt with what parents wanted or needed to know about the school system.

She saw a need to bridge the gap between the institutions (schools) and the workforce. The workshop took on the form of question-answer type discussions.

**Question: Do students who study and work part-time run the risk of concentrating more on work than on school?**

**Answer:** Having a part-time job shows the child responsibility and gives him an incentive to study so that he may later be able to have a better position (i.e. a better job and a higher salary).

It is up to the parents (family) to put the amount of time spent working into perspective.

**Question: How do you react when a student says "School is a waste of time?"**

**Answer:** By showing how school relates to the outside world. The need for English, for French, to know how to open a bank account, etc.

There is a need for Career Choice Education. We must develop good attitudes toward the work world. Give insights into different kinds of jobs.

**Question: What do children need, other than French, to be able to stay in Quebec? What kind of education?**

**Answer:** This can be answered by assisting at the "Career Orientation Night" where various organizations (job markets) expose materials on their needs and requirements of our students who will be entering shortly into the

workforce.

**Question: How do you prevent students from graduating without the courses they will need to pursue their career choice?**

**Answer:** There are guidance counsellors for grades 7 to 11. There is also some preparations done in grades 6 and 7.

There is a tendency to push course options farther along in the system so that students do not take the wrong track and end up graduating without the courses they need to pursue their interest.

We must always check the prerequisites needed for the courses (field) in which the student wants to study later.

**Question: Is it important that students be exposed early on to career choices?**

**Answer:** There is a need to start in grade 7 exposing the various fields of occupations and their related jobs.

We must show them where to get information about the jobs so that they may keep up with the constant changes in the requirements for entering a certain job market.

**Question: How much choice should we allow students in choosing their courses of interest?**

**Answer:** We must not prevent them from choosing courses they want to take, but we must guide them by having them look at all the implications of their choices.

**Question: Is there a need for co-op education?**

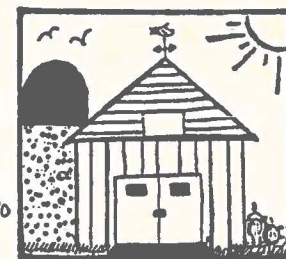
**Answer:** Co-op education should be encouraged by parent organizations. We must try and find teachers who are enthusiastic about the idea and help them develop a program.



David Nadler talks on teaching social skills

## Open May 1 to October 15

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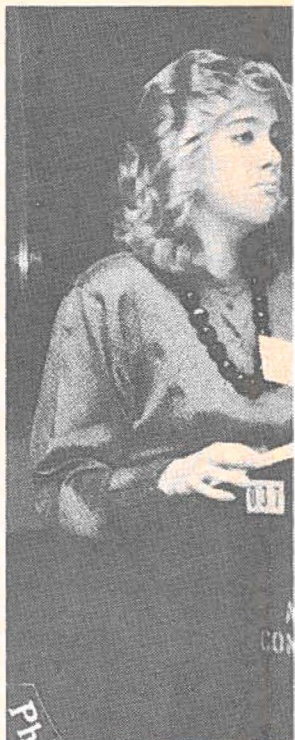


Angelika Redahl, Program Chairman, AGM



## THE DEBATERS

Above Mike DeMartigni and Heather Bell of Macdonald High School. Cindy Finn and Amy Monroe of St. Thomas High School. The topic — HOME IS HOME AND SCHOOL IS SCHOOL AND NEVER THE TWO SHALL MEET.



# MEMBERSHIP

## NEWSLETTER AWARDS



Above Ursula Morris, John Rennie High School; Katie Russell, École Primaire Beaconsfield; below Nancy Loadenthal, Ayer's Cliff, with Diane Radu, Editor of Focus on the Locals, The Home & School NEWS.



Donna Warner  
Cedar Park School



Anne MacWhirter  
New Carlisle High School



Beverly Hayes

QFHSA expresses its thanks to Louise Larouche, Trade Sales department of READER'S DIGEST, for providing the marvelous books presented to the Membership and Newsletter Award winners at the 1987 AGM. Children across the province will enjoy reading these books in their school libraries.



Barbara Shaw  
Windermere



Ann Bernstein  
École Primaire Beaconsfield



Ada Colomb Macdonald  
1986/87 Member



# GENERAL MEETING



President Sylvia Adams thanks the coaches, Jennifer Wakefield of Macdonald High, and Roman Jarymowycz of St. Thomas High.



New Executive Officers for 1987/88: Left to right: Past President, Sylvia Adams; Treasurer, Caspar Esselaar; Vice President, Vi Minto; Vice President, Diane Lacey; Executive V.P., Carol Ohlin; Vice-President, Jessica Tertoole; President, Helen Koepp; and Recording Secretary, Jon Percy. Missing from picture: Vice-Presidents: Nancy Peppy, Marcus Tabachnick and Paulette Nickoletopoulos.

# AWARDS

The Annual General Meeting pictures were very kindly taken by PHOTO ART, one of the displayers at the conference. If you are interested in contacting them for your own school photos you may write them at 810 Salaberry, Laval, H7S 1H3, or telephone (514) 384-0430.

## Donald Barnes wins Gordon Paterson Award

Speaking about Don Barnes, Marion Daigle said: To the many students, teachers, and parents at Macdonald High School in Ste. Anne-de-Bellevue, Don Barnes has been a teacher, a vice-principal and, above all, a very caring individual.

Last June, he moved on to become Principal of Hudson High School, Hudson.

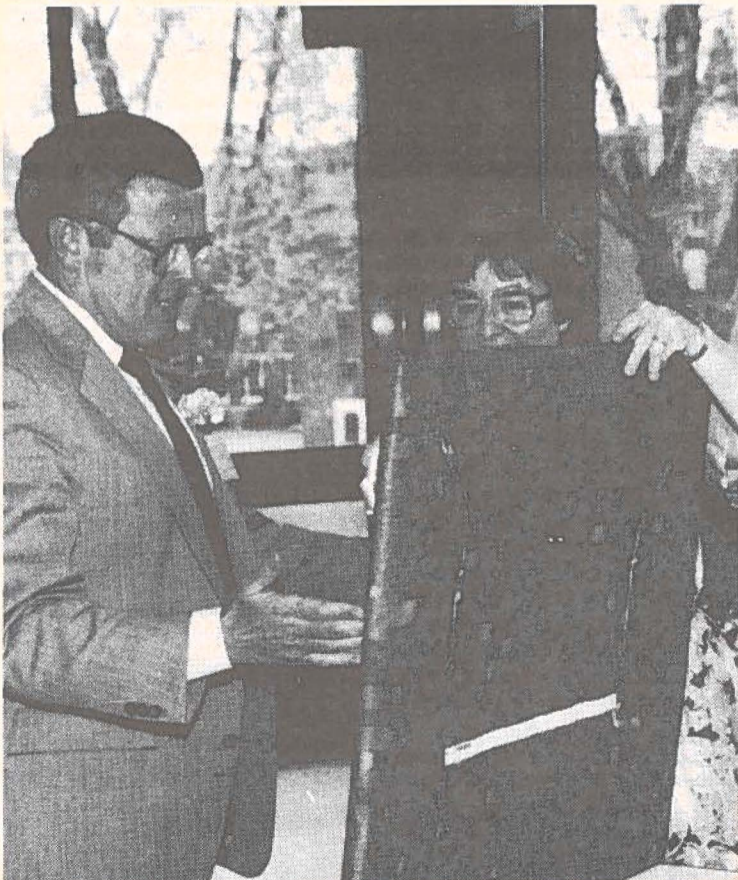
Don Barnes' imprint on life at Macdonald High was incredible. He instilled a sense of pride in the history and tradition of academic excellence at Mac. The importance of student leadership, self-discipline and responsibility has always been a part of his personal objective for realizing the potential of young people.

Parents were always assured that he knew every student in the school, and that he could be relied upon for sound advice when both parents and students needed counselling or assistance. It was this positive attitude that made Don Barnes synonymous with quality care and education at Macdonald High.

Don Barnes has been a valued member of the Mac Home and School Association, rarely missing a meeting, always encouraging the participation of parents and volunteers. He has served Q.F.H.S.A. on several occasions, both as a workshop chairman and as a ple-

nary session chairman. The Gordon Paterson Award is intended to honour an outstanding educator who has encouraged parent participation in the education

of their children and in involvement with the school. Don Barnes has always subscribed to the Home and School motto: "Kids are Worth It".



Donald Barnes, 1987 Paterson Award winner, accepts gift from Marion Daigle, Past President of Macdonald High School.



Jessica Tertoole, Greendale



Mary Jane de Roos, Valois Park



High School, with Norma Rennie new Membership Chairman of QFHSA and Carol [unclear] Membership Chairman for QFHSA.

# Harmony with nature a must

Jon Percy, Hudson

**People must learn to adopt lifestyles that are in harmony with the natural world.**

Learning about and understanding the natural world of which we are a part is an important step in sensitizing us to the importance of this concept.

It is essential that children develop a deep rooted appreciation and caring concern for the natural environment.

A living museum can be an important educational tool for instilling such ecological values in people young and old.

This basically summarizes the various themes woven together by Professor Eric Thompson of the Department of Forestry at John Abbott College during his workshop on ecoeducation.

He began by discussing the concept of EKISTICS, or the science

Workshop participants were then treated to a multi-projector slide and sound show entitled "A SENSE OF PLACE".

This richly illustrated presentation describes the proposed development of a unique living museum — an ecomuseum — that is being undertaken by the St. Lawrence Valley Natural History Society.

The museum will provide a sweeping panorama of the geography, geology, plant and animal life and human history of the great St. Lawrence Valley.

No single permanent exhibit has ever before captured the pulse, reach and history of this unique Canadian region. Now this will be done in a whole new way for present and future generations.

More than a zoo, more than an aquarium, more than a botanical garden, yet all these things and more.

outdoor exhibits will provide the visitor an enjoyable and informative experience.

Living plant and animal displays will be supported by the latest exhibition techniques using audio-visual, telemetric metering, closed circuit T.V. and interactive displays.

The major thrust of the experience will be to describe the valley to the visitor and to demonstrate how man and other living organisms interact, influence each other and modify their often harsh environment.

The ecomuseum will be a learning experience for Canadians of all ages. It will help put flesh on their knowledge of our history by showing the valley and its great river as they were and as they have evolved today.

The slide presentation showed the detailed architectural planning that has gone into the design of the overall complex.

It also took viewers on an imaginary 90 minute tour of the various displays that are planned.

It will clearly be a valuable educational resource and a major attraction in the Montreal area.

Eric went on to discuss the envisaged role of the ecomuseum in relation to the educational system. Preliminary discussions have resulted in positive, enthusiastic support and endorsement on the part of educators.

The resources of the Ecomuseum will provide excellent opportunities for field studies in both the natural and social sciences.

In elementary school, natural science is closely related to other subjects. Directly or indirectly, the focus of learning in all elementary school subjects is the environment.

Educators are looking for facilities where students "do" rather than "observe" science lessons. The Ecomuseum can provide an abundance of such opportunities.

The natural science program leads to a course in ecology in grade 7.

This course focuses on: respect for life, a regard for the commu-



Eric Thompson of John Abbott, says lifestyle must adapt to natural world

nity and environment, a concern for the future, methodical work habits, and the importance of participation. Here again the Ecomuseum can serve as a valuable resource.

In the social sciences students study "Our Region" in grade 4. Here the resources, the people and their history, the towns and cities and the industries are examined.

In grade 5 they study "Our Province" and look at the resources, climate, and landforms of the province. Many of the exhibits at the Ecomuseum will be directly relevant to such studies.

Planning for the Ecomuseum is proceeding. Detailed feasibility plans and budgets have been completed, with projections of capital and operating expenditures for the

years ahead.

A board of directors is responsible for launching a public fundraising campaign, which has already attracted support from two levels of government. A public appeal will be launched shortly.

The site itself is presently undergoing preliminary preparation. A service area is being tested.

The service area has already attracted large numbers of visitors, both school groups and individuals, who have enjoyed a guided tour of the many temporary displays and of the proposed museum site.

The members of the St. Lawrence Valley Natural History Society warmly invite you to participate with them in the development of this important project.



of developing ways of living that are in harmony with the total environment, of adapting our lifestyles to accommodate rather than conquer and suppress the natural world.

It is, he emphasized, nothing less than a basic philosophy of survival. However, such a philosophy can only flourish among people who have a profound respect for the natural world and have a real and first hand experience of its intricacies and interrelationships.

To this end, children must be taught to appreciate and be aware of the natural world that surrounds them and must learn the importance of protecting and nurturing this priceless heritage.

That describes the imaginative plan for an \$8.5 million ecomuseum to inform, educate and entertain visitors with living exhibits. These will tell the story of Canada's historic St. Lawrence Valley and its great river.

Uniquely, the ecomuseum stresses the relationship between living organisms and their physical environment. Hence, it is a living museum.

It will be located on a 28 acre site near Ste. Anne de Bellevue. It has been designed to blend into its natural environment by building into a natural ridge at the edge of the site.

Some 45,000 square feet of indoor exhibits and several acres of

## COMMUNITY

By K. Shain  
John Rennie High School

**Sid Stevens, of Sun Youth Organization, was unable to be present so the Community Workshop was given by Graham Weeks, Director of the Job Generation Program of the YMCA.**

The workshop was held as an informal discussion with questions being asked and Mr. Weeks answering them.

What came out of the workshop was that students graduating from high school are not well prepared for the job market. More co-op programs were needed as well as more guidance counselors in the schools. A "learning enrichment foundation" is being set up in Quebec similar to the one in Ontario.

Perhaps it was more important for students to have representatives from the community come to the schools and make presentations to the students than to have groups come to give concerts and perform plays.

The workshop concluded that more dialogue is needed between the school and the community.

## Families' workshop

By Kathleen Greenfield-Zanti  
Christmas Park

**Workshop on Families was given by Judy Magill, professor of social work at McGill University, who discussed the breakdown of the nuclear family.**

This is no longer the sole model of ideal family life — variation either by chance or by choice is now the "norm".

Such variations can include the single parent family, step family, blended family, dual worker family and the extended family.

We must rethink our view of what constitutes a family among the lines of these combinations and not "pathologize" family situation that differ from the traditional nuclear family of two parents, children, mother at home.

With the new family forms come new issues such as parents dating, step-siblings, shared custody, com-

plex financial arrangements and unrealistic expectations superimposed on old issues — discipline, schoolwork, values, etc.

Children acting out their dissatisfaction and confusion can compound the situation. There is a need for tolerance of differences in attitudes, house rules, expectations, etc.

Clear communication and consistency are important. Children and parents need to normalize the situation through open communication between themselves and with peer groups who may provide support.

Programmes in the schools and in the community can be helpful in allowing a sharing of problems — knowing one is not alone — and providing options and resources.

**Recommended reading: Stepfamilies Making Them Work, Erna Paris**

"My dad had a bad day at work ...I've had a tough day at school!"

"What's the difference?"

Think about it...talk about it.

There's a big difference and it's up to each of us to help young people reach decisions about drinking. Young people are as vulnerable to the social pressures that influence drinking as adults, but young people lack the experience to analyse pressures and to recognize alcohol's effects. They want to be considered adult and many imitate adult drinking habits. Unfortunately, the most subtle examples of adult drinking are often incidents of excess. Is it the old story of "Don't do what I do, do what I say" or is it a practice "what you preach"? As one parent puts it: "It's a lesson in living that's needed, not a sermon on drinking."

If you drink, know when to say when. We believe that if enough people talk about drinking problems, we are that much closer to solving them.

Canada Dialogue on drinking

1-800-387-2375

Health and Welfare Canada 100, Queen Street West, Toronto, Ontario M5C 1S2

Start at the home you choose.

# FOCUS on the LOCALS

## SUNNYSIDE

### SPELLING SUCCESS

The School Committee with the help and support of parents put on a casserole supper, March 14.

Proceeds will go to support such activities as our music program, maintenance of the skating rink and the library.

Terrie Goodsell was the gold medal winner at the February annual public speaking contest.

This event is held by the Optimist Club. Other students from Sunnyside joining Terrie in the competition were Kim Archer, Robert Crawford and Jason Leith.

Carnival came early to Sunnyside this year as it was celebrated on Feb. 5th.

The school experimented with a different format. The two featured activities were skating at the Stansstead College Arena and a sleigh ride complete with a beautiful team of Clysdale horses. The School Committee organized the hot chocolate.

The annual Spell-A-Thon was held again this year. Students were given their work lists during the last week of February. This allowed them time to study and gather sponsors during the March Break.

This is our major fund raising event of the year and the proceeds are used to support various activities throughout the year, such as class trips, the music program, the annual turkey dinner, the cafeteria, the library, Carnival Day, etc.

Parents "cheered" their children on making the Spell-A-Thon an important success.

## LINDSAY PLACE



In March, a group of Grade 7 students visited the Veterans Hospital at Ste. Anne de Bellevue, to do research for a writing assignment. Students in groups of two, three and four interviewed veterans and made copious notes to try and form an idea of what life has been like compared to what it is like now.

The experience was both fascinating and sad. The students hope to finalize their articles shortly for compilation in a magazine.

During the first visit, one of the veterans expressed an interest in meeting hockey star, Dickie Moore; when the students returned to Ste. Anne to read their draft reports to the veterans, Dickie Moore was able to accompany them and chat with veterans.

Several members of the school staff also accompanied the children, and refreshments were served to young and old.

Vivien Dagher

## COURTLAND PARK

EIGHT DANCERS from the well-known professional troupe, Les Sortileges, gave the children a taste of folk-dancing from around the world on March 6.

Dressed in a variety of colorful costumes, they presented a 45-minute program of traditional dances from such countries as Russia, Israel, Mexico, Hungary, Great Britain and Canada.

Over 40 families placed orders for frozen meat entrees in the recent fund-raising drive. The profit of \$500.00 was used to buy a fridge in which to store the lunch milk.

## VALOIS PARK

### Indian chief visits

The H&S recently sponsored a visit from the Chief Top Leaf.

The students were divided into 4 groups enabling Top Leaf to spend an hour with each group.

Dressed in buckskin with a



bright blue and white feathered headdress and a painted face, he had the student's undivided attention.

The chief invited them to imagine life in our area 400 years ago as he talked about Indian communications, transportation, lodging, clothing, food, and hunting.

He used many North American Indian artifacts to emphasize the stories and legends he told.

Top Leaf explained the meanings of some Indian words. Indians based their daily lives on what was available.

He explained how Indian foods are foods we eat today, such as corn, maple syrup, and turkey.

He told what children's roles were in the community, comparing their lives today with how they would have been.

Lots has been happening at Valois Park. Mr. Tinkler put on a gym display.

Grade 1 students had fun with a parachute and older kids did tumbling, vaulting, and balance beam routines. Many parents attended the afternoon show.

Our Spring Concert was a huge success. Chairs were quickly filled leaving standing room only to watch Mrs. Rempel and the school choirs.

Each of three choirs sang as well as the kindergarten classes. Mme. Szatmari directed her recorder group in performing three tunes.

The annual Pot Luck Supper was attended by 300 parents, teachers, students, relatives, and friends. The food was delicious and plentiful.

Organizer Joan Baker made up a trivia quiz about the Valois Park staff that was lots of fun.

The highlight of the evening was the after dinner entertainment. Directed by Mary Gurkas, the two school drama groups each put on a short play.

Lynn Paice's dance group also performed.

Home & School sponsored their annual Bicycle Safety Road-ee. The program includes classroom discussions, films, and information handouts.

On the day of the Road-ee, 35 parent volunteers manned checkpoints where students showed their knowledge of hand signals, turning manoeuvres, and basic safety skills.

Bikes were also given a mechanical inspection. Each student's name was entered in a drawing for a new bike. Richard Mills, a gr. 4 P.F.I. student, was the lucky winner.

Avis Brodie

## THORNDALE

### Skier sets new record

Congratulations to Ricky Vogt who broke the existing Grade 5 boys' record for the crosscountry ski course at the Lopit. Ricky's time was 9:05 for the 2 km course.

The whole team, with coach Mme. Chartrand, did a super job. They can hang up their skis for a well deserved rest.

The H&S and School Committee recently honored Bob Steele for his tireless work in establishing and running the Thorndale Computer Lab. Pat Ito presented Bob with a plaque at the beginning of a terrific information night, prepared by Bob, for all the parents.

As part of the noon-hour enrichment program, students in grades four to six have been participating in drawing, concentrating this session on Canadian wild animals.

Each week they have studied a particular animal, bringing in resource books from the library or home.

With instructor Helen Heather they explored the visual characteristics of each animal by shape, colour, texture, and lines, using their characteristic poses.

Each student was able to make a personal choice of which combination of drawing materials to use each week. The students' enthusiastic response to the theme and concept of working in their own

sketchbook was excellent.

Sarah Schwartz gave the following report of the PFI 6 sugaring off:

"If I gain ten pounds in one day, it's not my fault. How was I supposed to know they would give me a big breakfast at Brodeur's Mont St. Gregoire?"

Bordeur's Mont St. Gregoire is where a few classes (as well as mine) went sugaring off.

It all started in the bus. I sat with Chantal and Paula, but I'm sure you wouldn't be interested in what we talked about. Or would you?

Well, anyhow, when we got there

we took a hay ride. Then we had lunch.

I'm glad I had a small breakfast because by the looks of things this wasn't going to be a small lunch!

There was ham, bread, milk, baked beans, omelette, potatoes, pickles and much more.

By now you think the day is over, right? No siree bob! No way! Now the thing we've all been waiting for. Toffee pull! Mmmmm!! It was delicious.

If you are superstitious you probably won't believe me, but this is probably the best Friday the 13th I've ever had!"



Thorndale students get a visit from their new mascot

# FOCUS on the LOCALS



Fred Argue, Principal, plays a hot game of bingo

## MacDONALD HIGH SCHOOL

Band members returned from their recent competition in Ottawa with jubilant smiles on their faces and a prize in their pocket.

The band, under the direction of Mr. Rosenhek, played *Prelude and Fugue in B-Sharp* by J.S. Back and *Environ Overture* by Eric Osterling in the Kiwanis Club's Music and Dance Festival to capture top honors in the band, brass and reed competition for Level 3.

It was the only band from Quebec in the festival, which has enough entries in all categories to produce a 160-page program.

May is usually a busy month for graduating students and this year

was no exception. On May 14th the graduation ceremony took place.

The H&S has been a long-time participant in these exercises. The H&S honours every graduating student who receives over 80% in the third term, by giving them a plaque.

It also supports student achievement by awarding plaques in other areas of endeavour. This year a special plaque was awarded to Paula Cruikshank for attaining the highest mark in Canadian History.

The Don Barnes Award is funded by the H&S in recognition of the support and involvement of the former Vice-Principal in life at Macdonald.

After the ceremony refresh-

ments, prepared by the H&S, were served by student volunteers. The next night the grads were off to their graduation dance. Then it was back to the books and preparations for the final exams.

## NEW RICHMOND

### Homework

After school stress,  
I wish we had less,  
No, telephone till it is done.  
English assignments,  
Ecology's due,  
Lots of that homework,  
What else is new?  
Favorite T.V. show,  
It's on at nine,  
Math left,  
Will I be done in time?

Kathy  
Secondary I

Reprinted from SPEC

## ALLANCROFT

The Family Fitness and Nutrition Fair held on Monday, March 23, was a successful H&S project coordinated by Mrs. Camilla Di Tullio.

This was the first time such a project has been undertaken by an elementary school in the Lakeshore School Board. The evening featured quizzes on fitness sponsored by Kino Quebec, various physical education activities directed by Mr. Stan Droulis, a display on dental hygiene, art work on the different food groups provided by the students, and sample snacks donated by the SAPUTO CHEESE CO.

The highlight of the evening was the raffle of a beautiful fruit basket donated by Fruit World and won by the Warren Family.

Special thanks to Nora Christie, Nutritionist consultant for the Lakeshore School Board, Mr. Lesard, parents, students and all those who helped make this an eventful evening.

Camilla Di Tullio

## PONTIAC PROTESTANT

Upper elementary students had been polishing their public speaking skills for a couple of weeks, leading up to the board-wide public speaking contest which was held at Hull School on April 8.

Contests were held at all three public schools (the Onslow event featured both English and French speeches) to choose candidates to represent the Pontiac Elementary schools.

April 16 was "Hat Day" at McDowell School. Staff and students wore a favourite hat or cap to school.

The same day was spring cleaning for the playground. In the

afternoon each class was assigned an area and spent an hour or so helping tidy the yard, cleaning up the winter's accumulation of papers.

Although reading is always a top priority, our three elementary schools set aside a week in April to focus in a special way on this area of the language arts programme.

A wide variety of special activities was planned, including a visit from an author of children's books, book sales, and Shadow Theatre.

Classes of older students were twinned with younger children for oral reading. Some groups exchanged letters with students at Queen Elizabeth School in Renfrew, Ontario.

## WILLINGTON

### Ad space for sale

THE H&S and the library volunteers would like to purchase more French books to better serve the students at all levels of the French Immersion Program.

For this reason we have been busy with our McGregor Meats fundraising campaign. All proceeds raised will go directly to purchasing texts for the library. At present \$2,000 has been donated by the H&S to the library, most of

which was raised at our very successful Holiday Fair.

Publishing school newspapers is a costly venture but well worth the expense. In order to help defray some of this cost we are now selling advertising space.

Anyone interested in advertising should call Rachel Kasimer or Julie Fasano at 482-6887 or 489-5050.

Rachel Kasimer & Julie Fasano

## NORTHVIEW

### Bingo brings \$150.

What better way to have fun than to gather together old friends and new and play a social favorite? Bingo!

Last month Northview H&S attracted enough players to fill the entire gym with eager participants — grandparents, parents, and youngsters.

H&S members gave out cards for a small fee and chairperson Sally Poirier's husband called out the numbers.

Some ambitious players kept tabs on six cards or more at a time. Small prizes were given to the winners, but the H&S still made a profit of \$150.00.

Northview H&S has organized a few other family get together this year. In the fall they had a successful pot luck supper.

Despite record cold weather in February more than 150 people enjoyed a skating party. All these activities have kept up warm community spirit.

On February 19 students had an unusual opportunity to meet a Yukon outdoorsman and his racing dogs.

Andy Busby, nephew of a Northview teacher, was passing through Montreal on his way to one of a dozen races in which he participates annually. He presented two short talks to both the younger and older children.

Mr. Busby had been living in the Yukon for eight years and had been racing huskies for the last five. He used a projector to show photos of the Yukon and famous dog teams.

He had raced in Whitehorse and on the Yukon River, as well as on the Ottawa River, where a team of eight dogs can run eight miles in thirty-six minutes.

For him, racing is a hobby and a sport which pays for itself because of prize money.

Outdoors the youngsters had a hands-on opportunity to see the husky dogs that are bred for speed, strength and stamina.

Some students petted these furry canines while others had a chance to ride the racing sled.

This supplemental activity brought many questions from students and provided excellent motivation for art projects and writing exercises.

Inara S. Leimanis

## CHRISTMAS PARK

### Book fair success

On March 26 a very successful book fair was held, in conjunction with Babar Books. The proceeds will go to the library which is coordinated by M. Purvis and J.S. Aylesworth.

The bulletin board in the front foyer had a recent facelift courtesy of the H&S. There are now three sections to keep parents informed about what is going on at the school and in the community.

Section 1 covers QFHSA and Parent's Committee news; section 2 provides community information and section 3 is the "Focus on Christmas Park". There is no excuse for not knowing what is going on now!

Keeping parents well informed has always been one of the aims of the H&S.

On March 11 all parents were invited to a joint H&S/School Committee meeting featuring guest speakers Margaret Mitchell, MRE consultant for the Lakeshore School Board and Jim Sullivan, co-ordinator of the MRE Program for Protestant Education Services.

Grades three to seven have been busy for several months preparing and rehearsing for the "Wizard of Oz". It was worth all the work.

Parents, brothers and sisters, and students from other neighbourhood schools had a chance to enjoy the show on May 12th.

K. Greenfield-Zanti



'The Wizard of Oz' cast. The months of work was worth it.

**GREENDALE**

# Student recognition celebrates progress

**As a result of the work on the research and practice of effective schools, we have developed a Student Recognition System.**

We want to recognize students and celebrate their progress and their achievements.

Daily recognition may come from the earned praise that all students receive for their effort or from the attractive displays of students' work found throughout our school or from the supportive responses that creative teachers give to the myriad ways that children demonstrate their growth as learners.

Complementing these various forms of daily student recognition for work of value is that which comes from your interest in your

child's work and the support you provide.

Every month a student who has demonstrated exceptional progress is chosen from each class. The Student of the Month's photograph and name are proudly displayed on a poster in each area.

Although the students and the classroom criteria or themes may change each month, the recognition of each child's success remains constant. Each student will be acknowledged at our regular monthly assembly.

Every term students at every level who have demonstrated exceptional progress and achievement towards Greendale School's goals are placed on The Principal's Honour Roll.

Their names are displayed on the scroll designed for this purpose.

Each student receives a letter of congratulation from the principal.

Those students whose names appear on The Principal's Roll each term are awarded a certificate at the end of the year.

The Percy Lane Memorial Award is presented annually to the graduating student who has made an outstanding contribution to the life of the school, through leadership, scholarship, citizenship and sportsmanship.

Encouraging and recognizing each child's progress and pursuit of excellence is one way we hope to help them achieve the school's goals:

Academic achievement, love of learning, personal/social development, respect for others, and self-esteem.



The following students from LaSalle Protestant High School Theatre Arts have just received a special citation for their excellence in basic acting skills. They were part of a large Fine Arts Festival held at Riverdale High School on April 1st, 1987. LaSalle High School Theatre Arts has grown tremendously in the past 5 years and is now in the process of opening a mini-T.V. Studio next September. Standing - Left to right - Susan Consorte, Kim Pantridge, Jennifer Annett, Cheryl Yeoman. Kneeling - Kevin Dunlop, Eric Saviskas and Danny Ayoub. (reprinted from Le Messager (LaSalle))

## ELIZABETH BALLANTYNE

On February 20, 1987, the students from grades 3, 4, 5 and 6 crowded into the gym to listen to the finalists of the Elizabeth Ballantyne Public Speaking Contest.

The judges were Mrs. Negm from Royal West Academy, Mrs. Colson from the P.S.B.G.M. and Miss Brooks, former principal at E.B. and now principal of Herbert Purcell School.

The three winners were Katie Havercroft from grade 4, who spoke on "Hair"; Dominique Shore (from grade 5), whose topic was "One Pretty Tough Horseback Riding Lesson"; and grade 6 student, Douglas Stein who spoke on "Tourette's Syndrome".

Dominique and Douglas went on to the regional competition in May, at Edinburg School.

by KATIE HAVERCROFT

# At the LSB, peace spreads like a smile



Marg Mitchell with her rose peace buttons

The Lakeshore School Board recently launched its PEACE MISSION project, as each elementary school was encouraged to focus on the topic of "peace" sometime during the month of May.

As a visible expression of the theme, each staff member and student was given two roses, one to be worn and the other to be given away, as a gesture of peace.

Students were given the opportunity to reflect on the topic, and create their own stories, songs, statements, poems and pictures, which may then be included in the LSB Peace Mission Book to be published later this year.

The entire project culminated with a major balloon launching, which took place on May 29th at 2:00 p.m.

Each child was given a balloon and encouraged to write a message with her/his address. The launching took place simultaneously from several LSB elementary schools. MRE Learning Consultant, Marg Mitchell, is to be congratulated on the energy and enthusiasm she has given to this worthwhile project.

## EDGEWATER

# Goodbye, Mr. Morgan

A special feature of the May annual meeting honoured George Morgan, principal, who is retiring this year from the Lakeshore School Board.

Mr. Morgan, principal at Edgewater since 1971, was presented with the Canadian Home and School/Parent-Teacher Federation plaque in recognition of his commitment to the active participation of parents in school life, and for his caring attitude to the children in his care over many years in this community.

In addition to his plaque award, a contribution to the Canadian H&S was made in his name.

In her letter of commendation, Sonja Anderson, president of the Canadian H&H, noted that the award was given to Mr. Morgan in recognition of his long-standing commitment to the concept of parents and teachers working in partnership to provide quality educa-

tion for children.

Mr. Morgan, in thanking the Edgewater H&S for this award, noted his deep appreciation for the vast army of parents who has contributed so much to the school's life and to him personally.

Your "army," Mr. Morgan, wish you all the best in your retirement. Angelika Redahl

## THREE RIVERS

At the May meeting of the Three Rivers High School Committee Marie de Forest stepped down as chairperson. Don Smith was nominated and voted as new chairperson for the 1987-88 school year. At the same meeting Don was also elected as the TRHS delegate to the parents' committee.

At the St. Maurice Protestant School Board meeting the following week Don Smith was voted in as the parents' committee delegate on the Board.

## AYLMER

ON FEBRUARY 19 and 20, Mrs. Sjoman's class went to Wakefield. They participated in many activities including showshoeing, winter survival, tobogganing, home remedies and candle making.

They also made sloppy-joes, pancakes and bacon. The food was very good, and well appreciated after all the activity.

At night they played outside before making candles. Then they sat in a circle and told ghost stories.

(Reprinted courtesy The Aylmer Bulletin)

## KEITH

AT THE end of February we had our "Snowdays" and children built forts and castles. They also had the chance to experience putting on snowshoes or skis and going around the yard and down the hill on them.

Some more adventurous classes took to the cross country ski trail with their teachers. Hot chocolate was a welcome sight after their outing. It was served by our reliable volunteers.

There was also a sugaring off outing for some classes.

March 25 to April 1 was the week of our chocolate bar drive. Thanks to our convenor, Mr. Bill McCul-



ough, nine volunteers and the ever hard working Keith students, we had a very successful drive.

Doris Brown

## ST. VERONICA

These last few months at school have been very busy for all of us.

It seems from January to June everyone — teachers and students — become increasingly more "academically-minded" and a seriousness pervades.

However, Winter Carnival in Dorval was wonderful. St. Veronica took home the prize of best float in the parade and, for the second year in a row, we won the ice sculpture contest.

Almost the entire school community participated in the parade, but we must sincerely thank students, Rosemary Day, Jamie Black, Christie Walsh and parents Judy Black and Robert Day for turning out on the coldest day of the winter to sculpt ice.

Their dedication and good work certainly paid off.

A very successful mini-fund raiser was held at Easter with the

sale of Easter chocolate bars. This made the job of the Easter Bunny much easier.

Alison Morin

## NEW CARLISLE

Who is That Peanut?

ON THE 27th of March (the end of our nutrition week) the Grade 7 and 8 students were each treated to a yogurt. Grades 1 to 6 had a costume parade.

Continuing the theme of nutrition week the children came dressed as peanuts, tomatoes, apples, and potatoes. Prizes were awarded.

For snack each child could choose between two kinds of cheese and crackers. The whole school had a chance to sample other nutritious 'goodies' served in cups — dates, raisins, nuts, coconut, sunflower seeds, etc. The children enjoyed their snacks!

Diana LaPointe

# FOCUS on the LOCALS

## EARDLEY ELEMENTARY

### 'I LOVE TO READ'

Students of Eardley Elementary were welcomed for I Love to Read Week by a school beautifully decorated to promote reading and children's literature.

All classes had contributed to the construction of a cheery book-worm on the walls of the main entrance. Measuring 20 feet in length and looking very scholarly in his mortarboard and glasses he greeted pupils and visitors as they entered.

Large storybook characters like Cinderella, Sleeping Beauty, Grover and Winnie-the-Pooh adorned the walls and hall ways.

Brightly coloured posters proclaiming 'I Love to Read' and 'Reading is a Pleasure' were up as well as short stories the children had written themselves.

Monday began with an assembly to introduce the week's upcoming activities. The students were presented with 'I Love to Read' buttons that they wore each day and took home on Friday. As one class settled to hear stories told by a visiting fireman, others began the trip that all classes made to the main branch of the Ottawa Public Library.

The children heard a story, watched a film and saw a short puppet show. There was also free time to look over the excellent collection of children's books.

Tuesday was Storybook Character Hat Day. The students wore

hats and/or masks depicting favourite storybook friends.

Several Peter Pans, a host of princesses and pirates, cats and monsters roamed through the halls as the children put on an afternoon hat parade.

Wednesday there were exchanges between classes as the grade ones visited and read for the kindergarten grade.

Thursday was double treat day. In the morning the students sat in on the dress rehearsal of the noon hour elective program concert. A year's work on the part of many talented students culminated in this exciting annual event.

That afternoon the school was delighted to receive as a guest, children's author Brian Mackey.

His lively telling of his book *Ghost in Mouse Hamlet* entranced the children and brought to life the wonderful adventures of Cricket Fieldmouse.

Friday morning after the final presentation for parents of the Dance-Drama-Music program, parents were invited into classrooms to read.

Students popped from one circle into another to hear favourite stories brought from home and they enjoyed the opportunity of hearing a selection of readers.

By Friday afternoon the excitement reached a fever pitch as the children gathered for a concluding assembly. The week ended with a draw for books.

All names were dropped into a

bag and eight lucky children went home with new books — an extremely appropriate end to the week!

Wednesday February 11 was the 100th school day. Anne Keirstead's kindergarten class celebrated in a very unique way. The program, "Math Their Way", lets children work at their own level.

The children, as a class, kept track of the days at school. To further enhance this meaningful counting experience, the children made a "100 collection". Among the various displays with 100 grouped items were 100 barrettes, 100 coins, 100 stamps. Imagine — 100 shreddies, 100 beans, 100 bottle caps and 100 bread tags!

In preparation, the class made a cake and each pupil donated candles to total — 100! The day's activities were also centered around 100. Each child created a sporting "100" hat and helped construct a snowman using 100 cottonballs.

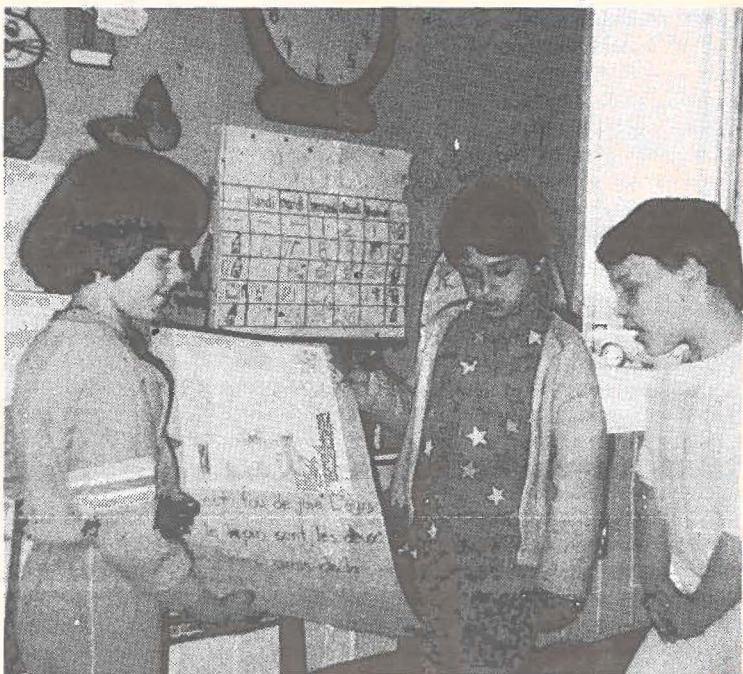
One-hundred corn kernels were transformed into a mass of popcorn. The math activity utilized 100 straws placed end-to-end. The concept of "patterns" was also introduced into this learning experience.

CONGRATULATIONS to the class for their excellent collections which incorporated a pleasant learning experience with good old fashioned down-to-earth fun!

Janet Syrnyk-Telmosse  
Bev Vander Schoot



Above, "Hat Day" parade. Below, from left, Julie Bertrand, Karine Roxburgh, and Martine Lacasse read their story to kindergarten class.



## AYER'S CLIFF

### Books replace TV

"T.V. for only one hour per day!"

That was the contract agreed upon by 97 percent of the children and parents of Ayer's Cliff Elementary School for the week of March 16 which was declared "Reading Week."

Excitement began to develop when two plush rocking chairs from Mr. Dyer's home appeared on the spacious stair landing.

In the chairs were two stuffed teddy bears quietly reading a book. Words strangely appeared on bul-

letin boards, walls, doors and windows.

During the week stories in English and French were read to children of all levels by parents, Evelyn Schouela, Elaine Vachon, Valerie Cardyn, John Mahoney, a local author of children's books, Bev Steele, the ETSB reading consultant, Jake Jackson, the caretaker, as well as the principal and teachers who could find a spare moment read to the students.

The last 15 minutes of everyday were declared reading time. Every-

one in the building had to stop and read or be read to.

Throughout the week an increasing number of foot prints appeared on locker doors. Each footprint contained the title author and some pertinent information about a book read by the student either at home or at school.

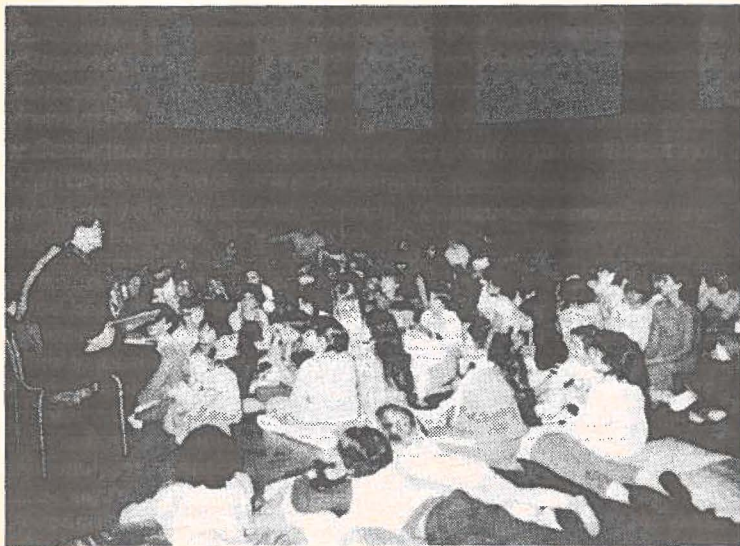
The week culminated with a "Read Out" in the form of a Friday night sleep over. On March 20, 70 percent of the children stayed at school and took part in a host of activities such as listening to story tellers and playing games.

The children treated themselves to a pizza supper. After supper Elaine Vachon and Michael Nerenberg entertained the children with songs and led them in a sing-along.

Bev Steele read the children a bedtime story and the evening came to an end with the children sacking out on the gym floor and reading until they fell asleep.

Everyone awoke to the smell of breakfast emanating from the cafeteria. The School Committee mums prepared a delicious meal of pancakes and maple syrup.

One child summed up the week with "Wow! I didn't know reading could be so much fun!" Perhaps this statement was the best indication that the venture was an educational success.



Bev Steele reads goodnight story in gym

## NORTHVIEW

In March the H&S Newsletter, *Hibou*, gave a "hoot" for three parent volunteers who have added a richness to the student life program.

Vivien Dagher organized the Chess Club at lunch hours and arranged for the students to participate in local tournaments.

Sally Poirier started the after school drama, which ran very successfully for two sessions so far.

The efforts of Vickie Witkowski resulted in a safety lecture for each grade level. She was also able to have Ida from the Pointe Claire Emergency Unit talk to all levels with an appropriate safety message.

Also in March the H&S held a fun filled BINGO evening. The grand prize winner of the Black Out game was Willy Lavendel. The evening was so successful the H&S decided to hold a Hot Dog Lunch in May.

Thanks to everyone who supported the Book Fair. The profit of \$343.80 will be used to buy new books for the library.

The week of May 11 was an important one for all the participants in "Anne of Green Gables".

On Monday it was dress rehearsal time, with Valois Park School in the audience. Tuesday and Thursday evenings were regular showtimes, and on Wednesday afternoon there was a performance for Ecole Primaire Pointe Claire.

Congratulations to everyone on a great job. Thanks to all the students who invested their time and energy in another excellent play and the staff support with scenery, coaching, props., etc.

## ÉCOLE PRIMAIRE BEACONSFIELD

The H&S has been busy dispensing funds for a variety of good causes.

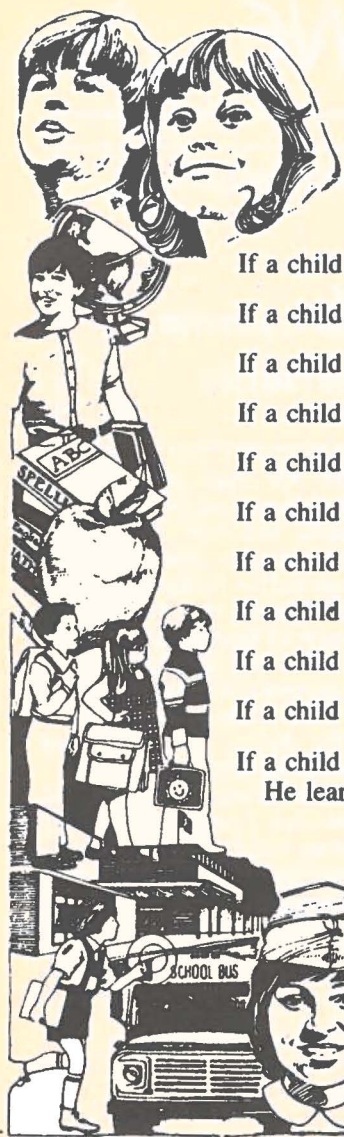
Books purchased for the library include an encyclopedia, a dictionary, fiction and science. The library is in great need of interesting and informative books, so every effort is being made to upgrade reading and research material.

The H&S also purchased a tape recorder for the school, stamps for the Grade 5 and 6 classes, and a Math enrichment program for Grade 2. Money well spent!

The H&S sale of gym clothes has been so popular, and so successful, that it grew beyond volunteer capabilities. As a result they decided to bring in "Special Delivery For Kids", a manufacturer and retailer who offers good prices and good quality.

This is a painless fundraiser as H&S gets eight percent of all the sales made in the school. Samples were made available for viewing, and orders placed for August delivery.

What a great way to do all the back-to-school shopping in one place!



## Children learn what they live

- If a child lives with criticism, He learns to condemn.
- If a child lives with hostility, He learns to fight.
- If a child lives with ridicule, He learns to be shy.
- If a child lives with shame, He learns to feel guilty.
- If a child lives with tolerance, He learns to be patient.
- If a child lives with encouragement, He learns confidence.
- If a child lives with praise, He learns to appreciate.
- If a child lives with fairness, He learns justice.
- If a child lives with security, He learns to have faith.
- If a child lives with approval, He learns to like himself.
- If a child lives with acceptance and friendship, He learns to find love in the world.

MEMBER OF CANADIAN HOME AND SCHOOL PARENT-TEACHER FEDERATION



## Chaque enfant apprend par l'exemple

- S'il vit entouré de critiques, il apprend à blâmer.
- S'il vit entouré d'hostilité, il apprend à être agressif.
- S'il vit entouré de moquerie, il apprend à être timide.
- S'il vit entouré de honte, il apprend à se sentir coupable.
- S'il vit entouré de tolérance, il apprend à être patient.
- S'il vit entouré d'encouragement, il apprend à agir.
- S'il vit entouré d'éloges, il apprend à complimenter.
- S'il vit entouré de probité, il apprend à être juste.
- S'il vit entouré de sécurité, il apprend à faire confiance.
- S'il vit entouré d'approbation, il apprend à s'accepter.
- S'il vit entouré d'amitié, il apprend à aimer la vie.

MEMBRE DE LA FÉDÉRATION CANADIENNE FOYERS-ÉCOLES PARENT-ENSEIGNMENT

Free copies available at H&S office, 2535 Cavendish Blvd., Suite 212, Montreal, H4B 2Y5.

# △ SAFETY SCENE △ SAFETY SCENE △

## Spring cleaning — think safety

Most people find that their household gets a little out of hand during the winter. Cupboards fill up with rags, bottles, paper bags and other stuff that's too good to throw away; dust-bunnies reproduce under the furniture; and we won't even mention the film that accumulates on the high shelf over the kitchen stove.

### FATAL ACCIDENTS OCCURRING IN THE HOME, IN CANADA, ACCORDING TO TYPE OF ACCIDENT

(percentage of total accidents in the home)	1983
FALLS:	34.39%
FIRE:	24.45%
POISONING:	16.72%
SUFFOCATION:	9.47%
INDUSTRIAL TYPE:	5.73%
DROWNING:	4.97%
OTHER:	2.28%
FIREARMS:	0.99%

Reprinted from Signal, newsletter of the Quebec Safety League, Spring '87.

Then spring comes and it's time to clean it all up and get off to a fresh start. As it happens, this is also the perfect time to check your whole household for hazards, and generally make sure your living

space is safe for human habitation.

First of all, you must observe the usual safety procedures when doing your cleaning. Don't put out your back trying to move things that are too heavy for you. If you really must scrub under the piano, get plenty of help. Even when moving little things, lift with your legs, not your back: it's an old rule, but the human body is an old design.

When using solvents and cleaners make sure there is plenty of ventilation. When trying to reach those high spots don't stand on a chair or balanced on a footstool. Use a solid stepladder and stay off the top rung!

Falls are a common cause of accidents in the home. While you are cleaning you should systematically remove obstacles that can cause a stumble. Clear the decks: eliminate clutter. Make sure that carpets are tacked or glued down. Throw rugs should sit on a foam-rubber undercushion.

Do you really want all those stools, lampstands and endtables in the middle of the floor? Arrange things so that the most travelled areas in every room can be crossed without impediment.

Throw things away. Trash old newspapers, oily rags, scrap wood and other detritus. These are fire hazards. If you just can't part with

them, store them in an orderly manner, away from any heat source, and, preferably, away from other flammables.

When cleaning the bathroom, throw out any bottles of medicine that are past their expiry date. Take any remaining medication OUT of the bathroom cabinet and store it in a less public spot, such as your own bedroom.

In the kitchen, keep foodstuffs separate from cleaning products, insecticides and disinfectants.

Make sure that nothing flamma-

ble sits near the stove. A build-up of grease can catch fire, so thoroughly clean the area around the stove elements.

And while we're in the kitchen, those frayed and frazzled ovenmitts should go straight into the garbage. Replace them right away, before someone attempts to lift a hot pan with a paper towel, or the cuff of his shirt.

Any knives or tools that have migrated from their proper place must be returned. Sharp objects, such as needles and pins, should be

stashed where kids can't get at them.

Once you've done your spring cleaning, make a special effort to keep things in good shape throughout the year. *Household safety is a matter for all seasons.*

For more information about preventing accidents at home, consult the pamphlet "Guide for Home Safety", available at 25¢ a copy from the Quebec Safety League (a discount is available for large purchases). Information: (514) 482-9110

## Training aimed at adult guards



La Régie de l'assurance automobiles du Québec, in co-operation with Le Comité provincial de concertation sur les programmes de sécurité routière en milieu scolaire (yes, that long-titled committee again), planned and prepared a training program which touches every aspect of the different tasks expected of an adult school crossing guard.

La Direction des politiques et programmes of La Régie has printed a manual which is, in fact a guide for the person(s) responsible for the school crossing guards in their respective communities.

The contents of this guide include a job description of a school crossing guard, a training manual for the school crossing guard, a testing document, as well as criteria for selecting school crossing guards, criteria for the choice of places requiring a school crossing guard, and also objectives in an accompanying video.

# SAFETY SCENE SAFETY SCENE

## Youths drive just like mom and dad

**Society's attitude towards young drivers must change radically if there is to be any major improvement in driving standards of the 16-21-year-old age group.**

That's the central message of "Rethinking Young Drivers," a research document just released by the Insurance Corporation of British Columbia.

"The purpose of this report is to give insight into young drivers' everyday lives, offering a greater opportunity to design measures relevant to young people," says Peter Rothe, ICBC's Manager of Research and Development, editor and principle investigator for the publication.

The research findings will help further development of the corporation's existing school programs. The provincial auto insurer allocates \$3 million annually to traffic safety education in the schools, communities and co-funding of CounterAttack against drinking/driving.

Nearly 1400 secondary school students in grades 10 through 12 were surveyed on a wide range of relevant topics, including lifestyle, relationships with peers and parents, their driving habits and attitudes towards risk-taking and drinking/driving.

The research incorporated a variety of data gathering techniques to develop an understanding of young people's everyday lives:

- 130 16-18 year old drivers who had been involved in injury producing crashes were interviewed about their crashes and the circumstances leading up to them.
- 200 randomly selected grade 10-12 students were interviewed in small groups to arrive at a picture of their lives, relationship to cars, family etc.

- 100 parents discussed their views on young drivers.
- The B.C. accident data base analyzed according to young driver involvement in crashes.

The findings told ICBC researchers that parental example has a powerful influence on teen drivers. In fact, young people are more like the rest of the driving population than they or their elders think.

The attitude of boys particularly

in which young drivers engage and regard as safe, are dangerous. However drivers of all ages engage in such activities?"

The report urges society to adopt a more positive pro-active approach to young drivers. Recommendations include:

- Children should have access to safe driving instructional material long before they are old enough to get behind the wheel.
- Since teaching sons to drive is

### ICBC FACT SHEET:

Questionnaires were completed by 1,376 students in grades 10, 11 and 12 attending secondary schools in Chilliwack, Courtenay, Cranbrook, the Gulf Islands, Howe Sound, the Okanagan, Prince George, Sooke and West Vancouver.

In addition, 40 group interviews were conducted. 130 young drivers from the Lower Mainland, involved in injury producing crashes were interviewed.

A B.C. accident data base was developed from Motor Vehicle Department records, coroners' files and ICBC claims records and analyzed according to young driver involvement in crashes.

Of the students surveyed: 32 percent own a car; 86 percent drive their parents' car; 48 percent are licenced to drive, and 16 percent have a learner's permit.

The findings of this ICBC research project have been presented to international conferences on human behaviour and traffic safety research in San Diego (Lifesaver Conference) and Amsterdam (International Driver Research Association Symposium on Young Drivers). The research is already being used in the design of traffic safety programs in New Mexico.

This is the first time that sociologically-based research has been used to find out how life styles, attitudes and relationships of teenage drivers can affect their behaviour behind the wheel.

is often molded before their first formal driving lesson. As a result, their behaviour behind the wheel is not deviant but simply patterned on their parents.

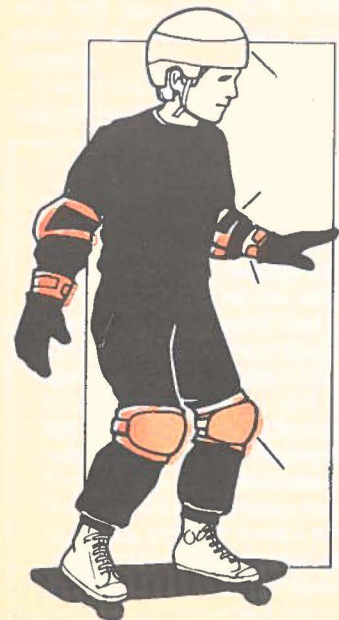
"In the intimate personal context of the passenger compartment, they begin to learn not only driving-related skills, but also the appropriateness of certain attitudes," says the report.

"Many of the routine activities

still a significant "rite of passage," fathers should be recognized for their efforts and provided with information to help them to do a better job. In fact, parents should be more involved in young driver training.

- Driver training should deal with the fact that 16-18 year olds are more likely to have a number of passengers and tend to be distracted by their companions and

## How to take danger out of skateboards



**The skateboard has come back, more popular than ever, but just as dangerous as before.**

They look innocent enough, but just try one. On second thought, wait... Before you do try one, read on.

The Canadian Amateur Skateboard Association offers the following tips.

#### Who can ride a skateboard?

The association does not recommend it for anyone under the 8-10 years bracket. A skater (skateboarder? or should we say boarders) must have a good sense of balance, be agile, determined and possibly above all, know the rules of safety, including the appropriate protective apparel one should wear.

#### What should one wear?

Basically a safety helmet, elbow pads, wrist protectors, and knee pads.

The Association suggests we start skateboarding under the guidance of someone who can do it well, on who has done it many times before and knows the safety rules.

Above all, don't try any acrobatics on your first outing!

You should also choose your place to practice your sport. Starting with a flat, dry, smooth surface you may "graduate" to other areas as you gain capability and confidence. NEVER on a street, at night or on a wet surface.

And please don't forget care and maintenance of your skateboard!

### REMEMBER, ACCIDENTS NEVER TAKE A HOLIDAY.

— It's usually the expert...  
swimmer who drowns,  
hunter who shoots himself.

COME BACK TO US IN THE FALL, BUT NOT AS STATISTICS.

HAPPY VACATION FROM THE SMITHS!

— Barb, Don, Jackie & Allyson

loud music on the car stereo, a scenario that can lead to serious mishaps.

- We should attempt to detach the car from its potent image of masculinity. The report admits however, that this is a long-term project.

The research was carried out in rural, urban and suburban locations throughout B.C.

Permission from parents and teachers and agreement from the students themselves was obtained before the project began. Identities of the student participants was carefully screened to ensure anonymity.

The 300 page book, which breaks new ground in behavioural research, has won applause at recent research conferences in Europe and the United States.

Contributors were Peter Rothe, Manager of Research and Evaluation for ICBC, Ken Stoddard of the University of British Columbia and Peter Cooper, Manager of Traffic Safety Planning and Research for ICBC.

Copies are available cost of \$14 (Canadian) from Traffic Safety Planning and Research, Insurance Corporation of B.C., 151 West Esplanade, North Vancouver, B.C. V7M 3H9.

### Reader's reply...

## Society makes latchkey kids

*Our December 1986 issue of the NEWS carried an article concerning Latchkey Children. What a response! In the following issue of the NEWS I printed a letter concerning the problems one parent faced in regards to school and/or school board policy making latchkey children out of her children.*

*Following that letter I received two others. I am respecting one person's wish in not printing her letter, but not having received the same request from the author of the second letter, I am taking the liberty to print it in this issue.*

**Re: Mrs. S. Stein's article on Latchkey Kids**

I don't find the school board's concern about Latchkey Children ironic at all. I commend the board for attacking and commenting on a very crucial social issue.

If I read the article correctly, you have three possible alternatives to your dilemma, Mrs. Stein.

**Firstly:** You could move to an area that would enable your children to become "restricted bus pupils," thus cutting your "whopping" \$600 to a "miminal" \$0.

**Secondly:** You could move to an area three quarters of a mile or more from the school, thus incurring a cost to you of only \$180 per annum. You have now saved yourself \$420 per annum.

**Thirdly:** You could pay a babysitter to take care of your children at lunch hour, thus eliminating your "undesirable alternative" of having latchkey children.

Obviously two of my alternatives are a little radical. The third is very costly also. But Mrs. Stein you are lucky that your school board has the three options at all. Many school boards don't offer lunch programs at all!

I also find it ironic that you, a working mother, object to the fact that you must "donate" \$600 for a service to your children.

Or might it be Mrs. Stein, that

you object to the thought of the parent committee making a little money? I would imagine that the volunteers get paid a token amount. If not, they sure should!

Remember Mrs. Stein, most services must be paid for. You don't think your children are worth \$60 a month, Mrs. Stein. Good heavens, your most precious possessions aren't worth \$60 per month.

Yes, you do need the school premises. Not because you're a "working mother," but you desire a cheap babysitter.

I also don't feel because you're a so called "working mother" that you should expect preferential treatment.

There are other working mothers who realize the value of their children and are paying for a valuable service. I would also imagine some "working fathers" are doing it too.

You possibly might even find a few harder working housewives using the service too?

No Mrs. Stein, you seem to be very typical of our society. You will probably not even think twice at going to MacDonalds and blowing \$15-20. But pay \$60 a month to possibly protect your children from some accident that might occur in your absence. No, that's far too expensive.

You could always ask the principal to incorporate an after school babysitting service too. That way you could possibly work a little overtime so that you could pay the hefty \$60 per month.

In conclusion, Mrs. Stein: your school is a very good one, just because of these three options, that you are offered. It's not the school board that is creating latchkey children. It's social values that are the culprit.

Sincerely,  
Christiane Gilmore  
(parent: Westend School  
Lahr, West Germany)