



QUEBEC HOME & SCHOOL
NEWS
"The Voice of the Parent in Education"

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Parents must take initiative in children's educations

THE QUEBEC FEDERATION OF HOME and School Associations (QFHSA) will hold its Annual General Meeting at the Protestant School Board of Greater Montreal on May 4 from 8 a.m. to 5 p.m.

The business meeting will be held in the morning with the Awards Luncheon beginning at 12:30 p.m. and continuing until 2:15 p.m.

Following the luncheon will be a plenary session with panelists Maybelle Durkin and Heather-Jane Robertson discussing the theme of the conference, Learning for Life.

Durkin is executive director of the Canadian Home and School



MAYBELLE DURKIN

and Parent-Teacher Federation and National Project Director of Literacy in the Information Age. Robertson is director of Professional Development for the Cana-



HEATHER-JANE ROBERTSON

dian Teachers' Federation.

They will discuss how community-based groups like Home and School are needed to equip all Canadians for a role in the com-

petitive and constantly changing world.

Since parents can no longer delegate this job to government and educators, the home, school and community must work together to create initiatives and set goals for children.

Following the plenary there will be three concurrent workshops.

Ellen Laughlin of the Gazette's Newspaper in Education will discuss how parents and children can

use the newspaper together to improve children's reading, talking and thinking skills.

Plenary speakers Durkin and Robertson will focus on practical ideas and actions parents, educators and community leaders can use to prepare children for life in the 90s and beyond.

Environmental educator Louise Labarre will explore innovative programs and activities parents can use to turn kids on to nature.

You must be literate to:

1. Live an independent life.
2. Help children to learn to read and write.
3. Read and write job applications.
4. Read road signs and get your driver's license.
5. Enjoy a good book.
6. Read directions for product assembly and safety instructions.
7. Write books, songs and poems.
8. Understand world events.
9. Read and understand legal contracts.

(from Grade 5 & 6 class)
Beacon Hill

Begin science at elementary level

IT IS IMPORTANT that children's initiation to the sciences be taken seriously; the role of elementary schools is particularly important, given their task with respect to fundamental learning.

This is the central message of an advisory document, *L'initiation aux sciences de la nature chez les enfants du primaire*, put out by the Conseil supérieur de l'Éducation and addressed to the minister of Education and the minister of Higher Education and Science.

At a time when important corrective measures are being planned for high-school science instruction, the Council believes it would also be appropriate to consider measures for the elementary sector.

Given the role of science in today's society, it has become indispensable to provide children with a solid scientific education. Science affects all aspects of modern culture, and concrete applications of science are everywhere evident in daily life.

The sciences can play an important role in the development of thinking skills; they can also be a

factor in the integration of individuals in society.

Given this context, the Council believes that children's initiation to science makes children aware of the scientific dimension behind everyday phenomena. Baking a cake, watering a plant, or building a "Lego" lever brings children into contact with the worlds of chemistry, biology and physics.

By exposing the laws behind these phenomena, the child is led to confront his or her own intuitions and to discover their hidden scientific dimension.

Secondly, science develops thinking skills and helps children to understand and organize their explorations of the world around them.

Thirdly, the initiation to science possesses an ethical dimension, given the interrelatedness of the universe, nature and man.

At the present time, science receives relatively little attention in the schools, and school practices do not generally foster substantial scientific education. This is why the Council recommends the situation be corrected as quickly as possible, and that measures be taken to revitalize scientific education in elementary schools.

Quebec Federation of Home & School Associations



47th Annual Convention

THEME:

LEARNING FOR LIFE

Paving the Way!



The Plenary Session will focus on **Learning for Life** and the initiatives we must take to achieve this goal for our children. Panelists will be Heather Jane Robertson, Executive Director, Canadian Teachers' Federation, and Maybelle Durkin, Executive Director, Canadian Home & School and Parent-Teacher Federation and the National Project Director for Literacy in the Information Age.

The Plenary will be followed by three concurrent workshops: **Reading and Learning Together** — how to use newspapers to promote literacy skills while having fun together as a family; **Learning for Life** — practical ideas and actions for parents, educators and community leaders to help our children achieve their potential; **Turning Kids "Green"!** — will explore innovative programs and activities that can be used to 'turn kids on' to nature.

on: **MAY 4, 1991** at:

Protestant School Board of Greater Montreal
6000 Fielding Avenue, Montreal, Quebec

For a preview book and more information, send a 4 1/8 x 8 3/8 envelope (with 40¢ postage) to our office:

QFHSA, 3285 Cavendish Blvd, #562, Montreal H4B 2L9

SUMMER AT MCGILL

Summer Institute in Integrated Education and Community, McGill University Campus, is for all parents and professionals interested in bringing individuals with challenging needs into full participation in school and community life.

The Summer Institute, held July 8 to 19, is a 2-week immersion, offering six workshops on strategies for successful integration.

The internationally recognized faculty includes: Marsha Forest, Judith Snow, Herb Lovett, Gordon Porter, John McKnight, John O'Brien, Jack Pearpoint, and George Flynn.

Participants will learn how to: include all students in regular classrooms; lead a school system through change; adapt curriculum

to meet diverse needs; use positive approaches for difficult behaviour; build inclusive communities; support families.

For further information contact Silvana Pellicchia, secretary, Faculty of Education, 3700 McTavish St. Montreal, Quebec, H3A 1Y2, (514) 398-4240, or Fax, (514) 398-4679. Cost: \$525.

EXPLORATIONS '91 is now accepting early registration for their program, July 2 to July 26, 1991. This four-week enrichment experience gives bright children opportunities to be active, creative learners in an environment that responds to their needs.

The program serves children aged six through 17.

For further information, please call 398-4252.

.....
 He asked his companion how he could detect the sound of a cricket amid the din of people and traffic. The first man who was a zoologist, had trained himself to listen to the voices of nature. But he didn't explain. He simply took a coin out of his pocket and dropped it to the sidewalk, whereupon a dozen people began to look about. "We hear," he said, "what we listen for."

.....
 from *Sentinel*, nov '90

We love our teachers

Dear Ms. Koeppel:

If we are too frequently guilty of anything it is a failure to express adequately our appreciation to various individuals who do so much to improve and strengthen the most important resource this Nation possesses — its Youth.

I suspect (indeed, know) that this is a failure to which we too often admit as we consider Canada's teachers.

I never cease to be amazed at what our teachers accomplish under circumstances which seem to become more difficult each year.

A host of social pressures means that not only are they professional educators but they must also fill a range of needs not only for the group but for each individual pupil committed to their charge.

While all of this goes on the public increasingly demands that they teach more and more to the extent that some must wonder if there is any time left for such rudiments as English, Mathematics, Second Languages, Science, etc.

When they complete their in-class duties each day many then turn their thoughts and energies to extra-curricular activities that round out the education of each student.

I salute The Canadian Home & School & Parent-Teacher Federation for having launched this long over-due initiative in 1988 and for continuing National Teacher Appreciation Week.

Your Federation has recognized a need and corrected a serious deficiency.

To each Teacher in Canada my appreciation, gratitude and thanks for all you do so well for so many.

J.J. Keith
 President, Canadian Assn. of School Administrators.

Today, there are many partnerships being formed with the education community. None are as important, as vital, as those between parent and teacher if each of our students is to achieve to his or her potential.

Research shows that parents and guardians who are involved with their schools, who talk, listen and read to their children and show a positive attitude toward learning, help to increase their children's achievement.

The Canadian Teachers' Federation is proud of its partnership with the Canadian Home & School and Parent-Teacher Federation.

It is with great pleasure that I take this opportunity on behalf of 230,000 Canadian public school teachers to thank you for your sponsorship of the Fourth National Teacher Appreciation Week.

May the week of February 10 to 16 be especially memorable and enjoyable.

Canadian Teachers' Federation
 January 23, 1991

Kitty O'Callaghan
 President, Canadian Teacher's Federation



Quebec Home & School NEWS

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10 pts. of leadership

by Gordon Elhard, former Principal and Superintendent the Calgary Board of Education.

1. People are more important than things.
2. Leadership is more important than management. Leadership concerns itself with the future and is long-term; management is short-term.
3. People work harder on their own ideas than on the ideas of others. If you allow people to come up with their own ideas, they will work harder on solutions.
4. Values are more important than knowledge. Values are deep; knowledge is often surface. Values will drive us to accomplish.
5. The individual is more important than the group. We have to deal with individuals.
6. Feelings are more important than facts. People are motivated 90 percent by emotion, 10 percent by fact.
7. Listening is more important than talking. By becoming active listeners we can have people reach down deeply into their lives.
8. Giving is more important than receiving. Leadership is service — your job is to help other people look good. Jesus Christ said it is more blessed to give than to receive. St. Francis said that it is only in giving that we receive.
9. Developing people's strengths is more important than correcting their weaknesses. In developing strengths, weaknesses tend to decrease, be less-noticeable, and may even fade.
10. The "walk" is more important than the talk: The way we act is most important. We must act as better leaders in our schools. We must not get swept away by every change of wind. If we demonstrate what we want done, we are more successful than talking about it.

LOVE OF READING COMES BY EXAMPLE

AS CHILDREN grow up, they naturally look to adults for guidance. Often children develop their own habits and personality based upon what they see parents and other adults do.

For example, a child who sees a parent read a great deal will be inclined to want to read, too.

Setting a good example involves more than just giving your child lots of books. It also involves a measure of encouragement and respect for your child as he or she grows up.

You can contribute greatly to your child's reading development through some of the following practices.

1. Give your child lots of praise as he or she learns new skills in reading. A little praise each day can go a long way toward building successful students.
2. Don't compare your child with others in the family or in the neighbourhood. Respect your child as an individual and allow him or her to grow in his or her own special way.
3. Listen to your child and encourage him or her to talk with you. Ask your child to share parts of his or her day with you on a regular basis.
4. Be patient. Remember that growing and learning both take time. Try not to rush your child into something he or she may not be ready to do.
5. Try to have a dictionary, encyclopedia, or some other reference source to check on new words or facts. Be sure to use these regularly yourself.
6. Make books and magazines a regular part of your gift-giving. Birthdays, holidays, or any other occasion provide wonderful opportunities to share the joy of books with your child.

Reading "Sparkler": Obtain a menu from a nearby restaurant. Ask your child to look through old magazines and cut out pictures of food items printed on the menu.

Paste these pictures on separate pieces of paper and direct your child to suggest four to five descriptive words for each picture.

These words can be printed on

each sheet and the sheets collected into a special scrapbook (which can be taken to the restaurant next time you visit). Older children may wish to plan a dinner for the entire family using the menu and a specific amount of money.

By LINDA HARBECK
 Teacher, Mount Pleasant
 Elementary School
 Hudson, Quebec

ALL I EVER NEEDED TO KNOW, I LEARNED IN KINDERGARTEN

Most of what I really need to know about how to live, and what to do, and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school.

These are the things I learned: Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody.

Wash your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life. Learn some and draw and paint and sing and dance and play and work every day some.

Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands, and stick together. Be aware of wonder.

Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really knows how or why, but we are all like that.

Goldfish and hamsters and white mice and even the little seed in the plastic cup they all die. So do we.

And then remember the book about Dick and Jane and the first word you learned, the biggest word of all: LOOK.

Everything you need to know is in there somewhere. The Golden rule and love and basic sanitation. Ecology and politics and sane living.

Think of what a better world it would be if we all — the whole world — had cookies and milk about 3 o'clock every afternoon and then lay down with our blankets for a nap.

Or if we had a basic policy in our nation and other nations to put things back where we found them and cleaned up our own messes.

And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

By ROBERT FULGHUM

Talking to teens: Dos and don'ts

DOs

Do ask questions. Parents often have an over-whelming urge to offer advice or give what they think are right answers. Say your teenage daughter comes to you and tells you her latest idea — to get C's and D's as a freshman so she can improve her grades later and have people think she's getting smarter. Stifle that urge to "straighten her out." Ask a clarifying question:

What will colleges think?

Your teen may not only tell you more of what she's thinking, but she may rethink this whole scheme.

Do let some subjects ride. Your adolescent son comes to you with a new brainstorm: "Mom, Joe's brother has a friend whose cousin's neighbor sold Christmas cards last month, and he made \$2,000. I could do that and skip college!" Before you know it, you'll find yourself saying, "So you think Christmas rolls around every month and you can build a future selling cards?" Keep it to yourself for a day or so. As long as your kid intends to keep his grades up *just in case* he still wants to go to college, it's not urgent to challenge this career choice yet. More than likely he'll come to you in a couple of days and tell you, "Mom, I changed my mind. I want to be a brain surgeon." Then you'll have to fight the urge to scream, "You think you can get into medical school with your grades!" With teens, sometimes the best way to be heard is not to talk.

Do plant a seed. Beth's friend Karen isn't a real friend in your opinion. She takes advantage of your daughter's trusting nature, but Beth hasn't noticed that yet. Then one day Beth tells you how surprised she is that Karen has no intention of repaying her the \$10 she borrowed. Resist the temptation to say, "I was wondering when you'd find out what she was really like." Make a softer observation like, "Friends need to be picked carefully" or "Sometimes people don't act like we thought they would." Then let the matter drop for a while. You've planted a seed for thought, and Beth will be more likely to think about your quietly spoken words than a torrent of

opinion. Give your seed time to take root. When Beth has thought things over she'll probably bring up the issue again.

Do let your kids know you're always ready to listen. When an emotion hits, even adolescents want to talk, even to parents, even if it's because you're the only one around. Take time, make time to be there.

DON'Ts

Don't lecture. Teens have a very strict definition of what constitutes a lecture. A lecture is:

- Any sentence more than seven words
- Any compound sentence
- Any group of words beginning with, "When I was your age..."

Teen reflexively shut down in the face of a lecture. Lectures only make parents feel good; your kid will tune you out and be thinking "boring, boring, boring," while you ramble on.

Don't compare childhoods. Don't you remember what went through your mind when your parents talked about how hard they had it compared to how easy you had it? Spare your child that agony. Your kids believe that your childhood has no relevance to them at all. Whatever point you were trying to make will be lost because they know all you really had to worry about was not being eaten by dinosaurs.

Don't discuss the problem in the heat of the moment. To adolescents, discuss means you talk and every 12 minutes they grunt to let you know they're still conscious. The heat of the moment, though, is the very time you feel most pressured to explode and make clear exactly how you feel about finding a pack of cigarettes in Tony's pocket. Of course, he's holding them for his girlfriend. You think otherwise, but for the time let it rest. Tony knows where you stand on smoking. He's lived with you for 15 years. When all parties are calmer, there's a better chance of clearing the air. Explosions don't clear the air; they cloud it.

Reprinted from the November 1989 PTA Today, with permission of the author, Ray Guarendi, PhD.

PARENT REVIEWS NEW MRE VIDEO

Editor's note: Katie Russell, of Windermere School Committee, agreed to view a Moral and Religious Education video geared for the elementary level, entitled "Love Is". This is her report:

The title "Love Is" relates to the Magic Penny theme song running through the tape. "Love is something, if you give it away, you end up having more". The movie lasts 20 minutes, and was made at Christmas Park School with the involvement of Margaret Mitchell, MRE Consultant for the LSB.

The opening statement points out that because of the diverse backgrounds of our students, becoming aware of their own culture, as well as those of others, is essential for personal development.

The MRE programme is set out in three modules: Biblical Studies,

Celebration and Relationships.

The movie describes each of these modules by way of visiting three different classrooms, having a brief interview with the teachers and seeing the classes in action.

For Module 1, Biblical Studies, we visit a grade three class dramatizing the story of Moses.

This is followed by a grade five class working in small groups on a project related to Module 2, Celebration, dealing with the beliefs and practices of major religious traditions.

Module 3, Relationships, concerning personal and social values, and skills in making decisions, is illustrated by a grade one class discussing sharing.

If you decide to view this video as a group, you might wish to invite Margaret Mitchell to answer questions or elaborate.



Co-President's Message

From literacy to AGM resolutions

It has been very encouraging over the year to hear about all the programs at our Home & School locals — programs to help our children, to inform the parents, to hold Literacy Exchanges and/or Science Fairs, and to raise funds to enhance the children's lives.

Two very popular areas that funds are raised for are library books and computers. Both of these fit right in with the Canadian Home & School continuing project "Literacy in the Information Age".

This project was organized to start during the United Nations International Year of Literacy (1990) but is not at all limited to the one year. Illiteracy is an ongoing concern and it needs ongoing projects to combat it.

We are therefore delighted to see all the work our locals are doing — and this is happening all across Canada. Educators and government people have been very enthusiastic in their praise of the project.

So please give yourselves a pat on the back and continue to work towards helping our children to grow up being literate in the broad sense of the word — able to function successfully in this Information Age.

As you read this the Annual General Meeting, being held on May 4, is close at hand. You have all received the Resolutions to be voted on that

day. I hope all locals have taken time to study them carefully and to send in suggested amendments to improve them.

Come to the AGM on May 4 prepared to discuss them and to make your decision as to which ones we should support and take action on. Remember — it is YOUR votes which will decide each issue.

You are also needed to give YOUR input to other reports and decisions at our AGM. Then you can sit back and relax, join us for lunch and enjoy the presentations our Program Committee has organized.

They are all very topical and we hope that, in addition to enjoying them, you will have lots of ideas from them to take back for your locals to use next year.

If, on your way home from the annual meeting, you think of some other issues we should have had Resolutions for, please consider having your local write a Resolution for next year. Start thinking of it soon — *don't wait until February.* Our Resolutions Committee will be pleased to help you.

Again, a big thank you for all your efforts, on behalf of all children, during this past school year.

Barbara Milne-Smith
Co-president

REMEMBER VACCINATIONS

As Canadian parents, we may not appreciate how fortunate our children are to receive preventive medical care.

Hopefully, we will not take our easy access to vaccination for granted, especially if we are aware of the plight of children in the Third World.

Their parents do not have any choice!

They are totally dependent upon the good will of wealthier countries for the financing and availability of vaccines.

Please read the following article published by the Canadian Public Health Association, June 1987.

Six diseases threaten the lives of Third World children

- Of the six diseases, measles is the

biggest killer.

- Measles affects 67 million children every year in the developing world, causing two million deaths.
- A malnourished child who catches measles is 400 times more likely to die than a healthy child with the same disease.
- Whooping cough kills 600,000 children annually in the Third World.
- Diphtheria is reaching epidemic proportions in the developing world. It causes 100,000 children's deaths a year.
- Every minute, eight children in developing countries die from diseases that immunization could prevent.

SAY WHAT YOU ARE GOING TO DO AND THEN DO IT

Actions speak louder than words, as you know, And you'll end up having to shout At 'tuned out' and 'deaf' ears if you make a threat And fail to carry it out.

Agreements and promises you fail to keep Cause me not to listen to you. Please think first, then say words, explain them to us And make sure you carry them through.



Teamwork — that's the key to Canada's International Immunization Program.

- Eight other children are left disabled, deaf, blind or mentally retarded as a result of the same diseases.
- Full immunization costs \$5 per child on average, including the costs of the vaccine, medical personnel, equipment and transportation.
- Protecting the health of children through immunization is a long-term investment in a developing country's economic and social development.
- Canada's International Immunization Program will reach up to 14 million children and pregnant women.



FOCUS on MEMBERSHIP



Are your members
on our
MEMBERSHIP TREE?

A leader is...

"Leaders are people who perceive what is needed and what is right and know how to mobilize people and resources to accomplish mutual goals."

"Leaders are individuals who help create options and opportunities — who can help clarify problems and choices, who can build morale and coalitions, who can inspire others and provide a vision of the possibilities and promise of a better organization or a better community."

"Leaders have those indispensable qualities of contagious self-confidence, unwarranted optimism, and incurable idealism, that allows them to undertake demanding tasks these people never dreamed they could undertake."

"In short, leaders empower and help liberate others. They enhance the possibilities for freedom — both for people and organizations. They engage with followers in such a way that many of the followers become leaders in their own right."

Anonymous
Taken from CAPDA Newsletter
Community Empowerment

Volunteers want to feel needed

TWO RECENT STUDIES on volunteers, in Alberta and across Canada, came up with the following results that may help you in recruiting persons to work with "Home and School."

More than 5.3 million Canadians, or 27 percent of our population volunteer their skills and time to support individuals, groups or organizations. Among all Provinces, Alberta, with 701,000 persons acting as volunteers, has the highest participation rate in Canada.

Nearly all persons volunteering do so to help others; to assist a cause they believe in; to do something they enjoy doing; or to feel that they have accomplished

something.

The most common job undertaken by volunteers is that of fund raising. Persons most likely to volunteer are married, between the ages of 35 and 44 and have small children. They have high levels of education and income between \$40,000 and \$60,000.

Volunteers also financially support their organizations with funds out of their own pockets, often up to \$50.00 per year for costs other than tickets or food.

Most volunteers donate up to five hours a week. Executive or committee members, in community volunteer associations, church groups, cultural groups, recreation or park boards and special recreation often spend over 10 hours per

week.

Volunteers are found to leave when: their child leaves the program; they experience burn-out; transportation problems arise; or the particular project that interests them is concluded.

Rewards gained from volunteering are: personal satisfaction, improving interpersonal skills, organizational or managerial skills and communication.

Certainly participating in a Home and School provides each of these benefits. Please, then, talk to other parents in your district and help them to volunteer to form a Home and School, or become active in those that exist!

Reprinted from Alberta H&S News,
June 1990.

1990/1991 GROUP AFFILIATE MEMBERS

as of March 31, 1991

School/Parents' Committees

Asbestos-Danville-Shipton School
Aylmer Elementary School
Beaconsfield High School
Beechwood School
Buckingham School
Butler School
Campbell's Bay and District School
Cedar Street School (Beloeil)
Cecil Newman School
Chelsea School
Clarenceville Elementary School
Dr. S.E. McDowell School
Dorset School
Ecole Primaire Beaconsfield
Gault Institute
Hemmingford School
Herbert Purcell School
Hudson High and Elementary School
Irving Bregman Memorial School
John Rennie High School
Knowlton Academy
L.S.B. Parent Committee
LaSalle High School
Lennoxville Elementary School
Lindsay Place High School
Macdonald High School
Mansonville School
Margaret Pendlebury School
Mount Bruno School
Mountainview School
Murdochville Intermediate School
Noranda School
North Hatley School
Northview School
Onslow School
Ormstown School
Pope Memorial School
Princess Elizabeth School
Quebec High School

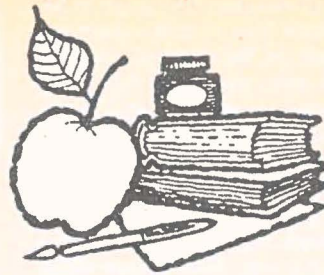
Riverdale School
Royal Charles School (St. Hubert)
Royal Vale Alternative
Sacred Heart Middle School
St. Alphonsus High & Immaculate Conception Schools
St. Johns School (St. Jean sur Richelieu)
St. Joseph School
St. Patrick Elementary School
St. Veronica School
St. Willibrod School
Ste. Foy School
Souvenir School
Spring Garden School
Sunnydale Park School
Sunnyside School
Terry Fox School
Three Rivers High School
Valois Park School
Wagar High School
Western Laval High School
Westpark School
Wilder Penfield School
William Latter School

School Boards

District of Bedford
Protestant Regional School Board
Eastern Townships School Board
Greater Hull School Board
Greater Quebec School Board
Greater Seven Islands School Board
Lakeshore School Board
Laurentian School Board
Ormstown School Board
Pontiac Protestant School Board
Protestant Regional School Board of Western Quebec
Protestant School Board of Greater Montreal
Protestant School Board of Northwestern Quebec
Regional School Board of Gaspesia
Richelieu Valley School Board
School Board of Bonaventure
South Central Protestant School Board
South Shore Protestant Regional School Board
St. Lawrence Protestant School Board
St. Maurice Protestant School Board

Others

Association for the Advancement of Jewish Education
Chateauguay Valley English-Speaking Peoples' Association
First Nations Education Council
Kahnawake Education Center
Loyola High School
Queen of Angels Academy
Voice of English Quebec



Teachers

Aylmer Elementary School
Edinburgh School Staff
Gaspesia Teachers' Association
Greendale School Staff
Lakeshore Teachers Association
Lee, Ellen
Provincial Association of Protestant Teachers

THE HOME & SCHOOL GROWS WITH SUCCESSFUL PROGRAMS

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

- Your Home & School sponsored six parenting workshops during the year.
- Your health fair attracted 300 people on a Saturday afternoon.
- Your organized a meeting on AIDS with your school staff, local health agency or hospital that drew a record turnout of parents.
- Your Home & School spearheaded the clean-up of a local toxic waste dump.

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

Youtheatre presents 'Peacemaker'

It's a hit at Beacon Hill

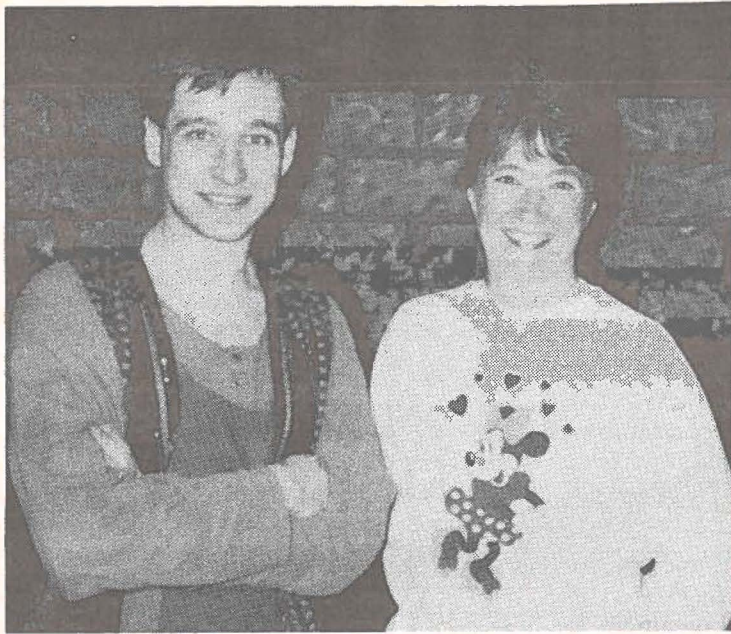
BY PAT LEWIS

WHEN YOU SEE 300 young children seated on the gym floor rubbing their stomachs with one hand while patting their heads with the other, you know something exciting is going on at Beacon Hill School.

And a clown in a red costume with a red face is leading the coordination exercises! Dozens of triangular red and blue flags fly from the ceiling, and there is a huge grey stone wall with sentry stations.

What is going on? It is the production by Youtheatre of the play PEACEMAKER, a presentation that could be applied even to the current political situation in Quebec.

Students learned that there are two kinds of people (and puppets too) — the Red and the Blue. The Blues live behind the wall where the blue towers show; the Reds live on



Actor Al Goulem of Youtheatre with Betty Bertuzzi, H&S president at Beacon Hill

the front side of the wall, which is guarded by a large Red policeman with a huge red club.

The story says the Reds and Blues used to share the rainbow

bridge, liked each other and lived in peace. Later on the two groups fought over the bridge, which was knocked down.

The Reds and Blues were

extremely frightened of each other. The Red policeman would allow no one to be near the wall after dark, and things only became worse.

There is to be a carnival the next day and two young clowns want to participate, one to dance and the other to juggle balls. One does not know how to juggle, however.

A Blue person accidentally looks over the wall and scares the two Reds. After much noise and jumping up and down, the Blue person offers to teach the Red to juggle, and the other Red offers to teach the Blue man to dance.

Together they dismantle the center of the wall, and all three come to the front of the wall. The Blue person speaks in French; the Reds speak in English. However, they

manage to understand each other.

Beautiful music allows the Red to learn to juggle and the Blue to dance, and because they helped each other, all are ready for the carnival.

The foregoing is a simplification of the play, but the students at Beacon Hill understood what was happening.

After the five actors from Youtheatre — Laurel Thomson, Al Goulem, Louise Martins-Collins, George Krump and Robert van der Linden — waved good-bye, they asked the children what they would suggest for a new story.

Quite a few students had good ideas, including tearing down the wall, and the actors proceeded to improvise, in order to present the ideas of the children.

KFP discuss Persian Gulf

KIDS FOR PEACE (KFP) have had many discussions about the war in the Persian Gulf. They are now working on cooperative games in groups.

One of the members of KFP, Melissa Turner Grade 3, talked on CJAD on Royal Orr's show recently and told about her fears for our environment due to the war in the Gulf. She also said that she thought there should have been a better way to stop the injustices in the Mideast than having a terrible war.

The club agrees that it will be more difficult to win the peace than it was the war.

KIDS FOR PEACE also took note of International Women's Week and talked about the large number of women's groups for

peace.

The club now has new T-shirts with the logo they designed on them. Janis Morrow, one of the teachers at Beacon Hill, came to one meeting to help everyone learn the KFP song. Usually, the members have a chance to do their peace-full exercises during the meetings.

The club received a wonderful letter from Eaton's in Toronto, thanking KFP for a letter we wrote about their pre-Christmas ad and wishing the club the best of success. They sent us an enlarged reproduction of the ad, and it is now on our board in the lobby.

KFP has written a letter to Hon. Joe Clark about making peace and about limiting the sale of weapons. KFP also hopes to produce an audio-visual presentation for our parents.



Social Affairs/Support Service Committee Report to QFHSA Board, March 22, 1991

AIDS AND CHILDREN: Education about AIDS and other sexually transmitted diseases has been extended to the elementary schools by the Baldwin Cartier School Board, specifically to Grades 5 and 6.

Some time ago the Lakeshore School Board worked out a program for AIDS education for Grades 5 and 6, as well.

Controversy about the disease going on among scientists in the U.S. Some doctors say AIDS-like cases date back to the 1800's; some say there is no conclusive proof that AIDS is caused by the HIV virus; some say that AIDS is no threat to the general heterosexual population, while others insist that the threat is growing rapidly.

Antibiotics are now being tested for alleviation of AIDS. In any

case, it is obvious that education of parents and students about AIDS should be a part of school curricula.

FUNDING OF SCHOOLS: The school boards in Quebec are being threatened even more about cuts in funding, to the tune of over \$600 million, according to some estimates.

At the same time Montreal Island schools need about \$60 million more to combat the effects of poverty on pupils and to help integrate immigrant children.

These needs were expressed by the Montreal Island School Council in order to make improvements to food programs, to provide half-day pre-kindergarten classes for children in disadvantaged areas, to set up full-day kindergarten classes, to help and support disadvantaged students in secondary

schools, to provide sites in schools where the students can do their homework in peace and get extra help, as well as an increase in resource staff.

KIDS AT HOME, ON THEIR OWN, a pamphlet with rules for children who come home to an empty house, is available from the Canada Safety Council in both English and French. Write CSC, 2750 Stevenage Drive, Unit 6, Ottawa, K1G 3N2, (613) 739-1535.

WHEN PUSH COMES TO SHOVE: Kids Need the Skills to Fight Nonviolently. Peacemaking skills for children of all ages. Contact The Grace Contrino Abrams Peace Education Foundation, Inc., 3550 Biscayne Blvd., Suite 400, Miami, Florida, 33137, U.S.A. Phone (305) 576-5075.


CENTER ON WAR & THE CHILD has a long list of possible resources for peace education. Contact them at P.O. Box 487, 35 Benton St., Eureka Springs,


Arkansas 72632, U.S.A. Phone: 253-8900 (501 area code).

For books and articles on Sexual Abuse contact: L. Halliday-Sumner, Sexual Abuse Consultant, Box 1522, Comox, B.C. V9N 8A2 Phone: (604) 339-4853. Particularly good for teachers.

Free brochure on how children can help save wildlife: write to World Wildlife Federation, 90 Eglinton Ave. East, Suite 504, Toronto, ON. M4P 2Z7. Name of pamphlet is: KIDS CAN MAKE A DIFFERENCE.

THE CANADIAN JUNIOR GREEN GUIDE by Teri Degler and Pollution Probe is a book for kids about saving our planet. Available from Pollution Probe, 12 Madison Ave., Toronto, ON. M5R 2S1, for \$12.95.





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Alcohol council gives \$115,000 for education

In its first year of operation, the Information Council on Beverage Alcohol has provided more than \$115,000 in funding for nine alcohol-education programs from across Canada to focus greater attention to the responsible use of alcohol.

The ICBA is a funding organization that brings together industry associations and community groups who share a common concern for the use and misuse of beverage alcohol.

The Council has initially put up \$250,000 in seed money to support hands-on, grassroots programs to encourage responsible attitudes.

"The Council has received many submissions from concerned groups and individuals that are truly original and innovative in encouraging responsible attitudes towards alcohol," says Tim Woods, Director of the ICBA and Vice-President of the Association of Canadian Distillers.

"The funded programs vary in scope and creativity, but all reinforce the message that responsible and healthy attitudes towards beverage alcohol can be achieved."

Among six projects which received recent funding were:

- **Action Against Drinking and Driving**, developed by students, parents, school principals, guidance counsellors and clergy of Stony Mountain, Manitoba, involves educating the community in order to create sensible attitudes towards alcohol use. A.A.D.D. will initiate family events, colouring contests, seminars and designated driver programs to reach all ages.

• **Program for Quebec**

- **RECLAIM**, Quebec's largest



English-speaking volunteer adult literacy program, will write a book about adopting sensible attitudes towards beverage alcohol, which will be distributed among 28 anglophone adult literacy groups in the province.

Representatives of the Canadian Home and School & Parent Teacher Federation, Canadian Ethnocultural Council, Canadian Association of Chiefs of Police, and Canadian Labour Congress, sit as the Council's advisory board choosing projects to be funded.

The Information Council on Beverage Alcohol is always searching for more innovative proposals for projects to encourage responsible attitudes towards alcohol.

For more information and applications, please contact: Mr. Tim Woods, Information Council on Beverage Alcohol, 90 Sparks St., Ottawa, K1P 5T8, (613) 238-8444.

CHILDREN AND TOBACCO

- Based on recent Health and Welfare surveys, over 90 percent of young people who smoke report that they started smoking before age 17.
- The largest onset of smoking in Canada is among those 14 years of age and under, with close to 40 percent of young people who smoke starting before age 12.
- Based on consumption figures obtained under the Access to Information Act, it is conservatively estimated that in 1986, Canadians under the age of 18 smoked over two billion cigarettes, representing an annual market of over \$260 million.
- According to the Special Study of Youth (HWC 1988), there are about 500,000 young people between 13 and 19 who smoke in Canada.
- Tobacco is a powerfully addictive product. A recent landmark U.S. Surgeon-General's Report confirmed that nicotine is as addictive as heroin and cocaine. The Royal Society of Canada has recommended that tobacco use be classified as nicotine addiction.
- Of all the 15 year olds currently smoking, tobacco use will kill 8 times more than car accidents, suicide, murder, AIDS and drug abuse ALL COMBINED. Tobacco is by far "the real drug problem".
- Public opinion polls indicate that over 80 percent of Canadians are in support of enforced restrictions of the sale of tobacco products to minors.
- If tobacco use can be prevented prior to age 19, it will be prevented for the vast majority of Canadians, since very few people begin after age 20.
- Tobacco is a gateway drug: research suggests that preventing tobacco use may reduce the potential for other forms of drug abuse.

Canadian Council on Smoking and Health, January 1991.

DRUG STATS-FACTS

Alcohol

1. How many Canadians drink?

A 1990 national Gallup poll shows 79 percent of Canadian adults aged 18 years and older ever "have occasion to use alcoholic beverages such as liquor, wine, or beer" and are not total abstainers.

In Ontario in 1989, 83 percent of adults said they had ever used alcohol, with 55 percent of users having five drinks or more at a single sitting and 10 percent reporting daily drinking.

2. How much do Canadians drink?

In 1988/89, Canadians consumed 202.9 million litres of absolute alcohol, which works out to 9.9 litres per person aged 15 years and older, or 11.2 drinks per week or just less than two drinks per day per consumer. About 52 percent of what Canadians drink is in the form of beer, 31 percent is in the form of spirits, and the rest is wine.

3. How much money do Canadians spend on alcohol?

In 1988/89, Canadians spent \$9.6 billion for alcohol in retail stores and another estimated \$2.6 billion for alcohol consumed in taverns and restaurants in 1987/88.

4. a) How many traffic accidents involve alcohol?

In 1987, in Ontario, of all drivers involved in traffic accidents, 5.2 percent had their ability impaired by drink or had been drinking. This figure rises to 25.5 percent for drivers involved in fatal accidents. Pedestrians who were impaired or had been drinking are involved in 10.2 percent of traffic accidents involving pedestrians. This figure rises to 30.5 percent for fatal traffic accidents involving pedestrians.

Data from seven Canadian provinces analyzed by the Traffic Injury Research Foundation and quoted by Statistics Canada indicate that, in 1987, 42 percent of fatally injured drivers who had their blood alcohol levels tested were impaired.

b) How many Canadians contravene alcohol-related traffic laws?

In 1988, there were 121,307 people charged for alcohol-related traffic offences: 110,773 for impaired operation of a motor vehicle, 1,194 for impaired operation causing bodily harm, and 158 for impaired operation causing death. Another 8,786 people were charged for failure or refusal to provide a breath sample for testing.

c) How many Canadians contravene alcohol-related legislation (eg. liquor licensing laws etc.)?

In 1989, there were 230,540 liquor control act offences and 181,563 adults charged with those offences. (The number of offences exceeds the number of people charged as one person may be charged with more than one liquor offence during the year.)

5. How many Canadians were sent to jail for alcohol offences?

In 1988/89, there were 19,808 admissions for drinking and driving offences — or 17 percent of all admissions — and another 9,479 admissions for liquor act offences — or 8 percent of all admissions to provincial/territorial adult correctional facilities, which hold prisoners sentenced for less than two years.

6. How many Canadians are treated for alcohol problems?

In 1985/86, there were 38,277 cases treated in general hospitals for alcoholic psychoses (5,264), non-dependent abuse of alcohol (2,933), alcoholic polyneuropathy (91), alcoholic cardiomyopathy (268), alcoholic gastritis (2,156), chronic liver disease and liver cirrhosis (8,429), alcohol dependence syndrome (18,054), toxic effects of alcohol (1,028), excessive blood level of alcohol (1), alcoholic pellagra (2), suspected damage to fetus from maternal alcohol addiction, listeriosis, and toxoplasmosis (22), and noxious influences transmitted via the placenta or breast milk (29).

7. How many Canadians die of alcohol problems?

In 1988, there were 2,828 deaths: from alcoholic psychoses 45 deaths, alcohol dependence syndrome 425, non-dependent abuse of alcohol 82, alcoholic cardiomyopathy 77, alcoholic gastritis 16, chronic liver disease and cirrhosis 2,067, and toxic effects of alcohol 116.

In addition, there were an estimated 13,870 deaths indirectly due to alcohol: neoplasms (5,130), diseases of the circulatory (3,920) and respiratory (2,395) systems, accidental fires (120), falls (840),

and drownings (120), suicide (1,055), and homicide (290).

Drugs

8. How many Canadians use stimulants?

Based on a 1989 Ontario household survey, 2.9 percent of adults aged 18 years and older — or an estimated half-a-million people — said they used stimulants at least once in the previous 12 months. Psychostimulants accounted for 14.9 percent of all psychoactive drug sales from drug stores and hospital pharmacies in Canada in 1986.

9. How many Canadians use tranquilizers?

In the 1989 Ontario survey, 6.5 percent of all adults — or an estimated 1.3 million people — said they took tranquilizers at least once in the past 12 months. Sales of minor tranquilizers accounted for 13.8 percent of all psychoactive drug sales in 1986 in Canada.

10. How many Canadians take sleeping pills?

In 1989, 9.1 percent of Ontario adults — or an estimated 1.8 million people in Canada — said they took sleeping pills in the previous 12 months. Sales of sedative hypnotics accounted for 9.2 percent of all psychoactive drug sales in 1986 in Canada.

11. What is the most popular illegal drug in Canada?

Cannabis. Based on a 1989 household survey, cannabis use was reported by 10.5 percent of the adult population in Ontario: an estimated 2.1 million Canadian adults used it at least once during the year. In the 1989 national alcohol and drug survey, 24 percent of adults said they had ever used cannabis. Drug seizures in 1988 included more than 33 tonnes of marijuana, hashish, and liquid hashish.

12. a) How many Canadians use cocaine?

Based on the 1989 Ontario survey, 2.1 percent of adults — or an estimated 400,000 people — have used cocaine at least once in the previous 12 months. Lifetime use was reported by 5.6 percent. By 1988, federal Health Protection Branch laboratories reported identifying 15,424 samples of cocaine, 50 percent more than the previous year. The federal Bureau of Dangerous Drugs reported 10,445 illicit cocaine users in 1988, one-third more than the previous years. The federal centre for justice statistics reported drug seizure of almost 3.1 percent nationally.

b) How many Canadians use LSD?

According to the 1989 national alcohol and drug survey, 3 percent said they had even used LSD (acid); 2.7 percent used it in past 12 months.

c) How many Canadians use speed?

According to the 1989 federal survey, 1.9 percent said they had ever used speed (amphetamines); 1.8 percent said they used it in the past year.

13. How much drug crime is there in Canada?

In 1989, there were 67,882 drug-related criminal offences and 44,650 Canadians were charged under the Narcotic Control Act (which covers offences primarily related to cannabis, cocaine, and heroin) and the Food and Drug acts (which cover controlled and restricted drugs). More than 60 percent of all drug offences and 64 percent of drug charges involved cannabis. More than 24 percent of drug offences and 27 percent of charges involved cocaine.

Excluding cannabis, the Bureau of Dangerous Drugs reported 8,359 convictions in 1988 under the federal Narcotic Control and Food and Drug acts and the Criminal Code. There were 1,138 reported thefts and other cases involving narcotic and controlled drugs and 768 convictions under the Narcotic Control Act for 'multiple doctoring' of patients going to several doctors to obtain illicit prescription drugs.

14. How many Canadians were sent to jail for drug-related offences?

In 1988/89, there were 481 admissions for drug-related offences to Canadian federal penitentiaries (which hold prisoners sentenced to a term of two years or more) and another 6,211 admissions to provincial/territorial adult correctional institutions (which hold prisoners sentenced to a term of less than two years).

These data are based on administrative reporting systems, or on surveys of the general population. Estimates based on surveys are approximate figures only. The real figures may be slightly smaller or larger. Figures from administrative records depend on reported data: unreported occurrences cannot be included. For example, treatment given in a non-hospital setting is necessarily excluded from hospital treatment data. The Journal, Addiction Research Foundation, 33 Russell Street, Toronto, Canada M5S 2S1 (Tel: (416) 964-9235).

Make garden environment-friendly

In order to have a healthy, environmentally friendly garden we must follow a program that builds and nourishes the overall life in the garden, rather than break it down.

Chemical fertilizers and pesticides offer a quick fix to our gardens needs, but in the end they do more harm than good.

Fast releasing chemical fertilizers send a rush of nitrogen to the soil, but in order to make use of these nutrients the soil microbes must take energy from organic matter.

The organic matter is gradually depleted, and the soil becomes progressively more lifeless. A cycle of chemical dependency is established.

The main problem with chemical pesticides is they don't know when to stop killing. Besides unwanted weeds, insects and diseases, they also kill beneficial insects and micro-organisms that act as natural predators of plant pests.

When the pests reassert themselves the problem is worse because the "good bugs" are no longer

there to help maintain a balance in your garden's ecosystem. Once again a cycle of chemical dependency is established.

When you use balanced organic alternatives that nourish the soil and your crops you can have the satisfaction of beautiful plants and safe vegetables in a healthy environment you helped to create.

The primary concern of the organic gardener is to create and maintain healthy soil. Healthy, pest resistant plants depend on healthy soil and regularly adding organic matter, such as compost, well rotted manure, canola seed meal, fish fertilizer, seaweed powder.

Unlike synthetic fertilizers, these additions are slow releasing, long-lasting, harmless to healthy soil microbes and closely matched to the soil's own structure.

Healthy soil produces strong vegetables resistant to pests.

After creating and maintaining healthy soil a basic program of monitoring, proper maintenance and less toxic pest management will produce a beautiful, healthy garden.

There are various safe, non-toxic ways of dealing with insect pests in our garden without harming the

beneficial or harmless ones.

Simply handpicking larger nonflying bugs, encouraging insect-eating birds and hosing off sturdy plants will deal with much of the problem.

Vulnerable plants can be covered with nylon screening to keep out flea beetles and egg laying butterflies and young transplants can be protected from cutworms with collars made from empty toilet

paper rolls.

Pests that can't be dealt with in the above ways can usually be controlled by spraying with a harmless soap solution or a home-made pesticide made from rhubarb leaves, garlic or onions.

Bacillus thuringiensis (B.T.) a bacterium that targets only caterpillars is an effective last resort for cabbage worms.

Be creative. Many people believe

that the pests themselves blended in water and sprayed back on the plants is the most effective pesticide of all.

We have to wean our gardens and ourselves from chemical dependency. These methods work!!! If we can really believe this, we will give them a fair try and reap the benefits in healthier vegetables and a healthier environment for generations to come.

AT FALL CONFERENCE AIDS & YOUTH

The AIDS movie (available to parents in schools) was presented. Its title: "AIDS and youth: a document for parents".

Vi Minto, a nursing instructor from John Abbott College, was there to field questions from the audience. She stressed the need for communication between children and adults with relation to sexual development.

David D'Aoust, Associate Deputy Minister, MEQ, answered questions with regard to how this video ties in with the MRE program.

AIDS stands for immune deficiency syndrome. AIDS is caused by the HIV virus which breaks down the immune system which we need to fight off infections. It's important to note that the virus is not AIDS.

AIDS has become an important issue in the last four decades. Because AIDS is showing up among heterosexuals all young people are at risk. AIDS is no longer just a medical issue but one where we must address the codes of behaviour and morality.

It is vital with the threat of AIDS that we teach our teenagers to act sensibly and responsibly and learn about the consequences of the disease.

It was pointed out that AIDS can only be spread through body fluids or blood. Scientists in the past have said the incubation period can be up to 10 years; now they believe it may be a lifetime.

It was felt parents should take responsibility for their children's sexual knowledge; therefore they, too, must be informed. It is a fact that sexual knowledge does not promote permissiveness. Through an open and trusting relationship, we can educate our children about how to protect themselves from AIDS and pregnancy. Parents can obtain further infor-

mation on AIDS from:

- * The video, available from the school or through their school board for parents
- * Local CLSC
- * Minister of Health and Welfare Canada
- * National AIDS Centre, Room B7, Health Protection Bldg., Tunney's Pasture, Ottawa, Ontario, K1A 0L2.

HERITAGE MINUTES



To celebrate Canada's heritage, Charles Bronfman is helping fund the "Heritage Minutes" which will be appearing on CBC throughout the next several months. Above, women's rights advocate Nellie McClung (played by Sharman Sturges) stages a mock debate on whether men should be allowed to secure the provincial vote for women in Manitoba.



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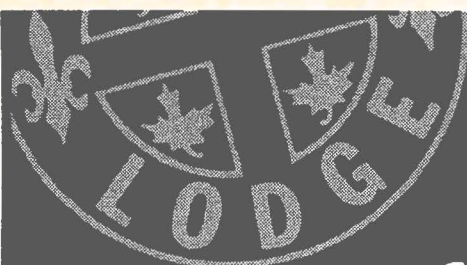
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Westmount High makes successful comeback

"There is a new spirit at Westmount High," proclaims the school's brochure. And the enrolment numbers confirm it. Students are coming back to the St. Catherine Street school that three short years ago was on the very brink of closure.

Richard Meades, the dynamic principal who came to Westmount High from John Grant School in July 1988, refuses to take any of the credit for the complete turnaround.

Rather, according to Meades, it was the parents who saved the school by becoming actively involved. "Before I came on side," he says, "people had been meeting for over two years, trying hard to keep the school open."

"They had to give the Protestant School Board of Greater Montreal a reason not to close it and they worked hard to develop a plan that offered an alternative. This was a very positive movement."

Linda Stern, a parent and current member of the school committee, became involved when her oldest child was at Roslyn Elementary School, one of Westmount High's feeder schools.

Along with other parents, she was concerned that the school had lost the confidence of the Westmount community and would no longer be viable by the time her children were old enough to attend secondary school.

At the same time, she believed

that there was overwhelming support for a public high school provided that it reflected the requirements and values of the community.

While these parents felt that certain problems at the school — poor attendance, social problems, minimal parent involvement and less than enthusiastic community support — had contributed to declining enrolment, they also found that the school had many strong points.

Among these were an excellent location, superior facilities and one of the highest levels of academic achievement in the PSBGM at matriculation.

In June 1987, Stern and two other Roslyn School parents, Cortlandt and Katherine Snow, surveyed all parents at Westmount High's two main feeder schools, Westmount Park and Roslyn. While only 13 percent of respondents said they planned to send their children to the school, 76 percent said they would consider doing so if a positive restructuring were implemented.

With school populations growing in the two elementary schools and with waiting lists at private high schools in the area, there was obviously room in the market for Westmount High if it could attract these potential students back to the school.

Together, Stern and the Snows set to work to develop a blueprint for change — the Challenge Program.

When the PSBGM passed a

motion in September 1987 to close Westmount High at the end of the year, the parents were ready for an alternative.

A general meeting of parents and concerned citizens was held in October to fight for the school. Most of the 350 or so participants seemed to feel that the school's poor image was undeserved and that a public relations facelift was needed. Two hundred people signed a petition supporting the Challenge Program in principle as a means of saving the school.

Subsequently, the proposal was expanded in collaboration with the school principal, Ron Haynes, staff representatives and the Westmount High school committee along with school board officials in preparation for presentation to the PSBGM in November.

The vision of renewal it contained was sufficiently compelling for the board to rescind the motion for closure and to give the school an extra year before taking its final decision.

A planning committee composed of teachers, parents, principal Haynes, board personnel and community representatives was set up as a sub-committee of the school committee to develop an educational plan or project based on the Challenge Program proposal.

From January to April 1988, the 30 to 40 committee members met more than once or twice a week with Stern as chairperson and came up with a five-year plan of action.

The document, entitled *A New Beginning*, was submitted for study to the school board in May and was approved in December for implementation in September 1989.

In the meantime, however, committee members were already so excited about the promise the plan offered and incoming principal Richard Meades was so enthusiastic about it when he arrived at the school during the summer that some elements of the Challenge Program were implemented on a trial basis a year early.

As stated in *A New Beginning*, the main goal of the Challenge Program is "to individualize instruction to the greatest extent possible in order to meet the needs of all students... who wish to attend the school."

"The challenge is for the staff, the community and the students to find ways of making learning more interesting," explains Iona McAulay, head of the English department and member of the planning committee.

The planning committee did not wish to limit access to the school and recognized the need to respond effectively to a heterogeneous community.

"The challenge is to challenge all the students in the school. What we're trying to do is look at the needs of each individual student."

Learning Style Theory offers a way of doing this, says principal Meades, an expert in the area who has already given in-service sessions on the theory to staff and parents.

"The theory's basic premise is simple," he says. "It acknowledges

that people learn not only at different speeds, but also in different ways."

"Through learning style inventories, we can find out what kind of learner a student is — concrete or abstract, for example."

"That tells us something about the type of environment students should place themselves in to learn. And then, we can feed that information to parents, teachers, and students."

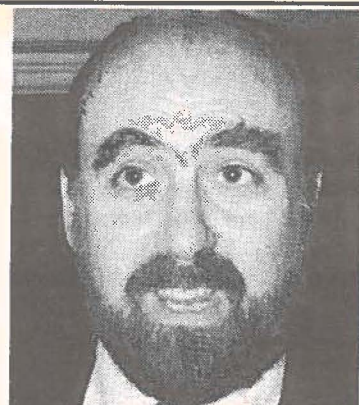
Support for greater individualization is also offered through a school-wide enrichment program.

It is available to all students and included resource centres in different subject areas, a well-coordinated volunteer program which brings in community mentors and tutors for enrichment and remediation, increased use of computers, an annual Exploration Week and the Odyssey of the Mind program — an internationally known method to stimulate problem-solving and promote cooperation and creativity.

Another goal of the Challenge Program is to make the school more community-oriented.

"It's hard in the 1990s in an urban environment for the school to be the community centre," Meades admits, "but we're trying to get that sense of responsiveness, that sense of ownership. And we do this by encouraging the students to reach into the community and vice versa."

The planning committee has already invited the student council to participate with the community in drafting a School Community Charter of Rights. Outreach



Westmount High Principal
Richard Meades

projects have been planned with newspapers, hospitals, CEGEPs and the like.

In addition, community members are encouraged to come into the school as mentors, volunteers, guest speakers and participants at school functions.

Social responsibility, discipline and respect for others are also important goals of the program.

A perfect structure which gives older students a chance to help incoming Secondary I students adjust to the school, a house system and a teacher-student advisory system help create a sense of family and of belonging.

Student council, leadership camp and planning camp encourage students to assume responsibility and develop leadership skills while a revitalized extracurricular activity program is helping to rebuild school spirit.

As the Challenge Program moves into its second official year of implementation, the planning committee will continue to play an essential role.

Through its various working committees — resources, fundraising, information, ethics and curriculum — it plans to maintain a healthy bank of community volunteers, raise funds on an ongoing basis for both capital and operative expenses and mount an effective community information program.

Montreal Museum fun and games



ART AND MATH SOFTWARE PACKAGE

The Museum enters the computer age with the *Art and Math* software package. A follow-up to the *Art and Math* educational kit, this computer programme pursues the exploration of territory where visual art and math overlap.

Through games, young people learn some of the mathematical concepts artists use in the creation of works. The concepts explored include geometric shapes, colour and geometrical transformations.

The *Art and Math* software package works on an IBM-PS2 computer or compatible (colour screen is essential). This user-friendly programme is controlled with a mouse.

A teacher's guide accompanies the software package. Outlines are provided so that the package can be used by both math and art teachers at the secondary cycle 1 level.

This software package is on sale at the Museum Boutique for \$30.

THE CONNOISSEUR WITHIN EDUCATIONAL GAME-KIT

A potential connoisseur lies dormant within each one of us.

To discover and develop the pleasure of viewing and appreciat-

ing works of art, the Educational and Cultural Service has developed a new educational kit, *The Connoisseur Within*.

This board game, which involves players in the world of visual art, uses 32 works of art of various styles and eras from the Museum's Permanent Collection.

The Connoisseur Within has two sections. The first, which concerns the art market, sets the scene for the game's elements of fun and challenge. The second, presented with questions dealing with style, subject, composition and plastic language, is the game's didactic dimension.

During the game, players are called on to present their points of view and to discuss them. The aim is not for players to impose their ideas on the others, but rather to use each player's view-point as a means to open discussion to enrich the participants.

As well as permitting prolonged contact with works of art, players learn the visual art vocabulary and discover subjective and individual aspects of aesthetic interpretation.

Learning through play is the aim of this educational kit! The kit can be rented for a 4-week period for \$30.

MMFA, 3400 avenue du Musée, Montreal, Quebec, H3G 1K3, (514) 285-1600

EDUCATION PROJECT IS TEAMWORK

TEAM SPIRIT, LIFE OF A SCHOOL, SOLIDARITY, COMMON GOALS — these are some of the key words used by those caught up in the dynamic and ongoing process that is known as an educational project.

Whatever their particular vision, the schools that have chosen to share their experiences with us in these articles all share a belief in the value of the process itself.

They are gratified to see a greater sense of cohesion in the school; their students feel more secure; communication between parents and staff has improved; enthusiasm is up and evidence of personal growth is all around them.

And in all these schools, the collective energy that is set free is quickly turned into concrete action aimed at a single goal; providing the best possible educational experience for all their students.

Since every school is unique, however, there is as much variety in educational projects as there is in schools that create them. As *The Schools of Quebec* points out, "No single model can be imposed, since each community is responsi-

ble for its own salvation?"

Rather, it suggests that "the progressive enrichment resulting from each experience seems to hold more promise than any attempt to propose a model, no matter how ideal."

It is in this spirit that the following examples of educational projects are presented. There are many differences: in the orientations adopted, in the circumstances that led to their inception, in the length of time spent in the various phases of sensitization, planning, implementation and evaluation, as well as in the means chosen to reach the goals set.

Nevertheless, as we learn from École La Carrière, located in Chicoutimi-Nord: "By accepting our differences, we discover our similarities."

One of the most striking of these similarities is found in the level and the quality of participation in the educational project by those involved.

This ingredient so essential to its success should merit the widest possible support of the community at large.

THORNDALE'S IDEA OF THE MONTH!

To regularly send home to the parents, via their newsletter, a list of books available from the library — on AIDS, sex, moral education, etc. — which the parents are welcome to borrow. They also included a list of some of their recent additions.

What a wonderful idea to promote literacy if our children can see us borrowing books from *their* library. You know — reading really is for everyone!

ENVIRONMENTAL HANDBOOK

A useful handbook on environmental education called "Coming to our Senses" is available for use by elementary school teachers or parents interested in environmental awareness. Cost \$2.00. Write: Centre for Environmental Education, 1290 Caledonia Road, Montreal, Quebec H3R 2V8. A preview copy is available at the QFHSA office.

CHSPTF National Wrap-up

Exchange '90 Follow-up to Exchange '88 which was held in Winnipeg in the hottest June that some of the participants had ever experienced. Sharing of success stories since '88 and important networking took place at the Dec. Exchange held this time in Scarborough at the Guild Inn. CHSPTF was represented at the National level by the President. Other Home and Schoolers were present, some wearing more than one hat, as representatives of their Provincial Association for School Health groups. The very intense working groups served to rekindle the spirit that is needed to ensure future progress in meeting needs of children and youth and reaching goals of comprehensive health not only in schools but in communities.

Canada's Green Plan These recommendations for a healthy environment were unveiled recently. CHSPTF had participants at consultations held last fall in Ottawa. More information can be obtained by calling 1-800-668-6767. Ask for copies of the summary or the complete 'Plan' which is about 175 pages long.

Citizens' Forum on Canada's Future CHSPTF has been invited to take part in this country-wide discussion series designed to enable Keith Spicer and his commission report to the Federal Government about the wishes of Canadians at the grass roots level. A sample kit has been received and will be reviewed. Individual federations are invited to call 1-800-66-FORUM for additional information.

National Library Literacy Awards Maybelle Durkin was awarded one of these special presentations at a reception at the Nepean City Hall last Dec. 19. Her outstanding efforts on behalf of the CHSPTF Literacy in the Information Age project were the basis for the award.

Congratulations to her and to the provincial facilitators whose nominations were successful. Sylvia Adams, Awards Chairman, is trying to determine how many others besides Shannon Palmer of Alberta and Meryl Wood of Saskatchewan were recognized in the same way. A full report should be available for inclusion in the next Communiqué.

Network Meeting re Response to Reaching for Solutions Sandy Stayner, National Chairperson for Child Abuse Prevention was invited to a Network meeting in Ottawa, Jan. 24.

The Rix Rogers report cannot be allowed to be "shelved". I am encouraging all Home and School members across Canada to send a message to Rix Rogers, the Minister responsible for children, Hon. Perrin Beatty and to their local M.P. stating that "We love and appreciate our children and want the very best for all children".

Resource Books for Literacy Exchanges are still available from the National Office. Cheques should be made out to CHSPTF, \$20 plus \$5 handling. Keep the ideas for revisions and additions flowing to the office. This is a National Resource. Everyone can contribute.

Who is CHSPTF?

The Canadian Home and School and Parent-Teacher Federation is comprised of membership from all 10 provinces. Every person who joins a local Home and School association also becomes a member of his/her provincial and national organization.

Across Canada, thousands and thousands of volunteers, mostly parents, are working together to improve Canada for their children, and to improve their children for Canada.

These Home and School members are taking an active part in determining how best the home and the school may cooperate for the benefit of children and youth.

If you don't have a Home and School Association in your school, start one today by contacting the Quebec Federation of Home and School Associations.

If one does exist be sure you are a member of your QFHSA because the more members, the stronger the voice and the more people to work for a better education for your children.

Rennie Gaulton
Membership Chairperson
CHSPTF

UPS Foundation gives \$\$\$ to Elizabeth House



The UPS Foundation present a \$10,000 cheque to Maison Elizabeth, a private institution in NDG which helps young disadvantaged pregnant women. UPS Foundation grants are awarded in each UPS district to small community organizations with limited budgets which are often bypassed by larger foundations or charities. For more information: Graham Morton, UPS Canada Ltd., (514) 633-4843

Fair Play = playing fair

Sport — organized or not, professional or amateur — has its origins in play. And no matter how serious the competition becomes, sport is better when fair play is part of the game. Players, coaches, officials and spectators all have a part to play in making sure fair play is recognized and respected.

Children, especially, will tell you that "playing fair makes the game more fun". They understand and

and all ages of participants, the research regarding younger players shows that there is a particular need at this level to make sport fun and fair.

The Commission knows the longer young people are associated with sport, the more likely they are to believe that fun and enjoyment are *not* important. They found out that 67 percent of athletes who leave sport at any level cite an over-emphasis on winning as the reason for their departure. They learned that children would rather have the opportunity to play on a losing team than sit on the bench for a winning one.

They also found out that **fair play can be taught**. As young people mature, their ability to make appropriate moral choices matures. Interacting with other individuals and with their surroundings, they move through stages in the development of their moral reasoning.

Children, who begin as very egocentric individuals, only gradually develop the capacity to understand that other people see the world differently, that rights are a function of responsibilities.

Teaching fair play is the idea behind the latest of the Commission's projects, FAIR PLAY FOR KIDS. This activity resource manual, developed by a team of teachers from across the country, was distributed to every elementary school in Canada in October.

The program is a teacher-friendly, interactive resource for use in Grades 4 through 6, packaged in a convenient binder with a poster and other support material.

Partners in the project include federal, provincial and territorial governments, the Canadian Intramural Recreation Association (CIRA), the Canadian Association of Health, Physical Education and Recreation (CAHPER), Shoppers Drug Mart, Hilroy and IBM.

The Commission for Fair Play presents...

FAIRPLAY

For Kids

An activity-packed resource for Grades 4 to 6. Teach fair play skills like teamwork, self-esteem, cooperation and respect for rules.

Use it in the school yard, in the gym, in the classroom — in a variety of subjects.

Now in your schools!

SHOPPERS DRUG MART Hilroy IBM
CAHPER CIRA ACLI

are concerned about fairness. In fact "That's not fair!" is one of their favourite phrases.

Fair play — in sport and in life, for children and for adults — is about values: values about winning and losing, values about fighting and cheating, values about sportsmanship and personal excellence.

Fair play also involves making choices to express and uphold these values.

In 1986, the Commission for Fair Play was formed to respond to concerns Canadians had about the erosion of values and ethics in sport, and the violence present in many sports.

Although the Commission's work involves all levels of sport

PARENTS:

STRATEGIC LEARNING CENTRE offers Elementary French and English

SUMMER PROGRAMS

- In a lively small group setting
- Strengthen English language art skills
- Improve French conversation & listening skills
- Create books, skits, cartoons, etc.
- Morning/Afternoon Programs, Aug. 12-23

Assessment, tutorial services also available

SLC STRATEGIC LEARNING CENTRE INC.
Dorval Gardens Shopping Centre
352 Dorval Ave., Suite 202, Dorval, Que. H9S 3H8 **631-9745**

When children misbehave

Alberta Teachers' Association, 11010 - 142nd Street, Edmonton, Alberta T5N 2R1, pamphlet.

Children who misbehave often do so because they're insecure — they need assurances of self-worth and acceptance, both at home and at school. Ignore attention-seeking behaviour unless it hurts others or damages property. A display of annoyance or displeasure will only reinforce the misguided behaviour.

Communicate

- Build your child's self-confidence through praise and encouragement. Give lots of attention when your child is being cooperative.
- Set aside time every day to spend with your child. Talk or listen with complete attention, including physical closeness and eye contact.
- Encourage your child to express opinions and to be as active as circumstances permit. Physical and emotional inhibitions may cause emotional tension that could result in hyperactivity and aggression.
- A misbehaving child is sometimes physically sick. Food allergies, an ear infection, sore teeth or a vision problem may be at the

root of the misbehaviour.

- Set an example by respecting the law and the rights of others. Show how working hard for a special goal can, when won, bring great satisfaction.

Making Rules

- Rules should be few in number, simple, reasonable and enforceable. Explain why they are necessary and the consequences of breaking them.
- Learn about your child's school, including its regulations. Attend parent-teacher conferences and keep in touch with the school between meetings.

The Problem

- Don't preach, nag or say 'I told you so'. Never belittle or laugh at your child. Use humour to lighten the confrontation. Instead of stressing how bad or wrong the action was, ask for information or clarification and turn the problem into a learning experience.
- Give directions only once. Eye contact is important; don't shout directions at a distance.
- Don't side with your child

against other adults, neighbours, teachers or policemen. They usually want to help. Before jumping to conclusions, check with everyone involved to find out exactly what happened.

- Avoid power struggles. When emotional stress is evident go to another room and cool down. Talk about the problem later.

Punishment

- Match the punishment with the misdeed. Being sent to the bedroom, standing in the corner, having privileges curtailed or being made to apologize are all effective punishments.
- Spankings should be administered only as a last resort. Over-using corporal punishment may teach your child that it's accept-

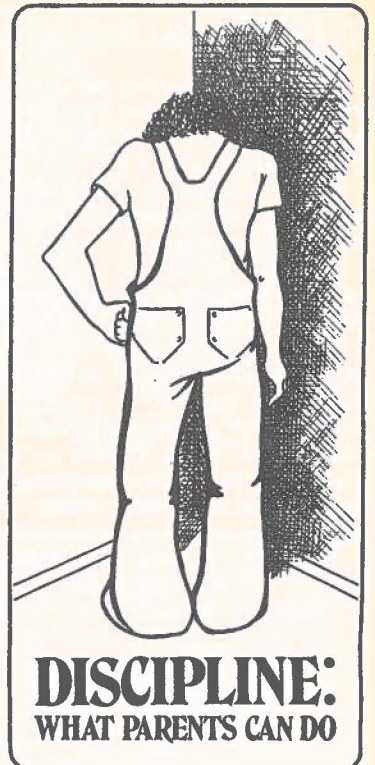
able to hit other people when one is angry. A spanking may also cause your child to feel that 'payment for the crime' has been made, with the result that the child may be more likely to repeat the misdeed.

Raising children is not an easy task. Try to keep things in perspective and don't blame yourself for their negative behaviour.

Parents can't run their children's lives, but they can help them learn from mistakes.

Always remember the assistance is close at hand — from professionals like teachers, doctors and clergymen, or from provincial and municipal family services.

Many communities have a distress line that one can call for advice or referrals.



Childcare: Social or educational issue?

DURING THE LAST decade a greater demand for childcare services plus new insights into the effects of early childhood education have convinced many parents and educators that schools are the ideal providers of childcare.

This view which is gaining ground in the US and parts of Europe, reflects a growing trend that recognizes childcare as an educational rather than a purely social issue.

In Canada, while attitudes about the nature of childcare are changing, many school trustees and officials are concerned about the philosophical and practical implications of school-based care. By default, school systems are accepting more and more social responsibilities. Where will it end? How will schools, already beleaguered by financial restraints, cope with more costs? Is the educational system taking on the work of others?

In 1988 with financial assistance from Health and Welfare Canada's Child Care Initiatives Fund, The Canadian School Trustee Assn. (CSTA) launched a national wide study to examine the status of school-based childcare.

Researchers surveyed school boards, interviewed government officials and reviewed relevant literature.

Their aim was to determine to what extent boards are already involved in childcare; to identify program costs and funding sources; and to ascertain governments' position and standards regarding childcare.

Survey responses represented over 2200 trustees from close to 200 boards equally distributed among rural and urban populations.

The year-long study revealed that 75 boards representing 42 percent of respondents were currently providing some form of childcare. Nine boards expected to be involved in the next three years and 14 were planning needs surveys.

Thirty-four percent of respon-

dents were opposed to school-based childcare. Comments ranged from 'schools are the most logical places for childcare expansion' to 'childcare responsibilities are the last straw'.

Fifty-one percent of respondents, however, said they were willing to examine the childcare challenge with a view to possibly participating in the future.

Schools are to educate

Of those opposed to school-based care, there were some who believed its availability would be disruptive to family life. Others saw childcare as a positive force contributing to parental success in child-rearing.

Fifty-one percent stated childcare compensates for inadequate home-life, while 67 percent believed it helps relieve family stress. That childcare offers respite for homebound parents was expressed by 63 percent and the majority (68 percent) agreed childcare can be used to monitor children's health and nutrition.

The extent of society's responsibility in supporting family demands and its use of the educational system to do so, is at the heart of the childcare controversy.

All respondents stated that to educate was the principal function of schools and many were frustrated by demands to 'provide for the whole child', citing increased parental expectations that education could or should take on more and more.

One trustee classified childcare as 'babysitting' echoing the recent Sullivan Report in British Columbia which clearly endorsed the separation of education and childcare.

Others cited its educational value claiming when children are enrolled in childcare, developmental delays and other potential problems are more likely to be spotted. That integration of children and parents of new immigrants could be enhanced if childcare was accessible, was also stated.

Most respondents agreed schools are respected community institutions; there are more children in 'self-care' than ever before;

children need supervision and benefit from organized group activities and quality care; and quality preschool programs cut costs in the longterm by enhancing student performance and thereby reducing special education costs.

Who will lead the way?

Aside from philosophical concerns, trustees' responses focused mainly on the financial and leadership aspects of the issue. Many feared funds would come from education dollars at either the school district or provincial level.

Many government officials noted equity in funding was a problem as education and social service departments struggle to balance the demand of urban and rural residents when setting policies and providing funding assistance.

It was suggested that government resource allocations ought to be enabling and facilitative, yet should respect a board's autonomy.

Trustees were divided as to the best jurisdiction for locating childcare. Most respondents recognized the provincial social services departments as the 'primary agents', but as one Ontario official stated, "everyone is looking for solutions to childcare challenges?"

Trustees who plan to become involved in childcare noted a lack of leadership within departments of education and little interaction between social services and education groups.

Disparities also exist among the provinces with relation to key players in the childcare network. For example in Newfoundland, representatives from education are members of the licensing authority, while in Alberta the responsibility for the regulation of school-age childcare rests with municipalities.

Suggestions to promote leadership included:

- Education for principals about childcare issues,
- Assigning specific personnel for childcare (in education departments)
- More information for trustees.

'Vitality' promotes energetic health

FOOD FOR THOUGHT

Complex carbohydrates or starches are part of healthy eating and adding them to your meals may be easier than you think. You can do this by eating more cereals, breads, other grain products, fruits and vegetables. You can also try different kinds of these foods such as rye, mixed grain or whole wheat breads and bran cereals.



VITALITY IS A fresh approach to healthier living which combines healthy eating, enjoyable physical activity and a positive self and body image.

The name Vitality is synonymous with energy, dynamic action and good health.

Vitality messages will initially be aimed at men and women aged 25 to 44 years, who have 9 to 13 years of schooling.

The concept was developed by Health and Welfare Canada to promote healthy weights. An investigation in 1986 found a broad range of weights and body sizes are healthy for most individuals.

What counts is our unique ability to balance our energy flow and to feel good about ourselves.

Vitality also promotes Health and Welfare Canada's recently revised Guidelines for Healthy Eating and Fitness and Amateur Sport's Active Living model.

PARTICIPAction has joined Health and Welfare Canada and Fitness and Amateur Sport in partnership. PARTICIPAction brings their long-established expertise in encouraging Canadians to better health.

For more information contact: Heather Nielsen, Health and Welfare Canada (613) 957-8328; Graham Jardine, Fitness and Amateur Sport (613) 992-8942, or Catherine Geoffroy, PARTICIPAction (514) 843-6925.

FOCUS on the LOCALS

Northview twins with New Carlisle

"Kids helping kids" was the theme of the Book Drive held March 11 to 15 in conjunction with "I Love to Read Week".

With the help of Marian Daigle of the QFHSA, the school was twinned with New Carlisle School in the Gaspé.

Anne MacWhirter, QFHSA area rep. and the grade 1 teacher at New Carlisle, was instrumental in organizing the children of her school to write letters to the children of Northview.

These made a terrific display alongside the large collection box in Northview's lobby. Knowing where their books would be going gave more meaning to why the children should bring in books for

the Book Drive.

And, as the New Carlisle children were very keen to have penpals, maybe some new friendships will be started as a result.

Teacher Appreciation Week was a big success. When the teachers walked into the school on the Monday morning, they found the lobby, office and staff room decorated with Valentines and artwork done by the students.

Every recess, the teachers were treated to a variety of baked goods, and recess duty was taken care of by parents.

On Friday, they were treated to a hot and cold buffet in the library. White linen tablecloths, wine glasses and flowers on the tables were much appreciated by the staff.

All in all, the teachers were thrilled with everything done for them. To quote from the staff thank you note, "Our egos are almost as big as our waistslines."

Northview had an extremely successful Towne Fair in November. The gym was overflowing with our own craft tables, 12 artisans, baked goods, New & Nearly New, the Bottle Baffle and the Mug & Muffin.

The primary wing classrooms were given over to Kids Alley. Lots of children, and a few brave adults, wandered around with various pieces of artwork on their face.

Giant chocolate chip cookies with your name in icing were a big hit. Kids Shopping gave the younger set a place to pick up a few little Christmas gifts for their family.



QFHSA's Marion Daigle stands with Northview principal Ray Clarke and some of the Northview students participating in the book drive

A new feature this year was the Games Room. Appealing to the older children, they could test their skills in a coin toss, basketball toss and a mini-putt. And everybody wanted their picture taken as a Teenage Mutant Ninja Turtle.

At the end of that hectic day, when all the dust had settled, H&S was ahead \$5,400. congratulations went out to everyone on a job very well done!

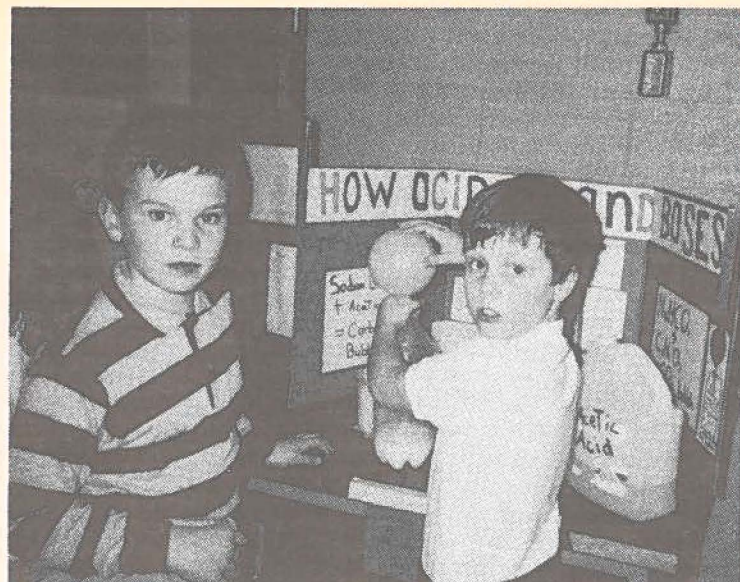
Our school newspaper, *The Hibou*, came out with a new look this year. The entire paper is devoted to student's writing and artwork. Everyone is impressed with the calibre of work produced by our children, and the students

are thrilled to see their work in print.

Other H&S happenings include primary and senior hot dog/bingo lunches, as well as a magic show. Local performer Ish Kabibble enthralled an audience of over 200 students and parents during a lunchtime show.

Our extracurricular activities are also keeping students busy. Ceramics, chess and guitar are popular with students of all ages. The grade 6 babysitting course is so popular, we are now running the second session this year. Coming up in April, H&S will sponsor one of two productions of "The Peacemaker".

Howick hosts science fair



Students at Howick participated in a science fair held at their school for all the elementary students in the Protestant Regional School Board of Chateauguay Valley

Also at Howick

Grades 5 and 6 did an unusual Social Studies project in their classrooms this fall. They transformed pumpkins into world globes. The students were expected to include as much detail as possible. The three oceans and the seven continents were to be labelled.

This project turned out to be a great learning experience and an opportunity for lots of innovation and creativity. Students carved, painted, appliqued felt or paper, using glue or pins, etc. Prizes were given for accuracy, detail, labelling, colouring, originality and adapting to difficult forms!

MACDONALD H.S.

During the last few months many activities have taken place at Mac. Our Annual Craft Fair in October was very well attended with a profit of \$3,217 being realized.

Membership is at 74 families and 40 associate members, and is still climbing.

During January and February the grade 6 and 7 students from our feeder schools were welcomed on a visit to Macdonald. They were

entertained with a variety show, toured the school at Open House and participated in a grade 7 mini day.

The Provincial Debating Tournament was hosted here on Feb.14.

All the teachers found apples in their mail boxes on Monday, Feb. 11 as a start to Teacher Appreciation Week.

On Thursday morning each teacher was greeted with a smile and a carnation, and on Friday morning, scones with cream and coffee awaited them at recess.

It was H&S's way of saying "Thank You" to all the staff at Macdonald High.

ARUNDEL

Level six student, Sebastien Brown, reported that author Margaret Buffie's visit at Laurentian Elementary was a great success:

"Margaret is an author who loves the supernatural and her books reveal this.

"Ms. Buffie told us what she had to go through before the book, *Who is Frances Raines?* was published. She had to choose from five different covers and two titles!

"We would like to thank Mrs. Earle, our Language Arts teacher, and Mrs. Anne Poland, the Language Arts consultant from the Laurentian School Board, for making our meeting with a real live author possible! It was a wonderful experience!"

ST. VERONICA

Once again we had a very successful "Spice Drive" campaign. A pizza party was held for top sales persons and prizes were distributed.

Teacher Appreciation Week was observed and appreciated by all our wonderful teachers. We all agree this is an excellent way to collectively say thank you to teachers.

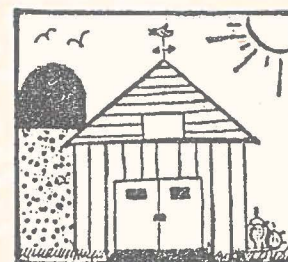
March 15 to 18 was Book Week and a Read-a-Thon was held at our school. Historically, the children get really involved in this activity and once again everyone worked to make it a grand success.

In conjunction with the Baldwin-Cartier Arts Festival in May, the students will be participating in an Art Display at Fairview Shopping Centre.

Open May, June & July ONLY

Join Us For A Day At

"Old McDonald's Farm" REG'D



Located adjacent to Moore's Canadiana Village, just 3 miles northeast of RAWDON, Quebec on Lake Morgan Road, 35 miles from Montreal.

POPULAR FARM TOUR NOW AVAILABLE TO GROUPS, CLUBS AND ASSOCIATIONS. The ever popular fulfilled and educational DAY AT "OLD McDONALD'S FARM" previously only available to schools, will remain open for groups wishing to visit this specially designed children's farm. Make sure the children don't miss this exciting experience. (Groups ONLY). For information and reservations call: SUSAN IRVING 1-834-3458. (Visits are by appointment only).

AT HEMMINGFORD



The School Committee held another successful Craft Fair and Bake Sale at the United Church Hall on Nov. 3. Organizers were very pleased with the turnout.

Twenty-one exhibitors displayed beautiful hand-crafted items for sale. A bake table loaded with home-made goods, donated by parents, was popular, as well as a Snack Bar run by School Committee volunteers. Local Girl Guides also lent a hand.

A candy-guessing contest and raffle table were a bit attraction,

ELIZABETH BALLANTYNE

On Jan. 18, the children from the grades 2 through 6 participated in the annual Skate-a-thon. This event is held to raise funds for the Montreal West Children's Library which is housed in the school. Librarian Linda Wishart is always delighted with the efforts of the children. They participate with real enthusiasm, which shows in the results. This year they raised \$2400.

The Skate-a-thon is made possible by the teachers and parents who help by counting laps, tying laces and being supportive to the children, and by the Recreation Department which allows the school to use the arena for this very worthwhile fundraising event.

ROYAL WEST ACADEMY

The H&S was off to a great start this year. To date we have a total membership of 110 families (double last year!).

Our first meeting was held on Oct. 2 and 18 parents attended. A discussion was held outlining the areas where parents could become involved in H&S.

Many parents took part in the graduation reception held on Oct. 25; others met and discussed fund raising; some helped out in the gym shop during the first two months of the school term.

On Nov. 6 we had our first speaker. Dr. Sue McKenzie, Department of Psychology, Dawson College, came and spoke on "Talking With Your Teenager about Sex and AIDS".

We had a successful turnout and many positive comments were received about the program. Our next speaker was Feb. 5 on the topic "Transition from High School to CEGEP".

with prizes generously donated by the craftspeople and local merchants.

Profits of \$1000 will go towards school activities or playground equipment. The School Committee thanks all who came, the talented craftspeople who rented the booths, the parents who donated baking, individuals and merchants who donated food and prizes, and the Girl Guides and other volunteers for their hard work.

Another Craft Fair is already in the works for next year, and promises to be even bigger and better!

THORNDALE

The school owes a special thank you to the H&S for financing the very successful visit of author Eric Wilson.

The children were well-behaved and well-prepared, asking intelligent questions. Eight students attended the writer's workshop given by Mr. Wilson.

The Student Council has set up environmental patrollers; a group of grade 6 students who have volunteered to help ensure all our students keep the playing field free of garbage and litter.

The students in the Grade 2 class, Room 4, were busy in December writing letters to the sailors in the Gulf. Many sailors received some good jokes and colourful pictures to brighten their days.

What is T.E.C.? It is a club formed by concerned students who have decided to help the environment. One of their main goals this year is to educate students, teachers, and parents of the school about the environment and what we, as individuals, can do to help. Suggestions include packing lunches in re-usable containers, and avoiding box drinks and snack foods that use unnecessary packaging.

As a continuation of the 1990 year of literacy the H&S is planning several events to go along with this theme. The first activity is a Spell-A-Thon which was organized with the help of the teachers.

A lunchtime reading club on Mondays and Fridays was received with a tremendous response. Because the number of participants had to be limited, some students were disappointed.

These students will get top priority for the next session. Guest readers have included Mr. Walker, Mrs. Hinch, Mr. Blais (George to the students) and Miss Larocque with more coming (a police officer, a Girl Guide leader, an ambulance driver, an MNA, and a person from the *Gazette*).

Thanks to all these people. We think they are enjoying it as much as the children!

KEITH

The H&S provided the teachers with a lovely lunch on Valentine's Day.

The annual chocolate bar drive was under way from March 14 to 21. The proceeds provide our students with a music specialist each year.

The children of the school enjoyed Snow Days, held the last week of February. The hot chocolate provided by the H&S volunteers, was thoroughly enjoyed by the children.

ÉP HARWOOD

The H&S campaign to get parents to use the store for their school supplies worked beautifully!

The H&S can now afford to bring in the Assault Prevention Centre's program at a cost of \$1875. This includes workshops for all the children from K to 6, for staff and for the parents.

This program fits very well into the school's attempt to reduce violence and aggression at all levels.

October 12 to 21 was Science and Technology Week. H&S requested, and received, pamphlets from Environment Canada on how to protect the environment. These were sent out to all families. Nancy Bulow said that during last year's Environment Week many people thought that environment awareness should be an on-going effort.

H&S hopes to set an example by encouraging each member to bring her/his own cup and discontinuing styrofoam cups during meetings.

H&S will make a donation to the Lamp Lighters in memory of Sébastien Laplante. Sébastien was a student at Ecole Primaire Harwood who died of cancer last year.

ÉCOLE PRIMAIRE Harwood's H&S hosted its first

Anne Swettenham

AT MOUNT PLEASANT



Thanks to H&S Vice-President, Lillian Olliver, a surprise greeted the staff and students when they entered the school on Monday, Dec. 10, above.

On the large outside wall of the library was a huge mural depicting Santa Claus and his elves preparing for Christmas. Lillian managed to design, paint and install the mural all on her own without anyone knowing about it in advance. It was indeed a surprise to all!

Our Christmas campaign, selling door "Knobbies" in various Christmas designs, was wonderfully successful, with a profit of over \$4000, which will enable us to purchase new playground equipment for the school.

H&S sponsored a "Mad Science Day" with all grade levels being entertained by McGill Science stu-

MORE FOCUS

parent education evening Jan. 9, with guests speakers from the Montreal Assault Prevention Center.

We also offered the administration and teachers a staff program, and finally, children's workshops of approximately two hours per class were conducted for all grades K-6.

The Child Assault Prevention Project enforces three ideas in our children: to be SAFE, to be STRONG, and to be FREE through practical skills and strategies.

Using role play the children dealt with the common assault situations: the bully, the stranger, and the known abuser.

The cost of the program was about \$2,000 for our school population. However, a profitable fundraising campaign allowed us to enrich our school community.

The socio-economic stresses placed on the family unit and individual are debilitating. Aggression is an all too common and ever-increasing problem that we encounter daily.

We as parents and Home and Schoolers must have the courage to face this reality head-on and offer our fellow adults and our children help through the use of constructive education.

Many forms of aggression are a learned state of being that can be undone or, even better, that can be prevented. By reducing vulnerability and increasing assertiveness we can prevent assault.

NEW CARLISLE

The H&S Executive met in January and decided that books would be given to the children of the members at the end of school year, because of the limited number of meetings and members.

The Book Fair and Teacher Appreciation week were held upon returning to the school in New Carlisle. The school had been closed since the Fall for much needed repairs and students were being temporarily housed in various locations around the area.

DR. S.E. MCDOWELL

On Friday morning, Dec. 7, during a 20-minute period, over 1000 students and staff members (teachers, administrators, secretaries and maintenance people) at Pontiac Protestant H.S. and Dr. S.E. McDowell, simultaneously folded white doves.

They used 100% recycled paper and the Japanese technique of origami.

This ceremony was a collective gesture and affirmation of peace. The doves were hung in each school on trees received from the Shawville Lion's Club Tree Plantation.

Beside each tree, written on a white banner, were the names of all the children and adults who participated in the Dove Folding Ceremony.

CEDAR PARK

Once again the school was busy with all the happy activities of mid-winter. There was Family Skating Night, Teacher Appreciation Week, Lunch Hour Skating, Two Hot Dog Lunches and the Winter Carnival, which took place Feb. 14 at Les Forestières.

H&S donated \$500 towards this event for Grades 1 to 6.

The Magazine Subscription Campaign was very successful and will be repeated next year, meanwhile a Maple Syrup Campaign is under way.

An attractive Cedar Park mug, bearing the school crest and the slogan "A Great Place To Be", is now for sale. It makes a great souvenir for graduating students.

The H&S has purchased a video camera and is looking forward to recording all their memorable events.

ers' Appreciation Week, all school staff (secretaries and resource staff included) were treated to a delicious "recess tea" with cookies, muffins and sweets, tea and coffee, sponsored by the volunteer ladies of the H&S.

As well, children in all grade levels were given lapel buttons reading "Teachers are No. 1". Class mothers were also planning specialized events to mark the week in individual classrooms.

H&S's lunchtime and after-school activities program is gaining in popularity, with 295 children (out of an enrolment of 543) being registered in this session.

On Feb. 11, at the start of Teach-

Radio-Quebec videos counter The Tube

by Kevin O'Donnell

In recent years students from the Gaspé to Pontiac County have been using video technology to explore distant countries, travel through time to see how people lived in the past, and discover how abstract math and science concepts apply to daily life. ITV — instructional television — has become an important teaching/learning resource in an increasing number of Québec schools. In the province's English-language schools, the chances are that the video programs children watch have been made available by Radio-Québec's Québec School Television.

Québec School Television's repertoire of programs currently includes some 1,300 elementary and secondary titles covering virtually every curriculum area. These visual resources are complemented by a variety of print materials such as teacher guides and curriculum tie-in documents. While some QST programs are produced locally to reflect our unique curriculum needs, others are acquired from agencies such as TVO, PBS and the BBC.

Video technology gives schools in remote areas of Québec access to the same teaching resources as their urban counterparts. And the cost to the schools is moderate indeed: Québec School Television lends "masters" of programs for copying and distributes print documents without charge.

Since 1985, over 50,000 copies of QST programs have been made, and teachers have requested over 14,000 teacher guides. (Programs are grouped in series of one to 60 programs, with one teacher guide per series).

But you have undoubtedly read other statistics about television: that, for example, the average Canadian child watches 12,000 hours of TV by the age of 12, and is



Kevin O'Donnell

be watched when appropriate, and the tapes can be rewound to review difficult concepts. "Freeze framing" images allow students to focus on details in images or work on diagrams for minutes at a time.

Students participating in a lesson incorporating instructional television are active learners. They are alerted by their teachers to be on the look-out for the main points of the program. They may be given a list of questions to respond to as the program progresses. And once the TV is turned off, they can extend their knowledge of the topic by working on a number of activities suggested in the teacher's guide. These activities are curriculum-relevant, because all QST series are checked against Québec programmes of study before they are listed in our catalogues.

Focussing on key concepts, critically analyzing what is being pre-

exposed to 20,000 commercials and 14,000 references to casual sex every year. Perhaps, you may be thinking, the schools should be a safe haven from this media onslaught. In bringing TV into the class, are the schools aiding and abetting the enemy?

No. Researchers and classroom teachers have found that there is a world of difference between rock video clips, *Three's Company* re-runs, and ITV. Instructional television can even help students counter the deleterious effects of The Tube.

Instructional TV as a 'Tool'

Instructional television programs have been designed by specialists for use in formal educational settings. Usually they are short (10-15 minutes in length), so they can be integrated into regular classroom lessons. They are intended to replace neither the teacher nor the textbook, but to extend teaching and learning possibilities — to provide "windows on the world", model appropriate behaviors, and make abstract concepts concrete.

Television has been part of the educational scene for years — many of you may recall watching such early Québec School Telecasts series as *Great Expectations* and *All About Indians*. But until a few years ago, schools had to rely on the broadcast signal, which meant rearranging classroom schedules to accommodate the broadcast schedule. As well, programs had to be viewed "as is", the only option being to turn off the set.

But in the 1980's, the VCR, the machine which revolutionized home entertainment, entered the schools. Now teachers enjoy a number of options: programs can

Use the resources you have around you

Do any of your members have talents you can tap? Send out a call for help describing the jobs you need done. Don't forget to use provincial and national Home &

School materials. For instance, always show the Home & School NEWS at your membership sign-up table.



Members of a school newspaper staff study other papers to learn how others do their jobs in a scene from the classroom video series 'In Other Words'. Organizing the message is one of the main topics in the series of 12-15 minute language arts programs for grades 7 and 8.

sented, seeking out more information — these are media literacy skills which can help students evaluate standard television fare.

The Learning Process

What does research say about the impact of instructional television on the learning process? Researchers are reporting very positive findings indeed: here are a few samples:

- "The use of the learning system for 'Read All About It' (a TV Ontario-produced elementary series) significantly increased students vocabulary and reading skills in comparison with a matched group of students who did not use the series. There were no significant differences in the scores between grade 4 and grade 5 students."

- "'Give & Take' (a secondary V economics series) was very effective as a supplement to traditional economics instruction by teachers who had been trained in the use of the series. When 'Give & Take' was used without traditional instruction it produced results that exceeded those of traditional teaching alone."

- "The group that used the 'It Figures' (a grade four mathematics

series) and the mathematics activities that were designed to complement the programs performed better than the other three groups" (I.e. those who used the programs alone, or the teacher guide activities only, or traditional "chalk and talk" teaching strategies.)

In a future article I will discuss other aspects of ITV — for example, safety considerations and the role parents can play in ensuring that the potential of this classroom technology is maximized.

Notes:

(1) *READ ALL ABOUT IT: Summative Evaluation of the Learning System in a Classroom Setting*, The Ontario Educational Communications Authority, Office of Project Research Report No 6, 1981, p. ii

(2) *Give & Take: What the Research is Saying*, Agency for Instructional Technology, 1986, p. iii

(3) *A Study of the Effects of "It Figures" with and without Support Materials*, Research Report No 104, Agency for Instructional Technology, 1988, p.9

Editor's note: You can visit Mr. O'Donnell at the Québec School Television display at our AGM on May 4.



imagine...

Take a minute to imagine what education might be like if a strong Home and School DIDN'T exist. Here are some of the things Home and School HAS accomplished:

- I**MPROVED SCHOOL RESOURCES
Home and Schools have directly funded the purchase of library materials, playground equipment, audiovisual equipment, school office supplies and equipment.
- M**MUSIC, ART, PHYS ED., DRAMA, COMPUTER AND IMMERSION PROGRAMS
Home and School has consistently emphasized the value and importance of these programs to the education of our children.
- A**N ORGANIZATION WHICH MEETS THE NEEDS OF TEACHERS AND PARENTS
Home and School is a vital link for the exchange of ideas, concerns and issues involving the education of our children.
- G**OVERNMENTS HAVE RESPONDED TO HOME AND SCHOOL INITIATIVES
Some initiatives accomplished by Home and School include: Increased funding for student loans, the Family Allowance Program, decreased class sizes, new or improved school facilities.
- I**MMUNIZATION AND FLUORIDE PROGRAMS
Home and School helped initiate the implementation of these and other programs in our schools.
- N**EW PROGRAMS
Home and School has actively pursued the development of programs and curricula in areas such as Human Growth and Development, Drug Awareness, AIDS Education, Smoking and Health
- E**NRICHMENT, REMEDIAL, EXTRA AND CO-CURRICULAR ACTIVITIES AND HOT LUNCH PROGRAMS
Home and School has initiated these programs and has provided volunteers to assist with their implementation.

Take a minute to imagine what education could be like if EVERY parent and teacher joined Home and School. Here are some of the things Home and School NEEDS to accomplish:

- I**NCREASE IN STUDENT ACHIEVEMENT
Research has verified that increased parental involvement in education results in increased student achievement.
- M**ORE PUBLIC AWARENESS AS TO THE VALUE OF EDUCATION
Better education for our children means an improved quality of life for all citizens whether they are parents or not.
- A**RENEWED COMMITMENT BY GOVERNMENT TO EDUCATION
The proportion of the provincial budget allocated to education has steadily declined. Our elected representatives need to be reminded of their responsibility and commitment to children's education.
- G**REATER ACCESS TO POST-SECONDARY EDUCATION
Spiraling post-secondary costs have prevented many deserving students from furthering their education.
- I**MPROVED SCHOOL AND LEARNING CONDITIONS
The advent of the technological age demands that schools provide students with the latest technological and pedagogical techniques and equipment.
- N**EEDS OF ALL STUDENTS
It is now well established that each child possesses an individual style and method of learning. Greater opportunities for enrichment, remediation and regular programming must be available.
- E**ARLY CHILDHOOD EDUCATION
Give your child a head start. Find a pre-school program where they can learn to interact with other children. Find a group of parents to meet with each week where children can play together.

▲ SAFETY SCENE

▲ SAFETY SCENE

Rules make summer safe

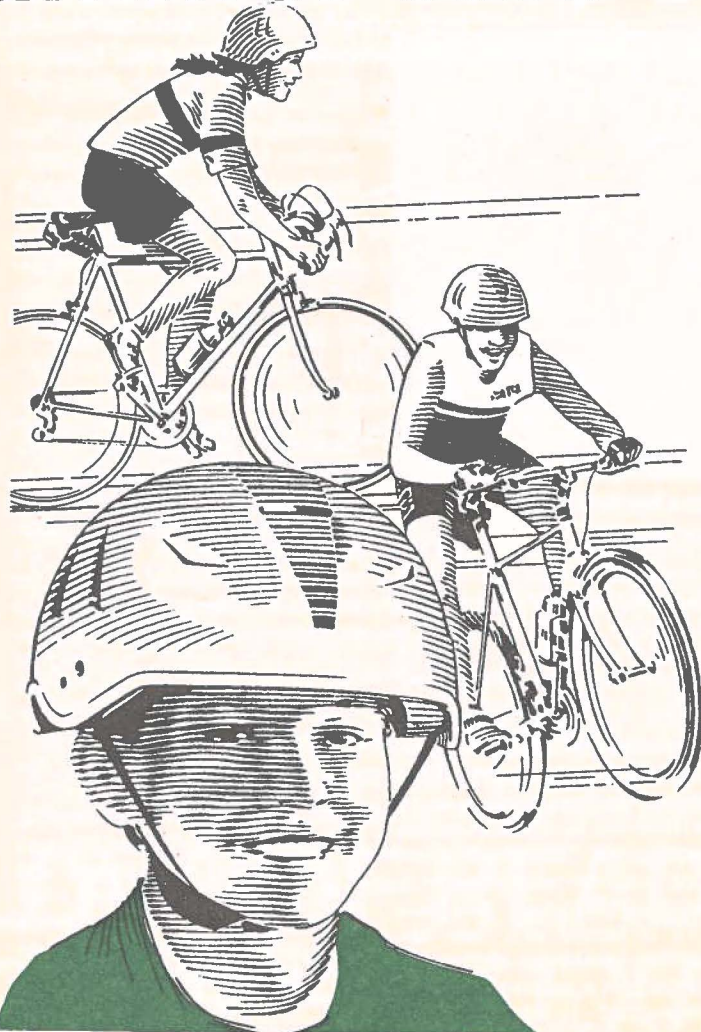
Follow these tips:

1. Don't allow children to ride on the road until they have had bicycle safety instructions, and they can ride without wobbling and stop quickly without falling.
2. Insist your children *always* wear helmets when they are on their bicycles, and set a good example — wear your bicycle helmets.
3. Teach your children to obey all road signs and traffic signals. Children should completely dismount their bikes and walk them across intersections in heavy traffic.
4. Show your children the proper hand signals on a bicycle — left arm up in an "L" for turning right, straight out for turning left, and the arm down for stopping.
5. Children should always ride single file on the side of the road with the flow of traffic, and use a bike path whenever one is available.
6. Help your children be seen. A fluorescent flag on a pole on the back of the bike helps them to be seen during the day.
Night bicycle riding should be avoided, but if they are on

the street at night, they should have a front bike light and reflector, and a rear tail light and red reflector.

Light coloured clothes or clothes with reflective tape need to be worn so children will be seen by motorists.

7. Place a bike basket or rack on your children's bicycles, or supply them with a backpack so their hands are free to maintain control of the bike.
8. Choose a proper fitting bicycle for each child. Children should be able to rest their feet on the ground when they are seated, and have a one inch clearance between their body and the center bar of the bike when they are standing.
They should be able to reach the handlebars and any gears comfortably without straining.
9. Maintain the bicycle in proper condition. A bike shop can give tips to inspect your bicycles.
10. Participate in a bicycle safety workshop. Children and adults can learn rules for safer bicycling in more detail at a workshop.



TRAIN KIDS TO RESPECT FIRE

Fire safety should be one of the essential survival skills taught to children, along with swimming and road safety. Your local fire department can provide you with pamphlets and other educational materials on fire safety to use in the home.

Teach older children both the usefulness and the destructive force of fire, as well as fire safe behaviours. Older children can understand that fire is dangerous.

However, most of these children do not realize that clothes can burn or that the carpet, bedding or furniture can catch fire and set the whole house on fire.

Teach children how to prevent fire in the home, recognize the sound of the smoke alarm, respond in case of a fire emergency, STOP, DROP and ROLL if their clothes catch on fire, cool a burn, and crawl low under smoke.

Set a good example. Children often imitate adults, so make sure that you are following fire safety rules when you use a match, light a fireplace, use candles, cook, etc.

If there are smokers in the house, or if visitors or babysitters smoke, ensure that matches and lighters are kept out of reach.

Encourage the school to provide fire safety and prevention instruction in the curriculum.

Teach and train the message that "a match is a tool, not a toy." The statement "don't play with matches" gives no positive information and does not explain the safe use of matches or fire.

Encourage older children to participate in normal fire activities (e.g. lighting birthday candles, fireplaces, etc.) in a manner suitable for their age.

Reprinted from Signal, Summer '90

AVOID OUTDOOR RISKS

Practice skateboard safety. It's hard to believe, but some skateboard models can reach speeds above 50 mph.

Be sure your child wears a helmet, rides only on smooth surfaces, avoids public streets, never skateboards at night, and never ever hitches a ride on a car, bike, or other moving vehicle.

Skateboarders should also wear gloves and elbow and knee pads to prevent bad skin scrapes. But gloves and pads offer no protection against bone fractures, which account for one out of every three skateboard injuries.

A fracture usually occurs when an inexperienced youngster is thrown off a skateboard and tries to break the fall. It may sound strange, but a child should practice falling — safe falling, that is — as a

way of avoiding broken bones later on.

Safety experts advise children to crouch, relax, let their arms hang loose, and roll as soon as they hit the ground.

Never swim alone or in areas without a lifeguard. Swimming is an individual sport; however, it should not be practiced away from other people.

Even the best swimmers can be hit by a sudden muscle cramp or be swept underwater by powerful tides. When danger arises, help must come from other people nearby.

Children must also be warned against diving into unknown waters. Too many children face life in wheelchairs — or have died — because they dove into an unknown and too-shallow pool of

water.

Always wear a life vest when boating. Children need to wear life vests at all times when boating. On sail boats, they must be seated safely away from the path of the boom.

Warn your child against leaning too far over the side. Don't let your child go boating in poor or threatening weather or with inexperienced sailors.

On fishing trips, adults need to be especially observant and helpful, since a fighting fish is strong enough to pull a small child right out of the boat.

Protect against itchy insect bites. When it's "buggy," children should apply insect repellent to ankles, wrists, and other exposed areas before going outside.

Have your child wear pants, socks, and long-sleeved shirts on walks in the woods.

When he or she returns, be sure to check for ticks and report any suspicious rashes to your child's physician.

Steer clear of wasp and hornet nests, bee hives, and fire ant hills, and treat bites promptly. Instruct your child to wear shoes outdoors and to walk around — not through — gardens, clover fields, and orchards in bloom.

If your child is stung, react quickly because insect bites can cause life-threatening allergic reactions in addition to the pain and discomfort.

The first sign is the rise of a painful red bump. Try to remove the stinger (usually left behind by the insect in the center of the bump) with tweezers or by gently scraping the skin with a credit card.

Rub bites with cotton soaked in a solution of water and meat ten-

derizer or apply ice.

If the swelling spreads from the foot past the ankle or from the hand past the wrist, call a doctor.

If your child begins to have trouble breathing or swallowing, or breaks out in hives, call a doctor immediately.

If you can't reach a doctor, call an ambulance or go to the nearest hospital emergency room on your own.

If your child has severe allergic reactions, she or he should carry anaphylactic kits and antihistamines on outdoor trips.

Fire fascinates ...and kills

CHILDREN PLAYING with fire is a leading cause of fire deaths and injuries in Quebec.

By understanding the circumstances which lead children to start fires and by following a few basic safety practices, the number of destructive fires can be reduced greatly.

Children are fascinated by fire; the warm glow of a fireplace, the flickering camp fire, blowing out birthday candles, watching adults lighting a pipe or cigarette. Children as young as two years will show an interest in fire.

Because of this natural curiosity of children, parents and guardians have a responsibility to take special precautions with infants and to educate and train the older children in fire safety.

When teaching children, use words they can understand and bear in mind that often they are unable to separate two or more ideas presented at the same time.

Here are some basic fire safety tips:

- Keep matches and lighters out of the sight and reach of children.
- Teach children that if they find matches or lighters to take them to an adult. Reward or praise them when they do.
- If a child is seen with matches or lighters, use an emphatic "NO" followed by a simple explanation such as "NO! matches and lighters are hot. They can burn and hurt you."
- Never use a cigarette lighter as a "toy" to pacify a child.

KITCHEN HAZARDS

Your kitchen can be the most dangerous room in your house, especially for small children.

Keep children safely occupied while you work in the kitchen so they will not be tempted to play with potentially dangerous items.

- Turn pot handles inward on the stove. Remember, it is safer to use the two back burners.
- Keep a small fire extinguisher or baking soda near the stove to put out small fires. Do not store them above the stove.
- Use placemats instead of tablecloths. An infant or toddler may grab the edge of a tablecloth and pull hot liquids or food down on himself or herself.
- Unplug all electrical appliances, such as irons and kettles, when not in use.
- Make sure appliance cords do not dangle within the reach of young children. Heavy appliances can fall on small heads.
- Store knives and other sharp objects in drawers with safety locks.
- Always keep cleaning materials, medicines and other poisons in locked cupboards, even if the cupboards are high. Children can climb to astonishing heights!

• For further information, contact the Canadian Pediatric Society Secretariat, 401 Smyth Road, Ottawa, Ontario K1H 8L1; (613) 737-2728.