



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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EDUCATING FOR PEACE

It is very encouraging that within the school system the initiative is being taken, by parents and teachers, to develop a peace education curriculum. Some observers may wonder whether our educational institutions are over-extending their area of responsibility. Definitely not. As renowned Canadian author Margaret Laurence puts it: "The question of disarmament is the most pressing practical, moral and spiritual issue of our time." Whether or not one agrees with her assertion, we must all agree that in order to make intelligent decisions

about the issues of global peace, we must be informed.

Knowledge has the power to give both life and hope. By ignoring the issue, we are doing the students a disservice; fears become exaggerated and the topic unapproachable. How many of us are products of this way of thinking? But in formulating the educational material we must be conscientious and assure that the students are able to ask questions and discuss freely their fears and hopes with teachers, who are knowledgeable and who them-

ves are not afraid to explore the issues.

Some educators have resisted writing peace curriculums for younger children, because early childhood specialists believed that the curriculum should grow out of the children's daily experiences, whereas a peace curriculum would impose material that had little relevance to the first hand experiences of the children.

So how can we approach the topic at a level which the younger students could identify with? There could be discussion on love

and trust, respect for all life and the satisfaction derived from working together cooperatively. Specifically, the teacher could initiate a discussion about war toys, suggesting that this sort of toy is perhaps not the most educational. War toys increase an aggressive behaviour rather than help children develop cooperative and constructive ways of interacting. War toys teach that war is a game and violence is an acceptable way of solving problems - which we would hope it is not. The teacher could introduce the children to peace toys and cooperative games and stories, which may not be readily available in the average toy store.

Classroom discussion can also deal with the television favourites of the youngsters. Concordia University psychologist Lisa Serbin, who has studied aggressive behaviour in children says "Kids who watch violence on TV are more violent with other children." Television is a medium for visual stimulation. Even the early Saturday morning and after-school cartoons are packed with mindless violence

which tends to be excessive. Consequently the children begin to view the violence on TV as portraying the real world.

Both these topics (play and television) are very relevant to the youngsters and ones they can easily identify with and comment on. The bottom line is this: what sort of values and attitudes do we want our children to learn? If we want them to grow into happy, self-confident adults, who appreciate and respect economic status or opinion, then we should take constructive steps in that direction.

The questions and answers are complex. Fortunately the number of resources available to parents and classroom teachers is steadily growing. The recent PACT-PAPT Teachers' Convention held in Montreal in mid-November had an extensive display of resource material reprinted for the sessions on "Education for Peace: Resources and Experiences for Non-Violent Conflict Resolution in the Elementary School" and "Hope in the Nuclear Age: Tools for Teaching Peace at the High School Level."

(see PEACE page 12)

Make a date to be at the
Quebec Federation of Home & School Associations

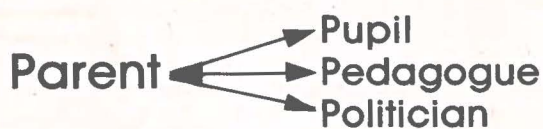
Annual General Meeting and Conference

THEME:

PARTNERS IN ACTION

We are all partners in the education of our children. How can we use all our existing systems in a positive and beneficial manner?

Plenary session (Friday morning)



Keynote speaker (Friday evening)

Hon. Robert Layton, M.P.
Minister of State (Mines)

Workshops (Saturday morning)

WHEN: May 2 and 3, 1986
WHERE: Loyola Campus, Concordia
University, Montreal

QHSA
2535 Cavendish Blvd., Suite 212
Montreal H4B 2Y5

"A human being is a part of the whole, called by us "Universe", a part limited in time and space. He experiences himself, his thoughts and feelings as something separated from the rest - a kind of optical delusion of his consciousness. This delusion is a kind of prison for us, restricting us to our personal desires and to affection for a few persons nearest to us. Our task must be to free ourselves from this prison by widening our circle of compassion to embrace all living creatures and the whole of nature in its beauty."
Albert Einstein.

A TRIBUTE TO FRAN LOWRY

President, Lindsay Place High Home & School Association

It is my privilege this morning, on behalf of the Quebec Federation of Home and School Associations and its President, Sylvia Adams, the District Council and the Home & School Associations of Lindsay Place and Valois Park, to express to Russel, Robin, Derek and May and the rest of the family, our sincerest expressions of sympathy on the occasion of Fran's passing. The education community has lost a valued member.

As the Scriptures suggest, love is the strongest and the purest of motivators and love was a quality with which Fran was abundantly blessed. She was also saddled with a conscience that would not let her turn away from anyone or any cause that she felt merited her support.

Certainly the educational Community will not quickly forget the firm resolve with which she fought when the system she had worked so hard to build and preserve came under attack. It is our custom at times like this to offer a tangible memorial and it is fitting that we do so. However, somehow I feel that the memorial she will appreciate the most will be in the hearts

and minds of those who are left to protect those values she thought so important.

It has been said that the simplest expression of our goal in life is that we leave things a little better than we found them. Fran far exceeded those meagre expectations in the short time allotted to her, and our Church and Community shows very positive evidence that she has been here. We are richer for having shared her friendship.

Our faith is the means by which we accept some things we cannot understand but we are firm in our belief that Fran has claimed the rewards of those who love God and strive to do His will and has earned the commendation of her Master "Well done, thou good and faithful servant".

If it be true that to live in the hearts of those you love is not to die, then Fran's memory is assured because she has left her mark on the hearts of all of us.

Gordon Robertson
Vice President, Lakeshore Reg'l
Council
of Home & School Assns.



1986 Conference Theme

PARTNERS IN ACTION

Partnership, the main key to achieving our goal of educating our children and preparing them for a full and happy life.

Please accept our invitation to

attend our 42nd Annual Conference and to participate in what has always been a very worthwhile experience.

OTHER PEOPLES OPINIONS

Reprinted from *The Journal*,
Addiction Research Foundation
(Toronto)

Underground labs

Futureshock drugs

The spectre of "microchip" drugs that could revolutionize illicit drug production and overwhelm enforcement efforts is alarming experts.

The drugs would be enormously powerful, even in microscopic quantities; a small handful would supply a metropolitan city for several years.

And the technology to produce them — cheaply — now exists. It grew out of illicit laboratories in the United States and the manipulation of chemicals to create new, and therefore legally uncontrolled, synthetic drugs with effects similar to those of heroin.

But, "micros" would represent a spectacular advance.

Says Jacques G. LeCavalier, director of Canada's Bureau of Dangerous Drugs here: "It's likely the intent has been more to produce a substance which isn't considered illegal than to produce one that is very potent."

However, some synthetic opiates already produced are 1,000 times more potent than heroin. "And, theoretically, there are thousands and thousands of compounds possible,"

he says.

"With relatively small and inexpensive amounts of chemicals, you can produce substances that you can cut into microgram quantities, and you don't have the hassle of going through several different countries and customs checks. Your market is right there, on the spot.

"As well, once you manufacture the substance, you can fold down your lab, dispose of the evidence, and market the product. At the same time, you can produce sufficient quantities to provide a city for several years."

Narcotics experts with the Royal Canadian Mounted Police (RCMP) are also concerned about "micros."

RCMP Chief Superintendent Rodney T. Stamler, director of the Drug Enforcement Directorate here, told *The Journal*: "We are, and we have to be, concerned, not only from an enforcement, but also from a health perspective.

"When you're looking at what you can do now with chemicals, or at what you can start to consider doing, it's clear the availability of drugs in any country wouldn't have

Editorial . . .

A New Chapter

There are those who dare to believe that we have turned the page and that a new chapter is being written in the annals of Quebec education.

The election of a new government with a new minister of education who is at least interested in earnest discussion and has at his side an associate who should be fully conversant with conditions in the Protestant sector, gives us reason to hope that there may be brighter days ahead.

In the light of what has been happening over the past eight years of siege, the Protestant education community could be forgiven for adopting an attitude of cautious optimism.

In retrospect, what we witnessed in the previous regime was a vivid illustration of what can happen when an administration views education as a political instrument rather than a sacred trust.

We are heartened by the swiftness with which the new administration has moved to redress certain inequities imposed by earlier legislation concerning voting rights of certain minorities.

Because the cost of education has risen so dramatically and must be funded almost entirely by the provincial government, an appropriate degree of accountability is required as in any situation involving the public purse. As taxpayers we insist upon it and as parents we understand it. However, having said that, government involvement must not be of a sort that lends itself to the wiles of political expediency.

What provincial governments sometimes forget is that school boards are duly elected representatives of the people just as they are and are probably closer to their constituents than any of our governing bodies.

The education of our children is an ongoing process which over the years has seen governments come and go and some means must be found to promote and preserve stability and continuity so necessary for the provision of quality education.

Our experience of the past eight years has had its positive aspects. We have had to examine "Protestant" education very closely to see what it is that has caused us to fight so hard for its preservation. At first we seemed hard pressed to come up with a definitive

answer (without the use of our hands) but in the end we concluded that "Protestant" education was a reflection of our Judeo-Christian background with an allegiance to a set of values and attitudes towards others that would create an atmosphere conducive to the provision of quality education. We have not claimed this as the only way to go but it is the one that, on balance, best serves our needs. Participation by parents has always been a prime consideration . . . not as meddlers or busy bodies but as partners with the professionals who have the formal responsibility for the education of our children.

As parents, in many cases we have a better understanding of the inner workings of the system and can respond intelligently in the consultation process which has increasingly become the order of the day.

Although it varies from place to place, school boards have come to recognize parents not only as clientele but as valuable resources on which they can draw in determining the way in which we should go.

The Protestant education community has always maintained that the changes necessary in the system could be made within the existing framework.

In the heat of battle we have sometimes lost sight of the children as the focal point and the provision of quality education as the purpose of the exercise. In this province we have an opportunity to build a unique educational system that would be a model for others. We must build on the fact that we have two cultures recognizing that in diversity there can be strength if we can go forth in an attitude of mutual faith and understanding. We would be unwise to ignore our past experience but we would also be unwise to let some of our old habits bar our way to new opportunities.

School boards are faced with the difficult task of operating effectively within compressed budgets while pressing for the appropriate degree of recognition and autonomy to effectively fulfill their mandate.

So in summary we should take heart but to think we can relax our vigil would be folly and we must remember that the most formidable foe with which we must contend is public apathy.

G.G.R.

to be determined by a supply line from South East Asia.

"We could get to a point where you can take a small quantity, process it, and feed the addict population of North America.

"They're developing the techniques now to manufacture these extremely potent

drugs . . . at a fraction of the cost it takes to put a supply line in place from the opium field to the distribution system in any country. Production of drugs as we now see it could change completely."

Chief Supt Stamler says the possibilities underline yet again "the fact that enforce-

ment alone cannot succeed in reducing drug abuse. The answer has to lie in changing the attitudes of people — especially the young.

"People have to start looking at drug use differently. The focus has to be on reducing demand, as well as on reducing supplies."

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Legal Deposit Quebec National Library
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Hearing from you...

Need to save film services

Dear Colleagues and Friends,

The Head of Film Distribution of the National Film Board, Colin Neale, is planning to close the National Film Board libraries in Prince George, Victoria, Calgary, Saskatoon, Thunder Bay, North Bay, Kitchener, London, Hamilton, Kingston, Trois-Rivières, Rouyn, Sherbrooke, Chicoutimi, Rimouski, Saint John, Sydney, N.S., and Corner Brook.

This past summer he withdrew all CBC films from the National Film Board libraries so that they are no longer available for free loan.

The Canadian Travel Film Collection is also to be withdrawn from the NFB libraries in the near future.

The current Five Year Plan proposes to drastically reduce the number of films available for free loan from all regional libraries left.

There is also a plan to eliminate the free loan of films to teachers and to introduce a rental fee. For the past year videocassettes were rented to teachers at \$4.00 per day, if they were used in the schools; whereas the general public was required to pay only \$2.00 per day for rental of each cassette. Thus, teachers are required to pay double.

Last year over 300,000 NFB films were borrowed by teachers from NFB libraries. The proposed

closings and cutbacks will reduce this service by almost 85%.

If you disagree with these policies, we recommend that teachers and film users in the municipalities and regions affected set up their own committee to save and conserve the NFB library services and that they recommend that each person write to:

The Minister of Communications
300 Slater Street
Journal Tower North
20th Floor
Ottawa, Ontario
K1A 0C8

expressing their grave concerns about the decimation of National Film Board library services.

The Montreal NFB headquarters will argue that they will provide a more effective and efficient distribution of films and videos through sales and rentals. Our Committee recommends that they reduce their bureaucratic inefficiencies in the Montreal headquarters, rather than sacrifice the efficient operations of the existing NFB libraries across the country.

For more information read the July 15, 1985 OPERATIONAL PLAN, available at each NFB office.

Yours very truly,
L. Dalton

THE COMMITTEE TO SAVE
NFB LIBRARY SERVICES



Executive Vice-President's message

Home & Schoolers are special people. They are team players. Whether participating as volunteers staffing the library in the local school; organizing a book fair or skate and ski exchange for the students; or ladling out hot cocoa after an outside winter fun-day; they are part of a network of energetic, conscientious parents eager to do what they can to make their child's and incidentally other children's school days as fulfilling and as rewarding as possible.

The local school is not the only arena for these special players. These volunteers are found at the provincial office organizing the annual spring conference and the fall leadership conference; planning workshops of interest to others; manning committees throughout the year looking into areas such as child abuse, restructuring of the school system, safety matters and "rights."

They also maintain contact with other provincial organizations such as the teachers' union, and the Association of Protestant School Boards. Key players are sent to attend meetings of committees such as the Primary and Secondary Languages Arts Committees where they are the only parent representatives. Observers are sent to conferences held by other organizations, e.g. Quebec Association for Children with Learning Disabilities.

Super stars go on to play at the national level, since each Quebec Home & Schooler is automatically a member of the Canadian Home & School and Parent-Teacher Federation (CHSPTF). We are fortunate to be represented by three stars in 1986 at this level: Barbara Milne-Smith, Sylvia Adams and Joan Mansfield. Read Joan and Barbara's excellent

submission to the Senate Standing Committee on Social Affairs, Science and Technology re the opposition of Home & Schoolers across Canada to Piecemeal Changes to Child Benefits in the next issue of this newspaper. Joan is a Quebec Home & Schooler who is the immediate past-president of the Canadian organization and Barbara is a Vice-President.

The question arises, why do these people devote time and energy when they could be watching an evening television special, attending a new play or a concert or simply relaxing in front of the fireplace? The answer is that Home and Schoolers see this organization as a vehicle which can be used effectively to safeguard the good parts of our educational system and also used to bring about changes, when deemed necessary, which would make the system even better. They don't dare let the vehicle stand idle and seize up with rust. The resolutions submitted to the members at the locals for discussion and amendment if necessary, and then voted on by the delegates to the annual general meeting in May, show how carefully issues are considered before resolutions are sent off to their various destinations in June.

How can this exciting team be joined? Becoming an individual member or joining a local association is the important first step. All worthwhile teams have initiation fees. Look around and, more important, listen to what other parents are saying. You will find that you are not alone, that there are others just as concerned as you and just as willing to work toward solutions. Take up the challenge and join the team. TOGETHER WE ARE STRONG.

How much television is too much for children?

Many parents ask us this question but there is no ready answer. Research reveals that the average Canadian child between the ages of 2 and 11 years spends approximately 3 hours each day in front of the TV set.

However, that figure does not include time spent with video games, home computers, movie rentals, etc.

Parents, the most immediate observers of a child's TV-viewing habits, both in time spent and programs viewed, are in the best position to know how much television their child can profitably view each day. You cannot lump all children together in terms of how

much television they watch. Keep a log on top of your TV set and encourage everyone to mark the number of hours and the programs they watch. After two weeks you can determine if your child and other members of the family watch enough or too much television.

Use the television to its best advantage. For example, if the family watches a nature program about wild animals follow-up the theme by visiting your local zoo or museum or borrowing books from the library.

Reprinted from *The Children's Broadcast Institute*.

Liaison: Language Arts... Know what your reps are doing

Members:

I would like, if I may, to briefly summarize the purpose or mandate of the SECONDARY ENGLISH LANGUAGE ARTS ADVISORY COUNCIL and to list the bodies who are represented thereon.

The Mandate of this Council is:

- to provide advice to the "responsible" for English Language Arts concerning the needs of the milieu;
- To represent the many varied aspects of the milieu in offering the above advice.

The following are represented:

PAPT/PACT Curriculum Council
Association of Teachers of English of Quebec
International Reading Association
McGill Faculty of Education
Montreal Catholic School Commission
Protestant School Board of Greater Montreal
Suburban Catholic School Commissions

Suburban Protestant School Boards
Regional School boards
Quebec Federation of Home and School Association

As your representative I have attended all meetings of the Council to date.

Although the Council addresses many ongoing issues regarding problems arising in various areas, it has directed its attention this year to the problems of providing deserving attention, programmes and funding for gifted and talented children in our schools. Therefore the following has been added to the Agenda under Current Issues:-

Relationship between the Secondary Language Arts 1-V programme and students with special needs, interests and abilities;

Consideration of the appropriate means for supporting and encouraging a formal policy on the part of the Ministry for the recognition of the gifted.

In this regard, as a Parent Representative, I have been asked to

prepare a report on the general feelings that we parents have as to the availability or unavailability of programmes in the schools meeting the needs of these special children, how we feel about programmes for the gifted and our ideas of what might work or not.

In short, the Council will try to build a case for more Government funding specifically for enrichment programmes for gifted and exceptional children.

Another item on this year's agenda is to adapt questionnaires C and D entitled SURVEY OF TEACHER PREPARATION TO IMPLEMENT A NEW PROGRAMME in order that they would apply more directly to the teachers of Secondary Language Arts. This a very large and complicated undertaking, from my point of view, requiring much time for discussion as well as sub-committee meetings.

Bonnie Hasan, liaison QFHSA
Secondary Language Arts, MEQ,

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VOTING DELEGATES TO ANNUAL GENERAL MEETING MAY 2nd & 3rd, 1986

The following schools submitted their membership lists before March 1, 1986 in accordance with the constitution and are entitled to send the number of voting delegates indicated to the annual general meeting.

Allancroft	4	Elizabeth Ballantyne	3	Mary Gardner	3
Ayers Cliff	3	Gardenvue	3	Meadowbrook	3
Aylmer	3	Greendale	3	New Carlisle High	3
Baie Comeau	0	Hampstead	3	New Richmond High	3
Beacon Hill	4	Herbert Purcell	3	Northview	3
Carlyle	0	Hopetown	3	Princess Elizabeth (Magog)	3
Cedar Park	3	Shigawake, Port-Daniel	3	Royal West Academy	3
Chelsea	3	Howick	3	Seigniory	3
Christmas Park	4	Hudson	3	South Hull	3
Courtland Park	3	Hull	3	Spring Garden	3
Dorset	3	Huntingdon Academy	3	Sunnydale	3
Dr. S. McDowell	3	John Rennie High	4	Thetford Mines	3
Dunrae Gardens	3	John XXIII/Dorval High	3	Thorndale	3
Eardley	3	Keith	3	Valois Park	3
École Primaire Bcfd	4	Lachine High	3	Wagar High	4
École Primaire Pte-Claire	4	Lindsay Place High	4	Westpark	4
Edgewater	4	Macdonald High	3	Willingdon	3
Edinburgh	4	Malcolm Campbell High	3	Windermere	4

RESOLUTION 86/1

School Bus Drivers' Education Courses

A pilot training project is to be held in Drummondville with the Commission scolaire St. François and is to be a comprehensive standardized training course to be given to all their school bus drivers during the summer months.

WHEREAS QFHSA is vitally concerned with the safe transport

of children to and from school, and WHEREAS QFHSA, in past resolutions, has actively sought extensive, mandatory training for school bus drivers, and

WHEREAS at present, there is a wide variation in the quality of training of school bus drivers, and

WHEREAS a pilot program on instruction for school bus drivers

is being proposed by a committee of the Comité provinciale de concertation de programmes de sécurité routière en milieu scolaire,

THEREFORE BE IT RESOLVED that Quebec Federation of Home & School Associations support this pilot project.

RESOLUTION 86/2

Traffic Safety School Brigades

Traffic Safety School Brigades are students (senior elementary and some high school students) who are trained to act as monitors on school buses and at school crossings on streets with a traffic count insufficient to warrant a regular paid crossing guard.

WHEREAS the Quebec Touring Club, in conjunction with the Régie de l'assurance automobile du Québec, has organized a program of Traffic Safety School Brigades, and

WHEREAS these School Brigade programs have demonstrated that they develop safety awareness

in students, and

WHEREAS belonging to School Brigades helps children to learn to accept responsibility, and to develop care and concern for others,

THEREFORE BE IT RESOLVED that QFHSA commends the Quebec Touring Club and the Régie de l'assurance automobile du Québec for this worthwhile project, and

BE IT FURTHER RESOLVED that QFHSA encourage all local Home & School Associations to establish Traffic Safety School Brigades in their Schools.

RESOLUTION 86/4

Sexual Offences Against Children

The Badgley Report was commissioned by federal government, and its recommendations concern changes to the federal Criminal Code or the Canada Evidence Act. Under the present Canada Evidence Act, a witness must be deemed 'competent' (adult), and a child's evidence must be corroborated. A child's evidence of sexual abuse may be important in cases heard in provincial courts, under the Quebec Code of Civil Procedure (Family Court, Youth Court, and courts hearing summary offences). In provincial youth protection cases and in family court, a child is permitted to testify without the formality of the oath if the judge is satisfied that the child is "mature enough," but a judgment cannot be based solely on such testimony.

WHEREAS the Committee on Sexual Offences Against Children in Canada (the Badgley Committee) in its unanimous Report has recommended changes to legislation and procedures with regard to the child victims of sexual abuse, and

WHEREAS some of these recommendations require Federal legislation, such as changes to the Canada Evidence Act, to give to children's evidence, in cases of sexual abuse, the same status as that of an adult, and

WHEREAS some of these recommendations require implementation by provincial government, and

WHEREAS urgent action is needed to contain and prevent the sexual abuse of children, and to improve the procedures and services essential to the care of sexually abused children, and

WHEREAS collaboration between Federal and Provincial governments is required to set standards for needed services in cases of child sexual abuse,

THEREFORE BE IT RESOLVED that the QFHSA urge the government of Quebec to carry out these recommendations of the Report of the Committee on Sexual Offences Against Children (1984) which fall within its juris-

diction, and in particular:-

(1) amend the Quebec Code of Civil Procedure and any other necessary legislation to:

(a) place the testimony of children on the same footing as that of adults in legal proceedings arising from allegations of sexual abuse,

(b) provide that a previous statement made by a child under the age of 14 which describes or refers to any sexual act performed with, or in the presence of the child, by another person is admissible to prove the truth of the matters asserted in the statement, whether or not the child testifies at the proceedings, provided that the court considers, after a hearing conducted in the absence of a jury, that the time, content and circumstances of the statement afford sufficient indicia of reliability;

(2) work together, with the Federal and other Provincial governments, to develop Canada-wide standards for the services essential to the investigation into cases of sexual abuse of children and to the assessment and care of sexually abused children.

Changes have been recommended by the Badgley Report to make the child's uncorroborated evidence admissible in cases of sexual abuse under the Criminal Code, since child sexual abuse is rarely inflicted in front of "competent" adult witnesses, and evidence of the child victim may be essential to the prosecution's case for conviction. Studies carried out on children's testimony in such circumstances show a high degree of validity and support such a change to the rules of evidence.

RESOLUTION 86/3

Road-crossing Safety

A recent accident which involved a child walking in front of a public transportation bus (see H&S News Feb. 86) and was hit by another vehicle which was passing the bus.

WHEREAS children alighting from a school bus are taught to cross in front of the school bus, protected by the law that requires all traffic to stop while the school bus lights are flashing, and

WHEREAS with public transportation and private cars there is no such protection, and

WHEREAS children must be taught to rely on themselves with regard to all aspects of road safety

being taught them, both at home and at school.

THEREFORE BE IT RESOLVED that QFHSA urges all local Home & School Associations to encourage parents to educate their children in realistic procedures for road safety involving cars and public buses, as compared to the special procedures pertaining to travel on school buses,

BE IT FURTHER RESOLVED that the local Home & School Associations ensure that when school bus safety is taught to the children in school it is emphasized that the special procedure for crossing roads applies only to travel on a school bus.

Hon. Robert Layton MP, Guest speaker



Mr. Layton is a Montrealer by birth; attended McGill University; served on the Boards of the Montreal Association for the Blind (founded by his grandfather), Quebec Society for Disabled Children, John Abbott College, and more. As well as his ministerial responsibilities, Mr. Layton is very interested in the concerns of English-speaking Quebecers. We are certain that Mr. Layton's address will prove of interest to us all.

RESOLUTION 86/5

Peace education

This is an update to our Resolution 73/14, Respecting Education for International Understanding and Peace,

WHEREAS 1986 is the UN International Year of Peace, and

WHEREAS QFHSA supports and endorses education for peace and international understanding, and

WHEREAS there are no guidelines for the incorporation of Peace Education within the courses of

the present curriculum,

THEREFORE BE IT RESOLVED that QFHSA encourage the teaching of Peace Education within those courses of the present curriculum where it is appropriate, and

BE IT FURTHER RESOLVED that QFHSA encourage all local Home & School Associations, parents, teachers and other concerned organizations to make this a priority.

FRIDAY, MAY 2, 1986

8:30 — 9:00 a.m.	REGISTRATION	On the second floor, Campus Centre Building.			
9:00 — 9:15 a.m.	WELCOME	Opening remarks by the President of Q.F.H.S.A.			
9:15 — 10:30 a.m.	PLENARY SESSION	<p>PARTNERS IN ACTION Pupils, pedagogues, politicians and parents — the central actors in the daily drama of education: each a vital link in the chain — all, partners in action. Working together they represent a formidable energy and everything is possible; working antagonistically they raise insurmountable barriers and nothing is possible. How can we foster the constructive interactions and eliminate the destructive conflicts? How can parents best work together with each of the key players to enhance the overall quality of education? These and other questions will be more fully explored in three workshops devoted to the theme PARTNERS IN ACTION, following the plenary session.</p> <p>Panel: Sylvia Rakin, PARENT, Thorndale Elementary School. Bryden Murray, PEDAGOGUE, teacher at John Renne High School Joan Dougherty, POLITICIAN, MNA and parliamentary secretary to Minister of Education, Claude Ryan. Scott Conrod, surrogate PUPIL, Director of Student Services, PSBGM.</p>			<p>some schools, antagonism, indifference and lack of communication inhibit meaningful cooperation. What sort of parental involvement do teachers regard as appropriate and helpful? What sort of responses do parents expect from teachers? How can we begin a constructive dialogue?</p> <p>Parents and Politicians The recent debates on school reorganization brought into sharp focus the thorny question of the role of government in the management of education. How do we ensure a proper balance between the need for province-wide standards and the demands for local flexibility? How important are our local school boards? Are parents being consulted adequately on policy matters by the provincial and local education authorities? Delegates will have the opportunity to choose one of the workshops conducted by one of the panelists. There, during a more informal atmosphere, the many issues brought forward during the plenary can be discussed and examined.</p>
10:30 — 11:00 a.m.	COFFEE BREAK	Time to view the displays and visit.	12:00 — 12:30 p.m.	FREE TIME	Visit the diplayers. Find out what's new.
11:00 — 12:00 a.m.	CONCURRENT WORKSHOPS	<p>THREE SEPARATE WORKSHOPS HEADED BY THE PANELISTS Parents and Pupils Supportive parental involvement is fundamental to a sound education. The earliest education occurs in the home, and parents continue to have a dominating influence throughout the formative years. What takes place in the classroom is often undermined by what happens in the home. Increasingly, our schools are being called upon to play the role of surrogate parent. Are some parents shirking their responsibilities? Parents and Pedagogues Home & School Associations were founded on the premise that parents and teachers are both essential elements in a child's education. However, in</p>	12:30 — 1:30 p.m.	BUFFET LUNCH	Served in the Main Lounge on the second floor.
			1:30 — 5:30 p.m.	ANNUAL BUSINESS MEETING	To be held in the basement. Coffee break at 3:30
			5:30 — 6:30 p.m.	RECEPTION	In the Main Lounge on the second floor. Cash bar.
			6:30 — 8:00 p.m.	DINNER	Dining room on the first floor. Guest speaker — Hon. Robert Layton, P.C., M.P. Minister of State (Mines). Mr. Layton is a Montrealer by birth; attended McGill University; served on the Boards of the Montreal Association for the Blind (founded by his grandfather), Quebec Society for Disabled Children, John Abbott College, and more. As well as his ministerial responsibilities, Mr. Layton is very interested in the concerns of English-speaking Quebecers. We are certain that Mr. Layton's address will prove an interest to us all.
			8:15 — 10:00 p.m.	INFORMAL SESSION	Oasis Lounge, second floor.

SATURDAY, MAY 3, 1986

8:30 — 9:00 a.m.	REGISTRATION	On the second floor, Campus Centre Building.			Speaker	Susan Kwinter, Guidance Counsellor, Riverdale High School.
9:00 — 10:00 a.m.	KICK-OFF	<p>"LET'S TALK ABOUT ACCOUNTABILITY" One of the greatest strengths of Home & School is its willingness to be accountable for its actions — from the individual member, to the local, provincial and national levels. Come and dialogue.</p> <p>Speakers Sylvia Adams, President, QFHSA Joy Bastness, President, The Canadian Home & School and Parent-Teacher Federation. MEMBERSHIP and NEWSLETTER AWARDS will be presented.</p>			Speaker	<p>#3 CHILDREN AS CONSUMERS As more parents are working outside the home, more children are taking financial responsibility upon themselves — for haircuts, new shoes, a dinner out or school supplies. Children need help to make sound consumer choices.</p>
10:00 — 10:30 a.m.	COFFEE BREAK	Chance to see the displays			Speaker	Betty Stafford-Smith, Consumer Science, School of Dietetics & Human Nutrition, Macdonald College.
10:30 — 11:30 a.m.	CONCURRENT WORKSHOPS	<p>#1 FRENCH IMMERSION: IS THE EXPERIMENT A SUCCESS? Are our children becoming functionally bilingual? Workshop will discuss the latest studies done on the success/failure of the French Immersion method of instruction. Question and answer period.</p> <p>Speaker Pierre Yves Bezzaz, French Consultant, Protestant School Board of Greater Montreal</p> <p>#2 "YOU WON'T TELL MY PARENTS WILL YOU?" What teenagers tell their Guidance Counsellor about the problems they face. This workshop will examine what upsets kids about school, friends, parents and community; including a look at teenage depression and suicide.</p>			Speakers	Carol Melmed and Kay Dila of the Lansdowne Learning Centre.
			11:30 — 12:00 a.m.	FREE TIME		Workshops may run over if necessary
			12:00 — 12:30 p.m.	RECEPTION		Last chance to see the displays
			12:30 — 2:30 p.m.	AWARDS PRESENTATION LUNCHEON		The recipients of the Leslie N. Buzzell and Gordon Paterson Awards will be honoured. Entertainment.

FOCUS on MEMBERSHIP

	1984/85	1985/86
ALLANCROFT	183	185
AYER'S CLIFF	15	24
AYLMER	36	50
BAIE COMEAU	33	—
BEACON HILL	147	161
CARLYLE	56	11
CEDAR PARK	134	134
CHELSEA	23	27
CHRISTMAS PARK	151	175
COURTLAND PARK	127	110
DORSET	129	87
DR. S. McDOWELL	21	14
DUNRAE GARDENS	121	138
EARDLEY	86	60
ECOLE PRIMAIRE BEACONSFIELD	151	195
ECOLE PRIMAIRE POINTE CLAIRE	129	150
EDGEWATER	213	206
EDINBURGH	133	197
ELIZABETH BALLANTYNE	144	146
GARDENVIEW	112	80
GREENDALE	80	94
HAMPSTEAD	89	118
HERBERT PURCELL	59	36
HOPETOWN-SHIGAWAKE PORT DANIEL	22	40
HOWICK	6	5
HUDSON (includes high school)	206	121
HULL	63	26
HUNTINGDON ACADEMY	24	4
JOHN RENNIE HIGH	34	190
JOHN XXIII / DORVAL HIGH	13	10
KEITH	87	88
LACHINE HIGH	104	72
LINDSAY PLACE HIGH	106	164
MACDONALD HIGH	176	148
MAGOG (PRINCESS ELIZABETH)	24	29
MALCOLM CAMPBELL HIGH	33	30
MARY GARDNER	6	5
MEADOWBROOK	120	100
NEW CARLISLE HIGH	58	46
NEW RICHMOND HIGH	23	16
NORTHVIEW	128	144
ROYAL WEST ACADEMY	212	114
SEIGNIORY	148	113
SOUTH HULL	86	77
SPRING GARDEN	81	33
SUNNYDALE	142	122
THETFORD (Andrew S. Johnson Mem. School)	48	49
THORNDALE	93	114
VALOIS PARK	154	143
WAGAR HIGH	62	151
WESTPARK	151	162
WILLINGDON	90	65
WINDEMERE	189	216

(totals as of March 15/86)

Above membership figures include Associate Members at local Home & Schools, i.e. families who have joined more than one school.

MEMBERSHIP AWARDS

On Island

Beacon Hill	88.46%	Membership Chairman — Ruth Ryan
Windermere	86.06%	Membership Chairman — Barbara Shaw
Valois Park	76.88%	Membership Chairman — Mary Jane de Koos
ECOLE PRIMAIRE Beaconsfield	72.49%	Membership Chairman — Darlene Kerr

(elementary school figures are based on the number of families in the school)

Off Island

Hopetown-Shigawake- Port Daniel	57.14%	Membership Chairman — Bertha Hayes
Ayer's Cliff	33.33%	President/Membership — Cathy Hortop

High Schools

Macdonald High School	27.92%	Membership Chairman — Beverly Moore
John Rennie High School	18.63%	Membership Chairman — Donna Day

(high school figures are based on student population)

Special Mention

To Edinburgh Elementary (Margaret Ludwig, Membership Chairman), Lindsay Place High School (Marcia Paci, Membership Chairman), and Wagar High School (Eva Marx, Membership Chairman) for significant increases in their membership over last year.

Congratulations to these schools and their membership committees for the excellent effort this year. Membership Awards will be presented at the AGM. Hope to see you there.

Carol Ohlin
QFHSA M'ship Chairman

1985/1986 GROUP AFFILIATE MEMBERS

School Committees

Alexander Galt Regional High School
Arundel Elementary School
Asbestos-Danville Shipton School
Beaconsfield, Ecole Primaire
Cecil Newman School
Cedar Street School
Centennial Reg'l High School
Chambly Country High School
Edgewater Elementary School
Gault Institute
Hampstead Elementary School
Harold Sheppard School
Irving Bregman Memorial School
John Adam Memorial School
Jubilee Elementary School
Kensington School
Lasalle High School
LeMoynes d'Iberville High School
Lennoxville Elementary
Lindsay Place High School
Macdonald High School
Margaret Pendlebury Elementary School
Northview Elementary School
Ormsdown Elementary School
Parkview School
Philemon Wright High School

Queen of Angels Academy
Riverdale High School
Riverview School
Royal Charles Elementary School
Saguenay Valley School
Soulanges School
Souvenir Elementary School
St. Patrick Elementary School
Three Rivers High School
Valois Park Elementary School
West Hill High School
Western Laval High School
Wilder Penfield Elementary School
William Latta Elementary
Windermere Elementary School

Protestant School Board of
Northwestern Quebec
Regional Sch. Board of Gaspesia
Richelieu Valley School Board
South Central Protestant
School Board
South Shore Protestant
School Board
St. Lawrence Protestant
School Board
St. Maurice Protestant
School Board
Western Quebec School Board

School Boards

Commission Scolaire de
Bonaventure
Eastern Townships School Board
Greater Quebec School Board
Lakeshore School Board
Ormsdown School Board
Protestant Regional School
Board, District of Bedford
Protestant School Board of
Greater Seven Islands

Others

Jewish People's and Peretz
Schools
Lakeshore School Board,
Parents Committee
Lakeshore Teachers Associations
Loyola High School
Mohammed, Yasmine Diane
Parents Committee, Richelieu
Valley Regional High School
QACLD
Quebec Safety League
St. George's School of Montreal

APPLICATION — QFHSA

Supporting (Family Membership) . . \$ 9.00

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

Name: _____

Address: _____

Postal Code: _____

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

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

Quebec Federation of Home & School Associations

2535 Cavendish Blvd., #212
Montreal, Quebec H4B 2Y5
(514) 481-5619

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



Our schools... their histories

AYERS' CLIFF

Fifth school since 1840!

The English school in Ayers' Cliff is actually the fifth school that the town has had. The first was built in 1840 on the site of Ayer's Flat Pioneers Memorial. It was a small wooden building with one large room and a pot belled stove for heating. The school was also used for church services and singing classes. The school became too small and a larger one-room school was built in 1856 on the corner of Main St. and Brown's Hill Road. It was a "Red School House," with a wide aisle to separate boys and girls and a large Franklin Stove for heating.

In 1901, a two-room brick school was built on Clough St., with two teachers, one for primary grades and one for secondary grades. In 1913, the "Academy" was built with 4 classrooms, a library, a teacher's room and two playrooms (one each for boys and girls). At the time it was one of the most 'modern' in Quebec. This school became the area school for children in outlying areas who were transported in horse-drawn wagons with boxes built around them, or horse-drawn sleighs in winter. By the 1940's station wagons and later buses replaced wagons. This regional academy started a new era as far as one teacher for many grades, outhouses, and wood heat in schools were concerned. School life was changing. This academy burned in 1945. School was taught in two churches while the present school was being built.

The new school opened in 1949 with nine classrooms, a library, a gym, a kitchen and lunchroom, the principal's office and teacher's room. There was no longer segregation of boys and girls, and Physical Education was receiving a new emphasis.

A complete Home Economics classroom laboratory and the latest in fluorescent lighting made this an exciting place for the students to attend classes. They took great pride in their school, as they demonstrated, in their enthusiasm for the sports and singing and music activities they took part in. All grades were taught in this school until 1956 when Grades 1 & 2 were moved to the old school-house, which was repurchased because of overcrowding.

With the opening of Alexander Galt Regional High School in 1969 to serve Ayers' Cliff, Ways Mills, Coaticook and the surrounding areas, the "Ayers' Cliff Elementary School" was to be used for Kindergarten to Grade 6. In 1976, the Coaticook area started to be, and continues to be, bussed to Ayers'

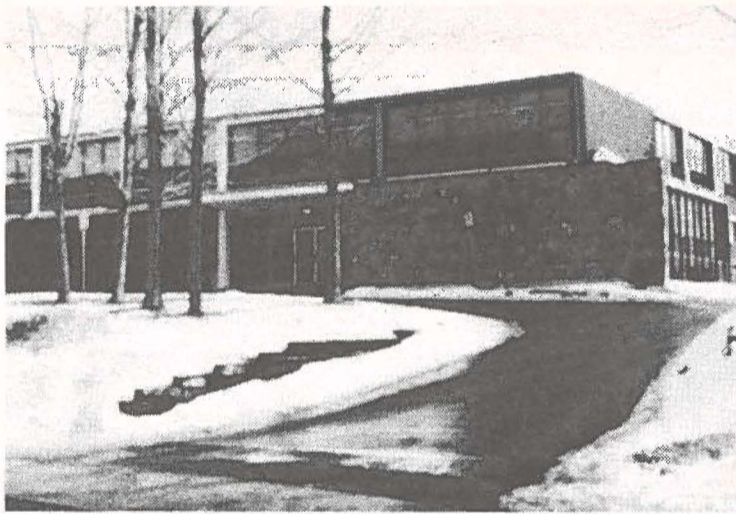
Cliff.

To date, the school has about 100 students, 3 regular class teachers, 2 kindergarten teachers who teach English and French on alternate days. It also has a French teacher, a Physical Education teacher 3 days a week and a Principal in the school 2 1/2 days per week.

The school serves a very wide community — some students more than 25 miles from the school. But nevertheless, there is a very active parental involvement and a very good rapport between the Principal, teachers and parents. There is really something to be said for a small, caring school for our children.

Cathy Hortop, Eileen Degan and Esther Richardson

HERBERT PURCELL



Dr. Laurence Patterson Retires Re-named after School Commissioner

Dr. Laurence Patterson, Vice Chairman of PSPGM retired at the end of December after an outstanding career in Quebec education spanning some fifty-five years.

Dr. Patterson has been a high school teacher, Principal of the Mackay Centre, President of the provincial and national associations of Protestant teachers. He has been Chief Administrator of the School for Crippled Children and a Vice President of Quebec Federation.

Dr. Patterson was also the first winner of the Gordon Patterson Award in 1973. This is an annual award given to an outstanding educator who has given long service to Quebec Federation and encouraged the participation of parents. In a recent tribute, Allan Butler, Chairman of PSPGM praised Dr. Patterson for "his intelligence, keen sense of fair play and a basic concern for the welfare of our pupils."

In commenting on Dr. Patterson's retirement, Dr. John Simms of QAPSB observed "Pat Patterson is the possessor of a unique combination of gifts and talents,



but what has made him truly unique is his selfless willingness to give those gifts and talents with a true generosity of spirit and with an abiding concern for the education of our young."

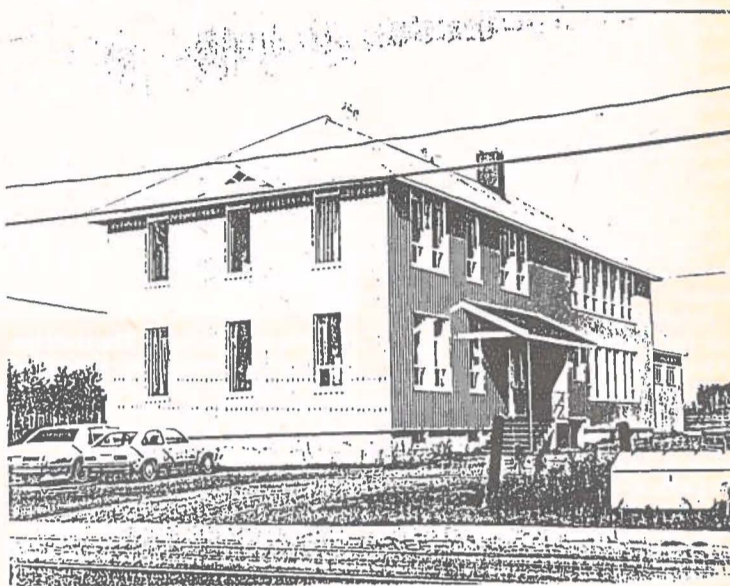
The Quebec education community joins in wishing Dr. Patterson good health and happiness in the retirement he so richly deserves.

Herbert Purcell School opened in September, 1963. The formal opening ceremonies and dedication took place on May 6, 1964. In the planning stages, Herbert Purcell was to be called Versailles Gardens but it was decided to name the school Herbert Purcell after a school commissioner who had passed away.

Herbert Purcell School is an English language elementary school under the direction of the Protestant School Board. It is situated in a typical suburban middle class area on the West Island.

Herbert Purcell School offers a strong academic program from Kindergarten to grade 6, an Intensified French program for grades 4, 5, and 6, a special education class for children with learning problems, a class for gifted students not working to potential, computer programs using 5 apple computers, remedial reading classes at all levels, an outdoor education

HOPETOWN INTERMEDIATE SCHOOL



Serving five communities

Hopetown Intermediate School was erected in 1929 and opened its doors to grades 1-8; by 1932, this was extended to include grade 10.

Hopetown Intermediate has educated hundreds of children during the five decades it has been in operation and has served the rural anglophone, protestant community which was noted for its farming, fishing and lumbering. Today it continues to serve five communities and because of the amalgamation of school boards and a newer school constructed in Shigawake/Port Daniel, many changes have taken place. Up until a few years ago, it was the centre of the region for Kindergarten and classes at the primary level. Today it still continues with the addition of a Pre-Kindergarten.

Types of Programs offered in its earliest beginning were the three

R's and History, Geography and French to the older grades. Today, the basic elementary school curriculum is being followed.

Parental participation revolved around an active Home and School and Parent Committee.

Happy to report that Hopetown Intermediate celebrated a 50th Anniversary with an "OPEN HOUSE" (or SCHOOL) and TEA.

Special events include an Annual Christmas Concert, Miss Muffin Tea and Yard sale, Participation in a local winter carnival, "I Love to Read Week," and Nutrition Week, School Trips and an annual year end closing and presentation of awards.

From its earliest beginning the school now known as Hopetown Elementary, has been rich in education and a source of communal pride and fond memories.

program for the senior grades and various extra curricular activities including sports, art, jogging club, french and english story time, chess clubs, computer club, student council etc. Herbert Purcell for many years has benefitted from a caring and interested School Committee and an active Home & School Association whose fund raising projects have provided the resources to enrich school

life through plays, concerts, outdoor education and field trips. The combined efforts of administration, teachers, pupils, parents and community have made Herbert Purcell a great school!

We would also like to extend special congratulations and thanks to an excellent school secretary, Mrs. Betty Dickenson, who has been with us since the school was built!

WANTED

All former students, teachers and parents to attend
Beacon Hill School 20th Anniversary Reunion

When Friday, May 23, 1986
Time 7-10 p.m.
Where Beacon Hill School Gym
R.S.V.P. 695-3301 between 9 a.m. - 3 p.m.
697-4983 after 4 p.m.

or

Reply in writing to: Beacon Hill School
Attention: J. Ness
170 Alton Pr.
BEACONSFIELD
Quebec H9W 2Z3

Cost: Adults: \$5.00 — Students: \$2.00

LINDSAY PLACE HIGH

Original teachers still on staff!

Lindsay Place High School, named in honor of Judge Lindsay H. Place, Q.C. Chairman of the West Island School Commission, located on Broadview Ave. in Pointe Claire, opened its doors to students in September 1962. Its first principal was Mr. H. N. Clowater who headed a staff of 51 teachers with an enrolment of 870. Two teachers of that original staff, Messrs. Al Jared and Sandy Spence are still on the staff. The present principal is Mr. Donald Harris with 85 teachers and a student body numbering 1390 students.

School uniforms were the "rig of the day" with girls wearing gray skirts and blue blazers, and the boys wearing gray trousers and blue blazers. The school colours are red, white and black and its athletic teams are known as the 'eagles'.

Originally Lindsay Place was a part of the West Island School Commission which has since become the Lakeshore School Board. It serves the Valois area, where it is located, as well as Northview, Lakeside Heights and Dollard.

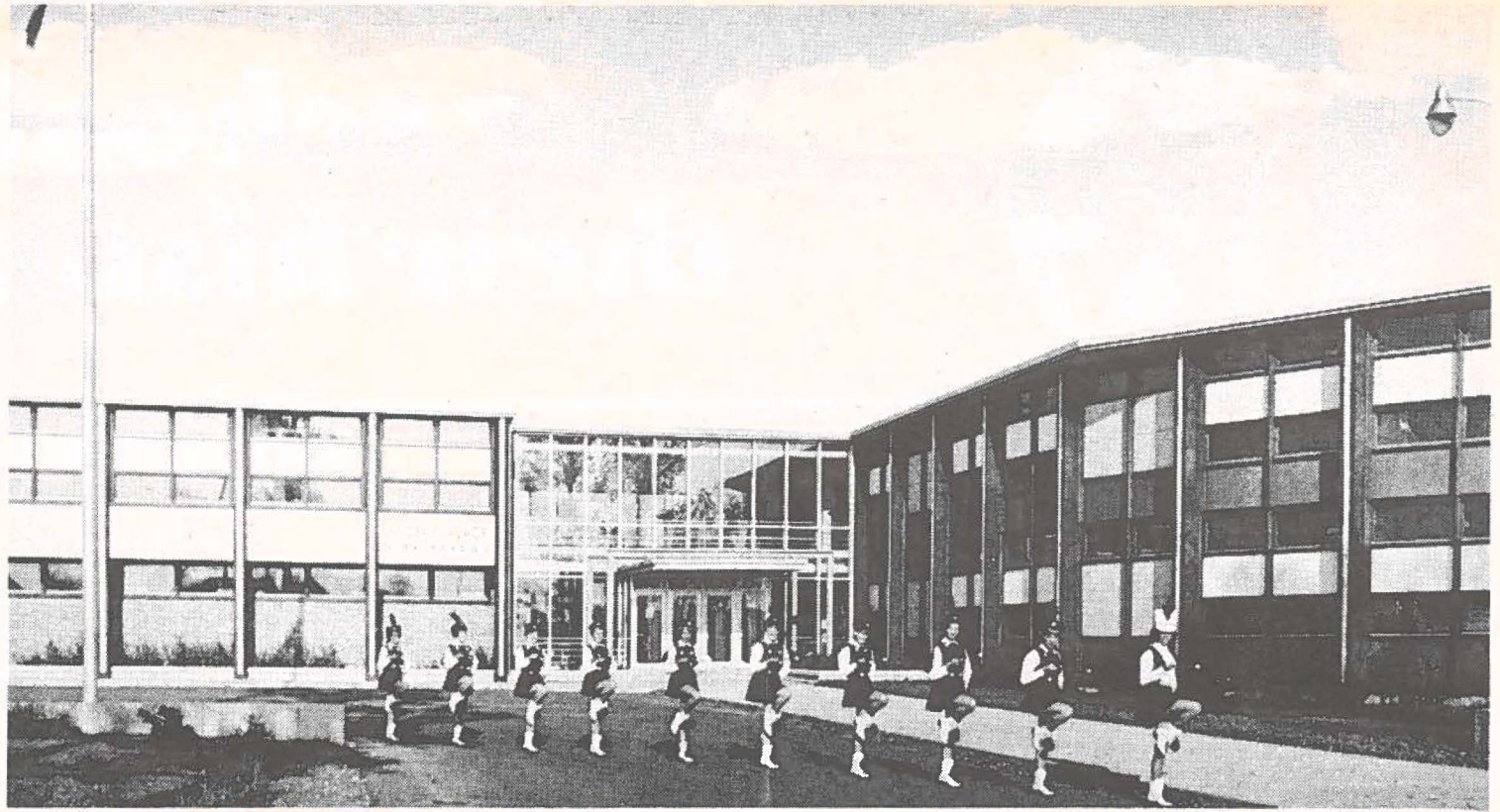
Of interest is how the design of Lindsay evolved. The West Island School had built Beaconsfield High School in the mid 50's and took the unusual step of consulting teachers at Beaconsfield before proceeding with Lindsay. The architects, Marshall and Merrett, incorporated the recommendations of teachers and administrators at Beaconsfield and came up with a revolutionary design for Lindsay.

Briefly it was designed in the shape of a banjo which gave rise to the nickname "Banjo High." Classrooms were located on the periphery with students enjoying improved lighting and the gymnasium was located at the centre. In addition the construction was less expensive than the conventional design. The neck of the banjo housed administrative offices, teachers' lounge and work rooms and lab facilities.

The Lindsay Place Home and School Association was formed in 1963, one year after the opening and has been operating ever since. Mr. Gordon Robertson was the first President and is now an honorary member of the Home and School. The present President is Mrs. Sue Ramer. Mr. Clowater, the first principal, welcomed and supported the Home & School whose purpose has always been to strengthen the bond between the home and school and to create an atmosphere conducive to quality education. The Home and School has always produced interested parents to act as volunteers. Originally they worked in the library but the volunteer program has been expanded to include special education, Home Ec. Physical Education, Driver Education and driving for field trips.

The Lakeshore School Board is very appreciative of the fact that Home and School has provided very effective moral and practical support to the school program and this has become increasingly important recently in times of compressed budgets.

One of the features at Lindsay Place has been the balance between its academic and extra-curricular programs made possible by co-operation among staff,



parents and students. The staff are to be commended for the extra time spent on such activities as music, drama, athletics, debating, camera clubs and student council to name a few.

Academically Lindsay Place has always placed well in provincial examinations as well as competitions sponsored by service clubs, The Chemical Institute of Canada and math tests sponsored by Waterloo University.

In recent years two very important support activities have been formed which are headed by two former Home and School presidents, Joan Kepron and Bev Forsyth. These activities are the Community Resource Office under Bev Forsyth and the Professional Career Center co-ordinated by Joan Kepron.

The Community Resource Centre performs a myriad of functions from organizing volunteer programs, student visitations to senior citizens, peer tutoring and career seminars, as well as hosting the Lakeshore Leadership Conference. These activities cannot possibly be included in the regular school program but are so very important to those who receive the benefits. The list is by no means complete and anything that involves 'caring' seems to fall into the portfolio of this most important part of life at Lindsay Place.

The Professional Career Centre offers Post Secondary V intensive training leading to a Diploma of Secondary studies in Auto Mechanics, Business Education, Secretarial, Ladies Hairdressing and Cosmetology and Machine Shop. Too often our efforts are directed to those who will be taking university training and this

program is designed to assist students in developing the skills that will allow them to make an earlier entry into the labour market.

In athletics, Lindsay has a long listing of success in wrestling, football, hockey, basketball and track. Dave Ballie was the first physical education director followed by Doug Hicks our present director. As Mr. Hicks points out their success has been due to a continuity in the coaching staff some of whom have been together for 10 years. Sandy Spence has

coached track since the school opened and all are to be commended for this dedication.

Athletics play an important role in any school program providing variety and balance and sometimes giving outlet or diversion for tensions that develop on the academic side.

On the drama and music side such shows as South Pacific, Pyjama Game, Bye Bye Birdie have been presented and this year it's Oliver.

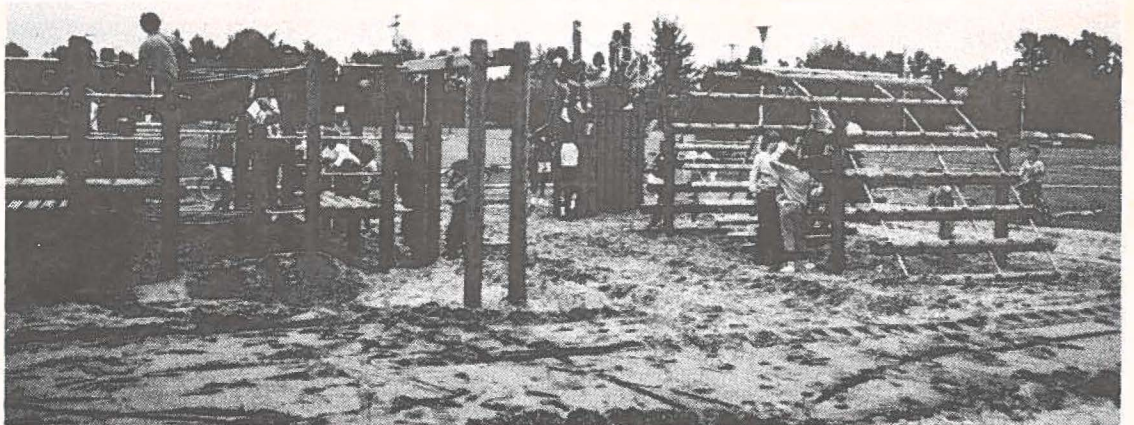
The exercise of writing this sum-

mary of Lindsay Place makes us aware of a number of things. First what a wonderful institute it has been and how many lives it has influenced. Secondly, how incomplete this record is and how lacking in acknowledging the names of the many individuals who gave so freely of their time and talent. We will be seeking ways to correct this as we approach our twenty-fifth anniversary.

Gordon Robertson
Donalda Walker

SEIGNIORY

Summer of 85 under construction!



It was reported on October 21st 1964, at a meeting of the West Island School Commission, that Commissioner Urquhart had met with Pointe Claire City Officials to discuss costs pertaining to the acquisition of land and the building of a school to be built on Seigniory Park - the future Seigniory School.

The origin of the name is

already shrouded in the mists of time! However Mr. McOuat, the first principal, has his own theory on the matter. During the 60's all the municipalities were desperate for street names - clutching at straws. The only other instance of the name that Mr. McOuat has ever heard of was a private club that once existed at the Chateau Montebello, and he surmises that there might be a connection somewhere!

By June 1965 the architects were ready for the Commission to call for tenders. Of the five tenders submitted, the lowest was Rodighiero Construction Co., which was then given the "go-ahead" to proceed with the building at a cost of \$523,000.

This much needed school was open for business in September 1966, under the direction of Mr. Don McOuat with a staff of about 25 and a full complement of students, including a Grade VIII that was bussed in from Beaconsfield.

Over the years the school has seen many changes in an ever changing neighbourhood. Since Mr. McOuat's tenure, the school has had four further administrators: Mr. Owen Buckingham, the longest serving Principal, followed by Mrs. Pat Johnston, Mr. John Swaine, and the present incumbent, Ms. Carole Osborne, who took up her post at Seigniory after the sad death of Mr. Swaine.

The collaboration between an

excellent teaching staff, including supernumeraries for the private French Kindergarten and Nursery schools, the school administration, the School Committee, the Home & School Association and the parents makes it possible for the school to offer many enriching programs and extra-curricular activities for the 379 children currently enrolled in the school. The school also offers a fully integrated "special-ed" program.

An absentee check and emergency phone chain provide extra security for the children. There are parent "Class Assistants" and a lunch program, which also provides such activities as Chess. Among the other social and extra-curricular activities there is a baby-sitting course, for Grade VI, gym, ski-club and skating during the winter, and a Spring Bicycle Rodeo. Parents get heavily involved in the Christmas Bazaar, the annual Valentine's Dance, the Winter Carnival and many educational field trips throughout the year. This all goes to make Seigniory School not "just a school", but More a Living Experience.

We wish to thank Mr. Don McOuat, Mr. Owen Buckingham and Mr. Bill Stockwell, and the staff at the Lakeshore School Board, for their kind assistance: the responsibility for any errors is, of course, entirely ours.

Marilyn Curry

ELIZABETH BALLANTYNE

To celebrate 60th this year

In 1921 the School Commissioners of Coteau St. Pierre decided to build a public school for Montreal West. They had purchased a plot of land on Wolsley Ave. on which the school was erected. It was located on the north side of the C.P.R. tracks so that small children might avoid danger from trains. (At that time both William Trenholme School and Aberdeen School were in existence on the south side.)

A south wing and the gymnasium were constructed in 1926. Once these additions were completed, Grades 5, 6, and 7 joined the primary classes in this building. Since that time there have been seven principals of whom five were women. Among the first teachers was Miss Helen Perriton who taught Kindergarten and who

resided on Westminster Avenue until her recent move to Toronto. The School still has class records dating to 1931.

The school was named after Miss Elizabeth Ballantyne, who lived in Montreal West with her parents. She was a teacher and taught for many years at a school in Point St. Charles. Miss Ballantyne's brother was the Mayor of Montreal West for 25 years. Miss Ballantyne died near the end of the First World War and never saw the school which so proudly bears her name.

Elizabeth Ballantyne School will celebrate its 60th year in 1986, which is the anniversary of the completion of the building as it is now known.

M. Clark

WEST HILL HIGH

(circa 1945)

Fashionable cheerleaders

West Hill High School has served the community of N.D.G. as an English language educational institution for 67 years. The school, under the jurisdiction of the Protestant School Board of Greater Montreal, opened in 1918 with the late Mr. H. G. Atkinson as its first Principal. Originally West Hill was housed in the old Monklands High School building on West Hill Avenue until it was moved to its present location on Somerled Avenue in September of 1952.

West Hill students have distinguished themselves in the local community and on the national and international scene for many years. During the World Wars and the Korean War, West Hillians served Canada as members of our armed forces. Many gave their lives in these conflicts. The athletic successes of our students in football, hockey, swimming and waterpolo are well documented. The Music and Drama Departments have achieved much recognition for their major accomplishment in the field of arts and academically our students have obtained excellent results in high school as well as at the college and university levels. West Hill strives to continue these fine tradition begun by our former students and staff.

Our challenge over the last few years has been to provide for a changing student population in today's complex society. The clientele at West Hill represents many nationalities, races and cultures. We are proud to accept the responsibility of providing all Canadians with a harmonious learning environment. The students are extremely fortunate to share their heritages with one another and benefit greatly from this experience.

The school continues to provide for those students pursuing a Post Secondary Education. French

Immersion classes are offered to students from Grade 7 to 11. Advanced science, computer science, and mathematics courses are available to those students pursuing careers in these fields. West Hill is the only school in the P.S.B.G.M. offering Apex English, a non-graded, phase-elective curriculum, designed to meet the needs, interests and abilities of individual students. The results obtained by our students in High School Leaving Examinations in English show the advantages of this unique programme. The school also boasts one of the largest History and Geography Departments in the P.S.B.G.M.

Students with an interest in the Arts are able to choose from courses in Art, Drama and Music. Each year a major drama production (Guys and Dolls in 1984-85) is presented by students at the school. The school bands won several awards at last year's P.S.B.G.M. Fine Arts Festival as well as touring the Gaspé.

To further provide for our varied student population Special Education classes have been developed for those students experiencing difficulty with regular classes. Preparatory classes are available at the Grade 7 and 8 levels as well as an L.D. IV class. Many students require a classroom with fewer students to progress in their courses.

A new innovation one year ago was the introduction of Secondary VI Programmes in Electrotechnology (Robotics) and Secretarial Science. These courses provide specialized training of one or two years to students who have already graduated from High School. The object is to provide students with specific skills required for the job market.

West Hill supplements this learning with a varied sports programme. The Sports Complex, jointly operated by the City of



Montreal, helps the school sustain these activities. Soccer, Basketball, Volleyball, Track and Field and Swimming Teams are entered in leagues operated by the G.M.A.A. All students receive swimming classes from Grade 7 to 10 as part of their course in Physical Education. Intra mural programmes are run at lunchtime. Unlike many High Schools, West Hill operates an excellent Outdoor Education Programme. A Paddle and Portage trip (Saranac Lakes) and a Winter Camp (Laurentians) are offered to Senior students in the spring. These opportunities to spend time in a different educational setting enables our students to see another aspect of the educational process.

The staff, students and parents of West Hill are proud of our achievements. We dedicate ourselves to the successful operation of a school of which the community can truly be proud.

WINDERMERE**Team-teaching school**

Windermere is a team-teaching, open-plan elementary school, providing a well-rounded educational programme for children from Kindergarten through Grade Six.

The proposal for Windermere School was prepared by the West Island School Commission in the summer of 1968. It was the second team-teaching, open-area facility to be built.

Our community is a relatively transient, affluent one, where a growing percentage of families have both parents in the work force.

We offer many extra-curricular activities from French fun-at-lunch, Keyboarding or Stuffed

Teddy-Bear Making to Modern Dance and Majorettes.

We also offer several workshops for parents each year, to attempt to improve or enhance our parenting abilities. This year we are offering C.P.R., Communicating with our Children, Nutrition and Behaviour, Children and Stress, and Fears are not Enough (dealing with raising our children to be non-violent, caring individuals.)

The extra-curricular activities and workshops change from year to year depending on the needs and interests of our community.

Many of our activities as well as our school committee and Home and School Associations depend solely on volunteer parents. We tend to have a small but ardent core group who are willing to take on almost anything as well as a fairly large back-up population who, if asked, would refuse little.

The many special events that go on add to the flavour of our school. Field trips are used to make learning «special», i.e. The Dow Planetarium, Angrignon Park, Quebec City; in-coming guests enhance topics or themes that are being studied, i.e. Claire McKay, The Montreal Symphony, Youth Theatre, Quebec Artisans for Quebec Week; and Community projects teach the children the value of giving to and working for others i.e. UNICEF, CanSave (our foster child) and the West Island Index (Christmas Baskets).

It is next to impossible to pinpoint exactly what makes Windermere unique. It is a combination of many factors, activities, personnel, volunteers and a willingness to interact and give our best in the interest of our children.

dents as possible participating.

The variety of activities offered at MCHS tries to fulfill everyone's interests. The Annual Talent Show, the Fashion Show and the Winter Carnival are events eagerly anticipated by all students.

Given that a large proportion of the students are of Greek extraction, Mr. Karaindros has become the organizer of an annual event in which the students take part in a theatrical production of a Greek play. The 1984 production of "The Frogs" was recorded and televised on Cablevision's Community Channel 9. Last year's production, entitled "The King and the Mongrel" was presented at the Hellenic Community Centre. The current production of "The Training of Father" is already well into rehearsals and is expected to premiere in the Spring. The Greek Club at MCHS offers its members the opportunity to participate in Greek folk dancing courses, as well as other activities sponsored during the year.

An active School Committee, as well as an eagerly supportive Home and School Association, assure the school of parental participation.

The dedicated staff, under the capable leadership of Ralph Ross who became principal in 1984, adhere to an open-door policy and are always available to assist students. Mr. Ross has a very positive attitude towards the future of MCHS and, despite rumors of possible closure, morale is high throughout the school.

P. Nickoletopoulos

MALCOLM CAMPBELL**A truly international school**

Malcolm Campbell High School, located at 3400 Nadon in Cartierville, was named after the Very Reverend Malcolm Campbell who, for many years, was the most widely known clergyman in Montreal. Dr. Campbell was pastor for 52 years of the First Presbyterian Church. He became a national figure as Moderator of the National Assembly of the Presbyterian Church of Canada, and, for some 29 years, was Chairman of the Protestant School Board of Greater Montreal.

Since it first opened its doors to approximately 1200 students on September 7, 1960, the school has been an important part of many people's lives. It was built to serve the non-Catholic population in

Montreal North, Ahuntsic, Northern St. Laurent, Cartierville, New Bordeaux, Saraguay, Pierrefonds and Roxboro. Over the years, MCHS has seen changes in its boundaries when the West Island built its own schools. The complexion of its student population has also evolved from originally being predominantly Anglo-Saxon to largely Jewish to a current majority of students of Greek, Armenian and Chinese origins.

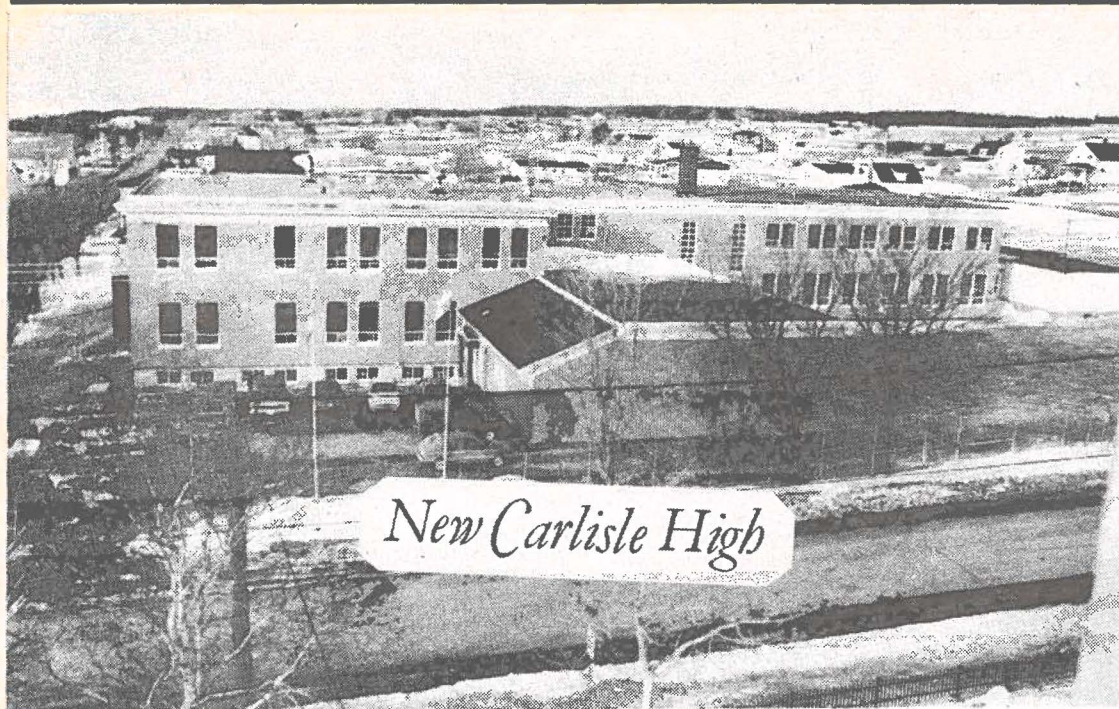
Despite changes over the years at MCHS, one thing that has remained constant is the school's drive for excellence. Academic achievement is fostered by the school's well-equipped Science labs, the modern Computer labs and the Mathematics' depart-

ment's advanced programmes, including vectors. The Montreal Board of Trade's Honour Role for outstanding academic achievement contains the names of many former MCHS students.

Among the school's outstanding achievements are the innovations made by Mr. Reid to the school's Physical Education program. In addition to the regular PSBGM program and extracurricular sports, MCHS now offers its students a wide range of outdoor education activities, such as white-water rafting, downhill and cross-country skiing and hiking. A two-week European excursion has been organized for this Spring and it is hoped that this will become an annual event, with as many stu-

More in future issues

The "News" wants to thank all those who took the time to send us write-ups and photos. We were overwhelmed by the response! In order to do justice to everyone's excellent histories we are going to publish as many as possible in this issue and the rest will appear in the next issue.



School bus had real horse power

Earliest records show that a school was operated in New Carlisle in 1878. This was the only school in the Municipality and it served both Protestant and Roman Catholic pupils until 1890, when, apparently, the Roman Catholic School Commission was established. This conclusion was arrived at due to the fact that the names of the Roman Catholic rate-payers disappeared from the collection roll in September of that year.

The records from 1890-1911, on file, are very incomplete, however, they do show that in 1909 a new addition was built to the then existing intermediate school, and a "High School Course" was inaugurated with Miss Caroline Blampin as the principal. Classes were held in this building until the autumn of 1914 when the new High School building was opened by the Hon. Walter Mitchell, who was Provincial Treasurer at the time. Miss Caroline Blampin, B.A., returned as principal of the new school.

In 1925 the Secondary pupils,

(Grades 8-11 inclusive) from Paspebiac West School were transferred to New Carlisle, being conveyed by horse drawn vehicles.

There was very little change in the school organization for the next 25 years, until in 1950 the pupils from Grades 1-7 at Paspebiac West School were transferred to New Carlisle.

The increased enrolment required more room, and during the 1952-53 year major renovations were made to the existing school, and a gymnasium was built. That school year also saw the pupils from New Carlisle West School being brought to New Carlisle, followed by the pupils from Cullen's Brook one year later.

During the 1959-60 school year a complete school unit, consisting of 5 classrooms and an auditorium, was attached to the existing High School, and the Grade 10 pupils from Shigawake, Port Daniel School came to New Carlisle.

Five years later (1964-65) the remaining Secondary Grades, (7-9 inclusive) were transferred to New Carlisle from Shigawake, Port Daniel School, enabling all Sec-

ondary pupils from Gascons to Cullen's Brook to be together in one school.

This, again, required additional space, and, as a result, two classrooms were added to the North side of the school in 1967, and four years later, 1971, two more classrooms were added to the West side of the school.

September, 1973 saw the opening of the Polyvalent School at Bonaventure at which time the Sec. III, IV and V pupils were transferred to that system, leaving Grades 1-8 inclusive plus Special Ed. and Vocational classes at New Carlisle High School.

In Sept. 1980, Pre-Kindergarten and Kindergarten Classes were started at New Carlisle and in 1983 a French Immersion Kindergarten was begun which continues, very successfully, and has accounted for an increasing number of minutes of Second Language in the primary section of the school.

Discussions are presently underway for the implementation of a 6+ programme for the 1986-87 school year.

C. Journeau

KEITH

School added desks and chairs!

Keith School is situated in Lasalle and is the last school built by the P.S.B.G.M., being constructed in 1968. The school is named after three sisters - Kathleen, Helena and Marion Keith of Lachine who contributed a total of 105 years of teaching for the P.S.B.G.M. The administration maintains contact with the Keiths who now live in West Vancouver.

Keith School was constructed as an "open area" school with 'pods' that accommodated four classes. In the beginning there were no desks and chairs and students were grouped at tables. Over the years, this concept has been modified and many classroom areas have been created by the addition of walls and partitions. Today the school offers a structured English program to a multi-ethnic population of students from Kindergarten to Grade Six. There is also a computer program at each grade level.

For ten years Keith School, in cooperation with Mackay Center, has provided classes for the integration of handicapped students. The one level structure of the building makes all features of the school available to the handicapped. This program has added much to the atmosphere of the school and regular and handicapped students benefit greatly from the experience. This year the

Montreal Oral School for the Deaf have opened a class in Keith School, and four students are presently integrated into regular class.

The school at present has a principal and seventeen regular teachers including two French Specialists, plus a Free Flow teacher four days a week, physical education specialist 1½ days a week and a librarian two days a week. There is a specially trained teacher for the Oral School for the Deaf plus an assistant for the handicapped and a physiotherapist who works with the handicapped twice a week.

This year a variety of after-school programs are being offered by the school staff and outside organizations:

Lasalle Black Community Programme: Monday to Friday, Aerobics, Story Time, Art Class, Ballet Class, and Piano Classes.

The outstanding feature of Keith School is the Varner Library and Resource Centre. The library throughout the years has been greatly enhanced by the support of parent volunteers. The system has been computerized and a number of parents donate many hours per week to augment the two days provided by the librarian.

Parents provide support for the school through a very active Home & School Association and the Keith School Committee. Several events during the school year, run

by the Home & School Association, supply funds to support field trips, dramatic productions, and extra resource materials.

1985-86 looks like an exciting year. In September we held a Terry Fox Marathon and raised \$2,700.00 for Cancer Research. In November another successful Bazaar took place. Students from Grade Six attended the Montreal Symphony Concerts. Throughout the fall grades four to six enjoyed "cooking" classes. In December Kindergarten to grade four saw the Geordie Productions presentation of "The Wizard of Oz" and the movie, "Bedknobs & Broomsticks" was shown to all grades.

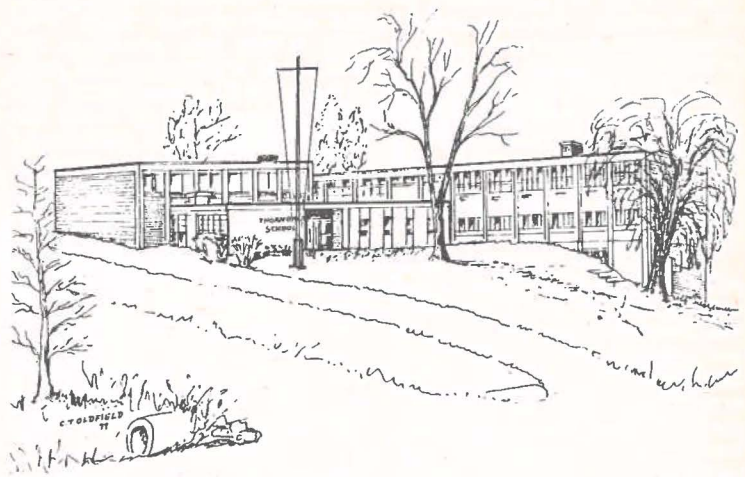
January to June an Honour Board will display work of merit. February will be "I Love to Read" month. In May all classes will participate in the Spring Concert. May and June will see all classes participating in the Core Program of Field Trips, and in the Annual Field Day. Senior students will be participating in the school and regional public speaking contests. June will be award month when "K" awards are presented to the all round winners at each grade level.

All these activities could not be accomplished without a dedicated staff and the cooperation of parents. Hopefully, Keith School will continue to grow and flourish in the years to come.

Linda Young

THORNDALE

Data, drama & divinity



Thorndale School serves a multicultural community from parts of Pierrefonds, Dollard des Ormeaux, Pointe Claire, Ste. Genevieve and Ile Bizard. We therefore offer an ever-expanding lunch program to accommodate many of the children from these areas.

We celebrated our 25th Anniversary last year with a Ballon Launching, with return letters from as far away as Nova Scotia and Maine; a hot dog lunch for all the Thorndale students and an Open House reunion accompanied by a Talent Show.

Thorndale School offers the regular L.S.B. programs supported by a very active Computer program which is partially funded by

Home & School, a music program with a large choir and Junior and Intermediate Special Education classes.

Our lunch time programs include Drama Club, Tout en Français, Christian Outreach Program, Computer Club, Babysitting Courses and Intramurals for children from grades 4 to 6.

We have over 60 volunteer who come into the school on a weekly basis to help in various capacities such as Home & School, School Committee, Library, Book Store, Nurse's office, Tutoring, Buddy system and Lunch Program.

This year, along with our Board wide sports activities and our Christmas choral Concert, we look forward to our Annual Spring Fair and our 2nd Annual Talent Show.

SPRING GARDEN

'Seventies' school has time vault

The building of our school was completed by September 1976. It has a capacity for four hundred forty-four students, and the present enrolment figure is about three hundred seventy. The name Spring Garden School is taken from a nearby main road, Spring Garden Road.

The community it serves represents a wide variety of economic conditions, also one that is multicultural and multilingual. It is characterized by a large number of single-parent families and a large number of families in which both parents work.

Concerning the kinds of programs offered

- There is the basic Lakeshore School Board curriculum,
- A partial French Immersion program,
- An enriched program called "Revolving Door,"
- Special education open classes with a full-time specialist,
- A free-flow program,
- A dynamic music program for all the children,
- A physical education program,
- Services from a part-time speech therapist.

Extra-curricular activities include the following:

- A highly successful lunch program,
- Dance classes,
- Junior and senior choirs,
- Drama for juniors and seniors,
- French Immersion lunchtime activities,
- Ball hockey, basketball, handball, cross-country skiing club.

Our parents can participate in many ways in the life of the school, through the Parents' Congress

which combines school committee and our local Home and School. Also parents work as volunteers in our "Looking Glass Library", as helpers in the classroom, and with the speech therapist, as language volunteers.

Special Events at Spring Garden School include:

Our annual Volkslauf, a walk through the nearby woods by the entire school one afternoon in the autumn,

International Week when students and teachers study different countries of the world and emphasize the multicultural richness of our school,

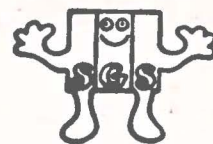
Science Fair: students all participate in this event and parents are invited to come and admire the hard work,

The Grade 6 Slide Show - Mr. Ritchie takes slides throughout the school year and the "highlights" are shown at the Graduation in June,

Students camps involving the grades 5 and 6 classes, as well as outdoor education programs for all,

The Wednesday Bulletin - a weekly newsletter sponsored by the Parents' Congress providing a successful means of communication to our families,

Lastly, on June 20, 1978, Spring Garden placed a time vault into the wall of our school, to opened the first school day of the twenty-first century. It contains lots of pictures, a Canadian dollar, a quarter, and a dime, all dated 1978.



SOFT DRINKS. THE HARD FACTS.

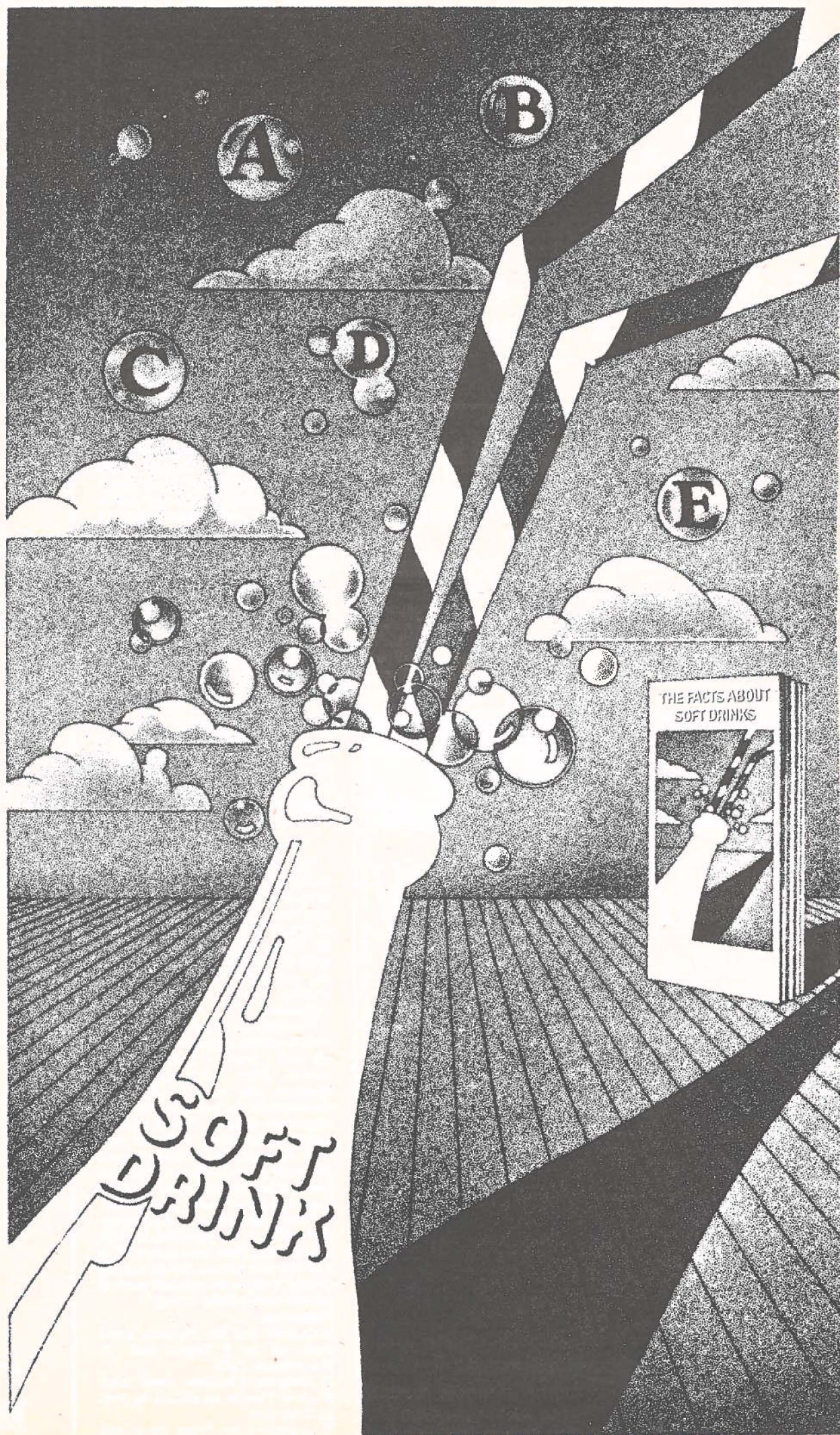
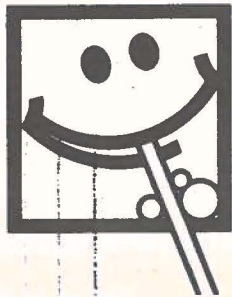
It's a fact: soft drinks are a part of the student lifestyle. We think they should know what's in soft drinks – and so should you.

To give you and your students an opportunity to learn more about soft drinks, the Canadian Soft Drink Association has produced an exciting package of educational material including brochures, newsletters, films and the popular pamphlet, "The Facts About Soft Drinks."

This material does not suggest that soft drinks are a substitute for proper nutrition. It simply illustrates what your students should know about soft drinks: what they're made of; how they're produced; their history; diet implications and other important facts. And it reminds them that this refreshing taste treat – like any good thing – should be enjoyed in moderation, in the context of a well-balanced diet.

We'd like to send you "The Facts About Soft Drinks" and a list of our other material, free. Just drop us a line at the address below.

Canadian Soft Drink Association
5th Floor,
443 University
Avenue, Toronto,
Ontario M5G 1T8.



SOFT DRINKS. ONE OF LIFE'S LITTLE PLEASURES.

CALL IT A: PEACE- WORD PUZZLE

E	M	O	T	H	E	R	P	H
N	O	O	M	E	E	♥	W	E
A	A	L	O	V	E	S	O	A
R	C	F	O	O	D	S	B	L
C	H	I	L	D	R	E	N	T
A	E	E	O	♥	S	N	I	H
R	N	♥	A	♥	R	I	A	W
I	U	N	E	R	A	P	R	A
N	S	E	E	R	T	P	A	T
G	R	A	S	S	S	A	R	E
T	♥	H	F	A	T	H	E	R

- | | | |
|--------|----------|-----------|
| dove | trees | mother |
| crane | sun | father |
| love | moon | water |
| heart | start | food |
| caring | rainbow | health |
| grass | children | happiness |

Find the 18 peaceful words above in a straight line horizontally, vertically, diagonally or back to front. Circle letters individually. Some letters are used twice. The letters not circled will make the wonderwords. Take them from the puzzle the way you read, line by line.

The wonderwords are _____ (3 words)

Brave New Beginnings?

In early March a group of Montreal area educators, teachers, professors and representatives from local peace organizations had an opportunity to come together, share their concerns and explore the possibility of organizing a Peace Education Network.

An important priority revolved around encouraging and developing peace education curriculum within our school system. Discussions focused on what activities a Peace Education Network should be involved in. It was evident that strong networking would be required in order to initiate or assist in the development of comprehensive peace studies curriculum at different grade levels.

It was suggested that the Peace Education Network could offer courses on how to animate peace workshops as well as provide actual teacher training in the form of workshops or conferences.

The establishment of a Resource Centre/Library or affiliating with the already existing Service d'Information sur le Désarmement (SID) was also mentioned. Other proposed functions on the Peace Education Network included lobbying; publishing a newsletter that would relate school peace activities, current events or arrival of new periodicals, books, etc; and finally a very unique idea of sponsoring a PeaceMobile, which would function as a travelling audio-visual library to schools and outlying regions.

It was noted that although the Quebec Ministry of Education has not yet designed a formal peace education curriculum, it does recognize that our schools and teachers have a special responsibility to provide leadership in supporting the concept of global understanding and peace.

At their Annual General Membership Meeting last July, the Canadian Teachers' Federation (CTF) adopted an impressive Policy on "Peace and Peace Education." Within that document CTF unequivocally supports and encourages its Member organizations to "implement policies and activities that promote peace." It also recommends that they work "with parents, trustees, appropriate levels of government, labour, business and community groups to **PEACE...**"

(continued from page one)

The McGill University Faculty of Education is sponsoring "Illusions and Realities in the Nuclear Age" (an International Conference on Peace and Security), April 21-23. There will be numerous sessions totally devoted to exploring the question of peace education within Canada's educational framework.

Discussing nuclear war and its ramifications could provoke anxiety and a sense of powerlessness unless dealt with positively. Teachers who want to introduce the issues of nuclear war into their classroom studies should discuss their methodology with the parents. As a parent I would appreciate being consulted as to when and how the teacher intended to introduce this sensitive subject matter.

Peace education should emphasize caring — for yourself, for others, for the planet on which we live and for the future. Peacemaking should become an integral part of our children's daily living.³

Footnotes:

- 1) *Canada and the Nuclear Arms Race*, ed. by E Regehr and S. Rosenbaum, 1983.
- 2) *Helping Children Deal with Nuclear Threat*, an article by Peggy Schirmer.
- 3) *Educating for Peace*, an article by G. Goodwin & T. Grant, BC Teachers Status of Women May/June '84.

Valerie Hughes-Villemaire

pursue... education of the public... give support for peace education in schools and other educational institutions... encourage appropriate agencies to help teachers develop skills and understanding to deal with controversial issues in a manner which fosters mutual respect for persons, intellectual honesty and critical and creative thinking.

There is an extensive supply of peace education resource material available (some of which needs to be Canadianized). There is interest, support and commitment from various educators, teachers, parents, government and peace agencies.

If you are interested in participating in discussions about the proposed Peace Education Network contact L. Melamed at (514) 486-3215.

Valerie Hughes-Villemaire

CBC Catalogue Available

The Canadian Broadcasting Corporation will publish its first comprehensive catalogue of educational resources this spring.

Media for Minds/Télé-formation, a bilingual publication, describes television programs available on film and videotape, radio shows books, records, audio-cassettes, transcripts, and learning systems that educators around the world may purchase from the CBC.

In the spring, approximately 10,000 copies of Media for Minds/Télé-formation will be mailed to educational contacts and public libraries across Canada. For a limited time, additional copies will be available, free, from CBC Enterprises, Box 500, Station A, Toronto M5W 1E6. Phone (416-925-3311—ext. 2365.

PEACE PROJECTS

If your school is or has worked on an interesting peace project, WRITE IT UP — and send it in!

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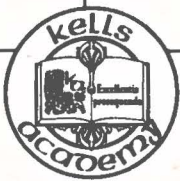
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Applications for admission 1986/87 are now being accepted. For information please contact Irene Woods, Director: (514) 932-4100



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Westmount, Quebec H3Z 2M6 (514) 932-4100
Permit No. 749-544

CHSPTF National Wrap-up

from the newsletter of The Canadian Home & School and Parent-Teacher Federation.

President's Message

The recent Mid-Term meeting was the occasion for meetings with two federal ministers and other members of Parliament to raise national Home and School concerns. With the Minister of National Health and Welfare, the CHSPTF delegation discussed family allowances and child tax exemptions, national non-smoking programs, and child abuse. These issues were also topics in meetings with the Liberal and NDP social policy critics.

Government policy on youth issues was the focus of our interview with the Minister of State for Youth. At the Department of Justice, we discussed possible legislation with the Minister's legislative assistant. Unfortunately, no appointment was available to meet with the Secretary of State, but there are plans for a meeting in the near future.

For those of us from Home and School who took part, the meetings provided the stimulus for review of policy statements and resolutions as guidelines for the presentation of Home and School perspectives. The experience renewed our belief in the validity and strength of Home and School on the national scene, where the Federation's voice is more important than ever to children's interests. I believe strongly that such meetings should be a feature of all future Mid-Term Executive meetings held at the National Office.

To our regret, our Honorary President, the Governor General of Canada, was unable to meet with us because of other commitments. We look forward to such a

meeting on a future visit to Ottawa.

Best wishes to you all,
Joy Bastness, President

Quebec campaign against child abuse

A public information campaign on child abuse has been launched in Quebec to increase awareness of children and youth in need of protection. 20,000 cases of child neglect and abuse are reported each year to Quebec child protection agencies. Some 10% of those aged five and less who are treated at hospital emergency rooms are thought to have been physically abused. Some 5,000 juvenile prostitutes in the Montreal area are also in need of care and protection.

The Quebec campaign takes the form of a French television series on the subject, and four leaflets on different forms of abuse and neglect to be mailed with provincial family allowance cheques.

Publications

The updated French-language edition of the CHSPTF CHILD ABUSE AND NEGLECT RESOURCE KIT is now available from the CHSPTF National Office (price \$25 plus postage). The revisions (Meeting #4 on sexual abuse, and the appendices) in their English text were distributed in October to each provincial office, for updating their office copy. Sets of revised pages in either language are available to those requesting them for existing kits. A new bilingual promotional leaflet for the

CHILD ABUSE KIT is being produced.

Statement of Policy — in French

Production of the French edition of the CHSPTF STATEMENT OF POLICY is now complete. The edition includes additions and revisions to policy made at the 1985 Annual Meeting.

National Family Week 1986

Family Service Canada announces that the second National Family week is being planned for October 6 to 12. A kit of materials to aid in celebrating the Week is to be available for distribution June 1. A sample kit will be distributed to some 1500 agencies and organizations. Additional copies may be ordered from the Family Service Canada office at 55 Parkdale, Ottawa, K1Y 4G1.

"Just for kicks"

Kicking will be the focus of this year's special program prepared by the Canadian Intramural Recreation Association (CIRA) and the Canadian Association for Health, Physical Education and Recreation (CAHPER) for National Physical Activity Week, May 24 to June 1.

Posters and information booklets are to be circulated to Canadian elementary and secondary schools in February. Theme-related activities have been designed for use in intramural leagues, tournaments, special days or physical education classes.

1.4 million pupils in almost 6,000 schools took part in the CIRA/CAHPER 1985 project, "Hop to it." A participation of 2 million is targeted for 1986.

"Warning labels"

The Canadian recording industry has agreed to affix the warning *Explicit lyrics - Parental Advisory* to sound recordings containing language or lyrics that are explicit (in the opinion of the record company) where this is 'contractually permissible,' the president of the

Canadian Recording Industry Association has announced. A record company may also, at its discretion, print lyrics on the back cover of the album or display a lyric sheet under the plastic wrap.

At the 1985 Annual Meeting, CHSPTF adopted a resolution requesting the assistance of the recording industry in identifying recordings which parents might find unsuitable for their children.

Foundation folds

The Canada Studies Foundation (CSF) was set up in 1970 following the revelations of the 1968 National History Project that the average Canadian high school student had an abysmal knowledge of Canada, but a reasonable general knowledge in other areas.

For fifteen years CSF promoted Canada studies in elementary and secondary schools, working with some 30,000 teachers and publishing some 150 volumes of school or curriculum materials. Canadian studies are now included in the programs of provincial education departments, local school boards and the federal government. But CSF warns that school teachers must be guaranteed access to funding for curriculum development, and that priority should be given by the Secretary of State's Canada Studies Program to multi-year projects which will produce long-term benefits.

Unesco and education

The United States and Great Britain have withdrawn from UNESCO because of the need for reform in that organization. The Council of Ministers of Education, Canada, (CMEC) has published a document on the educational activities of UNESCO and efforts by the Secretary of State for External Affairs to work with other members towards reform of UNESCO so that it comes closer to the ideal expressed in the UNESCO constitution of "constructing the defences of peace in the minds of men."

The UNESCO Faure Report (1972) was responsible for promoting lifelong education throughout the world, and the organization has been the driving force in the struggle against illiteracy. Teacher training, science teaching, and environmental education have been beneficiaries of UNESCO's work, particularly in the Third World.

Federal programs affected

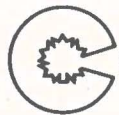
Programs and services in the field of family planning have been affected by federal decisions. The Health and Welfare Canada family planning division has been phased out, and the department no longer provides information pamphlets on birth control and sexually transmitted diseases.

The 1985/6 program of Planned Parenthood Canada was severely reduced when federal funding was cut by \$75,000, at a time when there are high rates of teenage pregnancy and sexually transmitted disease among youth and young adults. PFFC recently carried out a national survey of sex education at home and at school, and stimulated useful debate on human sexuality programs.

Katimavik closes down

Another victim of spending cuts is Katimavik, the community work program which over the past 10 years has given some 20,000 young Canadians nine months' experience of learning to know other parts of Canada, learning the other official language, and getting along with others. Local service and voluntary organizations and municipal authorities in all parts of Canada sponsored community projects undertaken by Katimavik members.

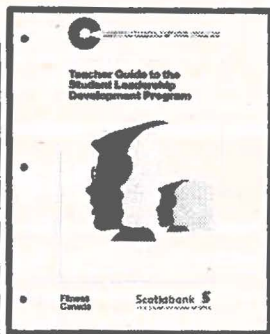
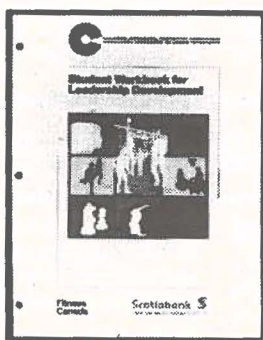
The federal government indicates that the \$19 million spent on Katimavik this past year (cut from \$50 million under the last government) will be directed to its priority of youth job creation or to other projects for youth.



CANADIAN INTRAMURAL RECREATION ASSOCIATION
ASSOCIATION CANADIENNE DE LOISIRS INTRAMURAUX

THE STUDENT LEADERSHIP DEVELOPMENT PROGRAM

At last... a comprehensive, easy to use youth leadership program is available!



Designed to help students learn to plan, organize and operate their own intramural programs with minimal direction from teacher sponsors.

For

- Initiating intramural/recreation programs
- Improving intramural/recreation programs
- Conducting leadership courses
- Developing student leadership skills
- Guiding your youth leaders

Complete with

- Informative material
- "How to" instructions
- Exercises and worksheets
- A comprehensive list of resources

This program is funded in part by

Fitness Canada

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THE BANK OF NOVA SCOTIA



To receive the program brochure and enrollment form, fill in the section below and return to: CIRA, 333 River Road, Vanier, Ont. K1L 8H9.

Name _____

Address _____

Postal Code _____



SAFETY Teenagers: How to say No!

For those teenagers who have trouble handling peer pressure, the Quebec Safety League has published a list of ways to say NO! Use the one you feel most comfortable with.

- 1 No thanks, I feel good enough already.
 - 2 Sorry, my analyst won't let me.
 - 3 I can't because I get high on grape juice.
 - 4 Not now. I am testing my will-power.
 - 5 What I really need is a Coke.
 - 6 No thanks; I want a clear head to appreciate you fully.
 - 7 Sorry, I am counting calories.
 - 8 Not now; the party is wild enough as it is.
 - 9 Sorry, I never drink on this day.
 - 10 No thanks, I am on the wagon.
 - 11 Sorry, I have promised my parents I wouldn't.
 - 12 No thanks; I prefer to watch.
 - 13 No thanks; Pete can't stand me any more silly than I am.
 - 14 Not now, I am back-seat driving.
 - 15 Sorry, I am allergic to alcohol and fresh air.
 - 16 No thanks; I can get the same effect by taking off my glasses.
 - 17 No thanks; I only drink milk.
- AND BEST OF ALL IS A SIMPLE
No thanks, I do not drink.

Safety in Motion People in Touch

June 22-25 — Canada Safety Council Annual Conference, Empress Hotel, Victoria, B.C.

The EXPO 86 theme relates to transportation and communication and, since the Canada Safety Council 1986 conference takes place in June in Victoria, B.C., the Expo theme has been carried on into the safety meeting. Hence the title above.

1986 will also mark a departure from the type of safety conference program which hitherto has been traditional.

Regular attenders will recall that the Council has traditionally had three concurrent sessions, one each focussing on occupational, public, and traffic safety. This year, for the first time, that format has changed substantially, and people working in all three fields of safety will be meeting new 'friends' from other sections in 1986.

The new approaches to the provision of safety information will make this conference unique. Coupled with the social programs described in the last issue of *Safety Canada* and the attractions of EXPO 86, the 1986 conference could become a milestone in safety conferencing.

A complete preliminary program will be available shortly from Council offices and those of Provincial Safety Councils and Leagues.

Keep the dates in mind: June 22-25.

Canada Safety Council
Annual Conference
Empress Hotel
Victoria, B.C.

THINK SAFETY and LIVE LONG

FOCUS on the LOCALS

BEACON HILL

K-7 Computer Program

The computer education programme at Beacon Hill School, which began in the fall of 1984, offers an exciting and varied range of computer based learning activities for all students from Kindergarten through to Grade 7. The participation of teachers and trained volunteers, who are often referred to as "computer Moms", allows each student one half hour session per week. Children work in pairs at four computers, allowing groups of eight children to visit the computer room at a time.

Students from Kindergarten through Grade 6 work with LOGO, a computer language which allows the user to explore a geometric environment in a discovery learning approach. Grade 7 students participate in a programme in which they learn the BASIC language as well as the use of important software, such as the Bank Street Writer, a word processing system designed for students. When not working at their computers, students might be seen sketching future projects in their notebooks. You might even see a student pacing the floor as he or she tries to discover the angles and lines needed to create a certain shape on the computer screen. Teamwork is an essential element of the programme as computer "buddies" help each other with design suggestions or reminders of correct computer commands.

Our programme would be impossible to run in its present form without the participation of about twenty-five volunteers. Each volunteer has participated in a series of training sessions which cover areas such as programming skills, teaching methods and the philosophy behind the use of LOGO as an educational tool. In

addition to teaching, they spend some time reviewing publications for new methods and ideas and discussing various aspects of the programme at regular intervals. Several volunteers help school staff direct and administer the program, schedule classes and maintain the computer equipment.

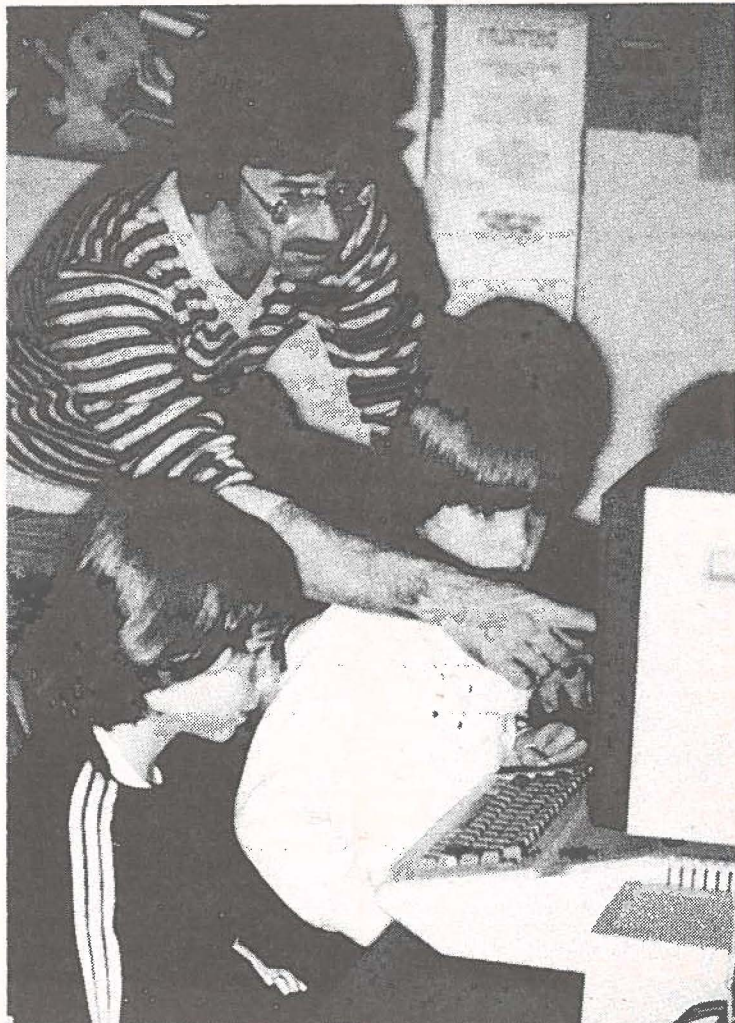
This school year has seen the addition of two computer volunteers with a difference. Beacon Hill's popular school bus drivers, Mike Ménard and Danny Hayes, have brought their enjoyment of working with children into the computer room. Mike and Danny's computer students have reacted very enthusiastically to having these two very special teachers.

Beacon Hill's computer education programme will continue to grow with new developments in computer technology but encouragement for the child's sense of discovery will always be its foremost goal. *Mary Allen*

Busy birders

The grade 4PFI has been learning how to recognize the birds in the Montreal vicinity and have built bird feeders to assist them in their observation. The Raptor Research Centre presented an "in-school" field trip using films, slides and live birds. An outdoor education trip is being planned to observe birds in their natural habitat.

Not to be outdone the grade 2/3 have been studying Canada's endangered species. They were busy preparing for the Project Exhibition with the help of information, pictures and the White Pelican kit received from the World Wildlife Association.



Bus driver Mike Ménard with Gabrielle Nye (left) and Tara Mac Donald

NORTHVIEW

Learning from a Grand Master!

Several lucky Northview children had the chance last week to observe and play against Kevin Spraggett, a Grand Master and one of the top 10 chess players in the world. During the simultaneous demonstration game, Kevin Spraggett played against 40 elementary and high school chess players in a gym at John Rennie. He discussed each game with his opponents.

The Home & School's annual Butterfly Campaign enabled the school to contribute \$583.92 for 1985, to the Quebec Society For Disabled Children.

A Peace Wish

As a result of the workbook, "Let Peace Begin With Me", last year's grade 3 class wrote to the children of Japan at the World Friendship Center in Hiroshima. They were thrilled to receive a reply in the fall. With the letter came some photographs, a peace wish and paper dolls made by his hibakusha (a bomb survivor).

The Adventure Club had a grand trip to the Canadian Alpine Club Hut at Keene Farm. The students climbed Mount Noonmark and Owl's Head.

Education in Brief

Lakeshore School Board

Lakeshore has joined three other SCIM member boards in passing a resolution seeking to revise the method of distributing revenues of the school (real estate) tax which is collected for SCIM by local municipalities, then re-distributed among the eight member boards.

Forecast registration for the 1986-87 school year indicate an increase of 180 students at the elementary level and a slight decline at the secondary level. The major growth is expected in the French Elementary sector which will increase by 148 students or 7.1%.

No Lakeshore schools will be identified for closure at the end of the current school year.

C.E.C.M.

The CECM has voted to proclaim Saint Marguerite Bourgeoys Patron Saint of the CECM and

April 30 which is the anniversary of the openings of the first school in Montreal in 1658 has been chosen as the day of celebration.

B.C. Education

Dr. Laurence Peter, of Peter Principle fame, will be the Master of Ceremonies at the World Congress on Education and technology to be held in Vancouver May 22-25. Plenary sessions will be held at B.C. Place and other meetings at U.B.C.

Victoria University (VOT)

Victoria College celebrates its 150th anniversary this October and is planning a mammoth reunion October 3-5.

"Vic" was founded at Cobourg, Ontario on the shores of Lake Ontario and to-day along with Emmanuel College forms Victoria University.

ANSWERS TO DRINKING & DRIVING QUIZ

(Do the test on p. 16 first)

1. About 20% do not drink, that's two of every 10 adults.
2. In Quebec, it is 12%.
3. The majority of traffic accidents involve drivers who just had too much to drink; these people would usually fall under the category of "social drinkers."
4. Approximately 50 to 55% of traffic accidents involve an alcohol-impaired driver.
5. Any amount of alcohol acts as a central nervous system depressant, which will slow your reactions. Alcohol can distort your peripheral vision, reduce your ability to adjust to light changes, and make problem solving more difficult. It also decreases your coordination, makes moods and emotions unpredictable, and dulls normal caution.
6. All contain ethyl alcohol and produce the same reactions.
7. The key is time; time is the only thing that will reduce the amount of alcohol in your body (lower your BAC). Elimination rates are about one drink an hour, with a slightly slower rate for females. Drinking coffee, coating or filling your stomach won't stop the absorption of alcohol — only slow it slightly. These "tricks" also won't increase the rate of elimination to help you regain your sobriety either.
8. By law, he is intoxicated. His blood alcohol concentration (BAC) is more than the legal limit of 0.08.
9. Over half, approximately 60%, of all fatally injured teenage drivers are found to have alcohol in their blood.
10. You are already physically and mentally impaired at 0.04. A driver's likelihood of causing an accident is measurably increased at 0.04; at 0.06, it is four times as great and eight times as great at 0.10. Experts say the danger line is at 0.05.

FOCUS on the LOCALS

EDINBURGH SCHOOL

Skating with heart

On Friday February 14 the annual skating party was held at the Montreal West Arena. It gave parents, teachers and children a

chance to socialize for an enjoyable evening. A terrific way to spend Valentine's Day!

The choir has been busy practis-

ing and preparing to perform for parents, students and some of the outside groups it likes to visit.

(see below)



'Gesture from the heart' sows seed of goodwill between Canada, Jamaica

When Maciejka Voss of Kirkland recently flew to Jamaica to present youngsters with toys donated by Beaconsfield's Allancroft grade school students, she unwittingly strengthened Jamaican-Canadian ties more effectively than diplomatic overtures could.

"This gesture by you and the children has sown a seed of goodwill which could not be done through 'government programs.'" an impressed Jamaican soldier told the Air Canada in-flight attendant.

"It will strike at the heart of the community. It will make our people aware of your people as human beings... something like this has been done from the heart. Something good has been done which will help remove racial tensions.

"You are tremendously affected by what happens to you as a child. Our children will not forget as they grow up what Canadian chil-

dren did for them."

Thank-you letters from the Caribbean youth were read to the Allancroft grades 1 and 3 last week.

The presentation of 60 toys sprang from a promise vacationing Voss made to Colin Reid, aged nine, and McNeil Pinnock, aged 11, whom she and her husband Gunter met while swimming at Jamaica's Bluefields beach last fall. Eager to learn about Canadian children, the boys asked questions about teddy bears and bedtime stories. "Would it be possible to send us some of your old teddy bears?" they asked Voss.

"You could see it in the eyes of these boys, they wanted something that is so basic to our children. I promised they'd get them," she said.

On returning to Beaconsfield Voss approached Allancroft School Principal Richard Lessard with the idea of grades 1 and 3

students collecting toys to send to Jamaica. Teachers Magdalen Georgiades and Maureen Howlett and their pupils made it a class project.

Sisters Shannon and Kerri Radoman of Kirkland contributed two new, pink teddy bears their father had made for them.

Mother of two Allancroft students — Chris, aged nine and Amanda, seven — who also donated some of their toys, Voss decided to fly to Jamaica to personally present the gifts.

After driving to Mirabel Airport at 3.30 a.m. for the Montego Bay flight, she then drove 100 miles to Bluefields township — the two Jamaican boys' hometown.

"Colin and McNeil were dumbfounded when they saw me; their parents were taken aback. A crowd of 20 children gathered round. It was a beautiful experience. "The boys shared their toys and clothes I had brought.

"The children at Allancroft have a sense of accomplishment, of doing something very special. Communication between kids internationally could be the basis of peace in the world." Voss emphasized.

—Jackie Dodd

Reprinted from *News & Chronicle*

VALOIS PARK Budding writers

The February issue of the school newsletter was dedicated to the students. A selection of their writing was published and shows some of the talent that abounds in the school. The work included poems, short stories and non-fiction.

Winter is

Hearing the crunchy snow and the crackling fire,

The smell of bread and hot chocolate,

Seeing the people making snowmen and

Watching freezing rainfall.

But not feeling lovely sun and petals of the flowers.

Karen Seeger (Grade 3/4)

A bird

Sat on a tree

Well I sat on a bee

He, he.

Chris (Grade 1)

The King

A long time ago there was a planet kingdom with a worried king.

His silly subjects were at war with huge green monsters with googlie eyes. The kingdom's inhabitants were yellow, black-striped part hippo and part chipmunks called behipunks. But the king was totally different. He wore gigantic glasses was blue and never, ever took off his bermuda shorts or worn out blazer. But he will never take off his magic bean- ie. It could get him out of tight spots, like right now.

The googlie eyes were in the palace by now. "Time for beanie magic," said the king. The moment he said that the behipunks leapt on his back. Next the propellers started going, it lifted them out of the palace. As soon as that the propellers slowed down and started again, creating sparks. One fell down and landed on the straw palace. Soon the tiny world blew up. Meanwhile another spark did the same to earth killing the dinosaurs. The behipunks dropped down to earth and that's how the dinosaurs died.

Joseph McKinney (Grade 6 PFT)

COURTLAND PARK Winners!

For the second year in a row, a Courtland Park student won the button design contest at the Dorval Winter Festival. Look for lapel buttons designed by Gregory Houston at next year's festival.

A wonderful sea serpent made by Pat and Bill Yeoman, won the first prize trophy for the best "walking" float in the festival parade.

Thanks to Wayland Amy, Home and School President, our hardy broomball players (reluctant parents who nobly dragged themselves out of their warm beds on a Sunday morning) actually won their first game!

A successful festival, all round, for Courtland.

LINDSAY PLACE HIGH SCHOOL

GIANT GARAGE SALE

Being held in the Dollard des Ormeaux Civic Centre (right next to Marché de l'ouest)

Saturday, May 24th, 10-4 pm

72 tables

For information, contact Frances Kalman at 520-0400 or Sue Ramer at 697-0714

NEW CARLISLE

Interest in 6 Plus Program

Prospects for a six plus immersion program being implemented at New Carlisle High School are bright. At the February 13th meeting of the Regional School Board of Gaspesia, a delegation of six parents presented a list of names of students, interested in enrolling in the program next year.

They also presented a list of questions and concerns expressed by parents during an information meeting sponsored by the Canadian Parents for French.

CPF Provincial President, Terry Stanley, says he is optimistic

about the program but it would need a firm commitment from at least 15 parents to make it possible.

Six plus immersion has had unqualified success where it has been tested in other regions. Students enrolled in the program repeat grade six in the second language. This repeat year is essential since it allows students to concentrate on course material.

The Board set up a committee to study the feasibility of introducing the program based on the present teaching staff.

MEADOWBROOK

Carnival Started with a Bang!

The annual Winter Carnival took place February 14. The day started with the entire school parading around the block carrying banners, in tune to marching music and led by the Lachine Fire

Truck.

The Home & School provided each child with a hot-dog. A special treat during the afternoon, was a magic show by magician Ted Outerbridge.

DUNRAE GARDENS

Tooth brush Sale raises \$25K

As part of a continuing effort to provide a stimulating program, Mrs Rotman piloted a "Challenge Program" in February. Small groups of carefully selected students from Grades 3 & 4 will explore the subject of 'Newspapers' and Grades 5 & 6 will study the topic of 'Television'. This is a beginning in offering specialty programs.

A Brushette Campaign was sponsored by the Home & School this year. The children sold travel toothbrushes and refills in December and raised over \$2500.00 A substantial amount of these monies will be used to offer the children

an insight into the Quebecois culture through music, drama, etc. These events will take place in the school between February and June.

At the recent Parent-Teacher Report Interviews, the new Safety Committee showed films and handed out literature dealing with child safety both inside and outside the home. A professional sociologist and the school nurse were also present. It was a very successful part of the committee's campaign to educate children and parents about the dangers in out society.

Barbara McIntyre

HOPETOWN, SHIGAWAKE PORT-DANIEL

Communicating with AV's

The Home and School has a total of 40 paid-up members this year. At our meetings we have been entertained by a "Boo-ti-ful" slide presentation (Grade 2 from Shigawake Port-Daniel) and a video presentation (Grade 3-4-5). In November a very successful book fair was

held after the meeting. \$1400 worth of books were sold, making a profit of \$296.09. At Christmas a surprise box, "Everything you need for Christmas and More", was raffled. A total of \$215.77 was raised.

STE AGATHE ACADEMY

Learning to be Leaders

Students Sheila Graham, Jennifer Simard, Alison Dykes, Charlie Arsenault and McShane Jones attended the Lakeshore Leadership Conference and reported that it was a positive experience for all. They performed the "break the ice" routine at a recent School Committee to

encourage the students to teach it to the total student body. Other issues dealt with at the conference included self-esteem, goal setting, personal self-worth, and the importance of communicating with each other. The speakers were said to be excellent and the workshops worthwhile.



SAFETY SCENE



SAFETY SCENE



To Make Life Last, Put Safety First

One problem that a writer faces, when he plans articles for a newspaper such as *The News*, is trying to coordinate the reception of material from different sources with the deadlines of the newspaper, especially when the material is "dated."

"To Make Life Last, Put Safety First" is the theme that the Canada Safety Council used for School Safety Week last autumn. Our Autumn issue was already prepared when the press kit was received, and the next issue had already been planned, so *The News* never got to use the School Safety Week press kit. Reviewing the kit, I think it contains both good news and extremely useful information. Neither is "dated."

Statistics, Statistics

Statistics released last autumn by the Canada Safety Council indicated that the number of children involved in fatal accidents has been dropping steadily over the past 10 years. The figures showed that 784 children under 15 years of age were killed accidentally in 1983, compared with 1,850 in 1973!, and this has caused the accidental death rate per 100,000 population in this age group to drop from 29.4 to 14.4 in the same period.

Some of the contributing factors for the lower number of accidental deaths to children include: the introduction of legislation pertaining to child automobile restraint systems, child-resistant containers, and hazardous consumer products; increased public awareness to the causes of accidents; the introduction of school safety programs that address attitudinal and behavioral patterns conducive to safety; and improved treatment facilities and rapid medical response to accident scenes.

Motor vehicle traffic accidents continued to be the leading cause of accidental death in 1983, accounting for 42% of the total. Drownings are next at 17%, followed by fire (13%), suffocation (11%), motor vehicle non-traffic accidents (5%), industrial-type accidents (4%) and falls (3%).

The School Safety Committee

The press kit includes a handbook on how to set up a School Safety Committee. In this issue we will show you how to set up a School Safety Committee, including Functions, Membership and Policies. The next issue will deal with Committee Meetings and Maintaining Interest.

By presenting the information in this manner, it is hoped that it will enable each school to set up a Safety Committee to be operational by September 1986. Good Luck!

Starting Up a School Safety Committee

Introduction

In facilities such as schools, where it may not be feasible to hire a full-time safety officer, accident prevention work can be carried out by a school safety committee. A comprehensive school safety program is one which meets the needs of both students and staff through the "3 E's" of safety — engineering, enforcement and education. It is the role of the safety committee to see that these needs are met, to create and maintain an interest in safety, to act as a communication link between upper level administration, staff and students, as well as to simply share the load. The work of an active safety committee can go a long way toward increasing safety awareness, instilling a positive attitude toward safety, and reducing accidental injuries.

Functions

The scope of committee operations will vary from one school to the next depending upon its size and the types of problems faced. For example, the functions of committees in vocational schools will differ from those in elementary schools. Consider your problems, then decide what you wish to accomplish through committee work. Functions of a school safety committee could include:

- Carrying out periodic inspections of the school and school grounds. This should be a function of every school safety committee.
- Acting as liaison between students, staff, parents, School Boards, and Ministries of Labour/Education to receive complaints, discuss problems and recommend solutions to improve the work environment.
- Keeping staff informed on safety issues i.e. hazard identification and control, safe use of

equipment, resources for safety instruction, legislative changes and product safety information, and to act as resource persons in these areas.

- Providing a forum for open discussion on safety matters.
- Establishing policies and safety rules to ensure that everything is done to minimize hazards to users of the facility.
- Involving persons from all levels in the school safety program.
- Increasing the safety awareness of students and staff.
- Investigating accidents to determine their causes and identify preventative measures which should be in place.
- Investigating reports of unsafe work or play environments.
- Planning special events to promote safety. A program will be more successful if the interest and enthusiasm of pupils and staff can be maintained.

In most cases, the safety committee will undertake each of these functions to some degree.

Committee membership

Membership should be drawn from staff representing the major types of operations within the school e.g. administration, lab

instructors, maintenance workers, classroom teachers, physical education teachers, and students. This will provide feedback and co-operation between departments, improve communications, and facilitate problem identification and program monitoring.

Be sure to restrict the committee to a manageable size and to persons interested in safety.

Establishing Policies

One of the first tasks should be to establish a committee policy which will state goals, scope of activity, scope of authority, and procedures.

The committee should also activate a general school safety policy, if none exists e.g. "...to prevent injury and property damage and to safeguard the school from hazardous acts and conditions through approved equipment, materials, methods, and education". This indicates the school's commitment to safety and provides a framework for setting up a comprehensive school safety program.

Next issue: "The School Safety Committee Meeting" and "How to Maintain Interest."

How does 'Elmer' rate?

"Elmer, The Safety Elephant" has been appearing twice daily with the Petro Canada Road Safety Show at Ontario elementary schools. Despite the emergence of various other "safety" characters in recent years, "Elmer" remains the best known and most popular among the children. One

can't help wondering how much benefit comes from well-meaning groups who create other characters. Do children remember, or do they become confused? "Safety Canada" would welcome comments from teachers and other professionals for publication.

Drinking and driving

Teen Drunk Driving Myths

That time of the year is rolling around again. Happiness! Sadness! I can still remember my graduation day — so happy to have finally finished school... now life begins, so I thought! Sadness was there too, however — sad to leave a way of life, sad to leave friends that I had made over the years, sadness to think that now I was really growing old. But there was one sadness I am glad I didn't have to live, and that is the sadness of losing dear friends on graduation night because of drunk driving.

Teens are especially susceptible to drinking and driving. The Quebec Safety League issued the following myths that you may find helpful in dealing with this problem:

MYTH: Older adults are more likely to be involved in drunk-driving accidents than are teenagers and young adults.

FACT: Drunk/drugged driving disproportionately kills and injures our young people. A teen is four times more likely to have an alcohol-related crash than an adult driver.

MYTH: It is the "boozing, cruising" teen drivers who end up injured or killed in drunk-driving accidents.

FACT: According to the Insurance Institute for Highway Safety, in the States, the number of teen passengers killed in car crashes is almost equal to the number of teen drivers killed.

MYTH: A teen who drinks too much is no more dangerous on the road than an adult who has had too much to drink.

FACT: Drunk teens often drive more irresponsibly than inebriated adults. This is because teens are relatively inexperienced drivers. Many teens "drink to get drunk", and they all too often engage in car games and speeding.

MYTH: A good way for parents to ensure the safety of their kids is to host liquor parties for their friends in their own homes.

FACT: In USA, it is illegal to serve alcohol to minors, and in some states you can be sued if an accident is caused by a youngster who drank alcohol in your home.

MYTH: Once teens reach college age, they can handle their liquor better and aren't involved in as many drunk-driving accidents.

FACT: The problem does not stop upon high-school graduation. 44% of all alcohol-related motor acci-

dents causing injuries involved drivers under the 25 age group. 26% admitted, in a recent study, taking alcohol two times a week and 29% said they consume 4 to 8 glasses at a time.

MYTH: Parents who agree to pick up their teenagers when they are in situations where they or a date or a friend have too much to drink are giving their blessings to alcohol.

FACT: By reaching an understanding with your teen, you are not condoning the use of alcohol, but rather you are recognizing the dangerous problems of teens who are drinking and driving. When you consider the alternative, it seems wise to protect your teen from the worst consequences of his or her mistakes.

A FINAL NOTE OF CAUTION: Don't comfort yourself with the thought that your teen has never had an accident. Eighty percent of all fatal accidents are first accidents.

Don't just feel sorry for parents who have lost a teen or a child to a drunk driver. Educate yourself about the perils teens face from this violent crime and take steps TODAY to save your teenager.

Think you know everything

How about a little family contest? Get each driver in your household to answer the following questions which appeared in a recent

issue of Quebec Safety League's *SIGNAL*. Find out who scores best. Check answers on page 14.

- | | TRUE | FALSE |
|--|--------------------------|--------------------------|
| 1. Fewer than one of every ten adults abstain from (do not drink) alcohol. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ten percent of all drinkers are alcoholics. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Almost all driving accidents are caused by alcoholics. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Alcohol is a factor in only 15% of all traffic accidents. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. A little alcohol, two to three drinks, can initially "pick you up"; your senses will become keener and your reflexes quicker. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. A 12 oz (341ml) can of beer, and a 5 oz (142ml) glass of table wine, and a 1½ oz (43ml) shot of 80 proof liquor all contain about the same amount of alcohol. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. During a two-hour period, Tom drinks a glass of milk (to coat his stomach) and then has four beer, followed by a cup of coffee to "straighten up." Bill, who is the same size as Tom, has four beer in four hours. Bill is more sober than Tom. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. If your 150-pound friend can still walk and talk well after drinking a six-pack in two hours, it's ok for him to drive. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Over half of all fatally injured teenage drivers are found to have alcohol in their blood. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. If your BAC (blood alcohol concentration) is about 0.04, about half the legal limit, you can be confident that your driving will be as good as usual. | <input type="checkbox"/> | <input type="checkbox"/> |