

QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

VOLUME 29
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FALL CONFERENCE PLENARY SESSION A CALL FOR COMMUNITY ACTION

The Home and School Fall Conference got off to a good start with a plenary series of thought-provoking talks pertaining to the conference theme.

The Role of Parents

Ron Macfarlane, Principal of Royal West Academy, led off by discussing the important role of the family in developing well-balanced, self-assured children. The role of the parents is paramount, as suggested by the saying that "parents who have fine children usually have children who have fine parents". He argued that a family could be considered as a corporation such as "Smith Inc.", with the parents functioning as the Chief Executive Officers, responsible for the overall balance sheet. They are particularly responsible for their family functioning as a loving, supportive and affirming entity. Ineffective parents, in contrast, often deprive their children of dignity and self-respect.

Macfarlane affirmed that browsing in any bookstore will give a good indication of the importance of families in the development of sound children. During a recent browse he noted such titles as "Making Peace With Parents", "What To Do When You and Your Mother Can't Be Friends", and a wide range of others that similarly illustrate that concern about effective parenting is an important issue in contemporary society. "A Child" he pointed out "is like wet cement; whatever touches it leaves an impression"... and what touches a child most are its parents.

Psychologists point out that the more serious cases that they have

to deal with are individuals who have had great difficulty developing relationships with their parents. This is frequently because parents have made their children feel unloved, that they didn't deserve their love and were unworthy of it. Parents are vital to building a sense of self-esteem in children. It is essential that they not emotionally abandon their children and that they be there for their children.

The best thing to spend on a child is time, because we usually give time to the things that we value. Macfarlane described two contemporary movements that are based on this philosophy. The "home court" movement is based on the notion that in basketball, people cheer for those in their home court and thus enhance the self-esteem of the individuals thus encouraged. In a similar manner, in the "adopt-a-student" movement, school staff are invited to assume particular responsibility for specific students "at risk" and to show a genuine interest in them on a daily basis. Such programs are setting schools on fire and are steadily turning many potential failures into successes. In concluding, Macfarlane made a number of suggestions that parents could utilize in order to become more effective Chief Executive Officers in their own Family Inc.:

1. make a promise and keep it.
2. be a cheerleader for your child.
3. work on what you can control; namely, yourself.
4. tackle problems as chances to build relationships rather than to destroy them.

5. talk about feelings and emotions.
6. be proactive, and don't wait for problems to develop.
7. be a transition person... in other words, break the chain that tends to ensure that dysfunctional families tend to endure from generation to generation... end the trend and "write your own program".

The Role of Television

Ida Zielinska, a lecturer in Educational Technology at Concordia University, explored the relationship between aggressive behaviour in children and the types of programs that they watch on television. Many parents are concerned about the possible harmful effects that television violence may have on their children.

Clearly this is a complex and controversial topic, and the research is often difficult to interpret. She pointed out that in this, as in many other areas, it is always possible to find examples that support just about any hypothesis. She suggested that the programs that are potentially the most potent in arousing aggressive behaviour are likely to be those in which the situations are realistic, the action is exciting, and violent actions are not punished. In fact, in many cases the violence is portrayed as acceptable because it is the "good guy" who often resorts to it. Violence in less realistic situations, such as in cartoons, tend to have less impact on children. She pointed out that kids "at risk" in school are usually ones who spend a greater proportion of their time watching television, and are also the ones most influenced by violent programs.

Unfortunately, the violence is not restricted to entertainment programs. Almost every newscast nowadays seems to have an undue proportion of stories of violence and inhumanity. The world is a violent place, and many would argue that the violence in entertainment programs simply mirrors this reality. It is also undoubtedly true that many, if not most, people are attracted to stories about violence, mayhem and tragedy, although the reasons for this attraction are not readily apparent.

Another threat that television presents is that for many viewers it has assumed the form of a surrogate reality. Zielinska cited the example of a cruise in scenic arctic waters, in which passengers often preferred to watch the passing scenery on television monitors than to view it "in the flesh". Television watching has become an important part of our social culture. It lets us escape from the problems of the real world into a sedated world of illusion.

All too often parents consider television to be a cheap babysitter to keep the kids occupied; but television can never provide the type of parenting that we want for our children. However, parents shouldn't simply bemoan the inadequacy of the medium — they should make an effort to control its use; to draw from it its many benefits, while minimizing its many potentially harmful effects. Ultimately, we have to decide what it is that we really want from this pervasive technology, and work towards using it accordingly.

The Role of the School

Ken Prokosh, a teacher involved

with Special Services at Centennial Regional High School, gave a number of personal examples of spending quality time with his children. In many cases it involved nothing major, but rather just making himself available to really listen to his children and their interests and concerns. It is important to let children feel that you, as a parent, are interested in them and what they are doing, and that you value them for what they are.

He then went on to talk about his professional life as a teacher, where many of the same considerations apply in terms of his interactions with students. He has been particularly involved in the DETOUR program that seeks to encourage potential drop-outs to remain in school. The staff involved in the program worked with about 35 students who had been identified as potential drop-outs. The emphasis of the program is TLF — talk, listen and focus. In other words, a lot of time is devoted to interacting closely with the students and discussing their concerns and their interests in a manner that shows that we care about them.

As a result of this program, the students marks improved and there is considerable optimism that the number of drop-outs will be greatly reduced. Prokosh is now involved in a new program directed at a group of "difficult" students with behavioral problems ("hellions" was the term that he used). They constitute the "modification group" that meet together every morning for 50 minutes to discuss their concerns and interests in a similar caring manner.



Ron MacFarlane, Principal, Royal West Academy.



Ida Zielinska, Educational Technology, Concordia University and Ken Prokosh, Special Services, Centennial Regional High School.

Editorial . . .

MISSION STATEMENT???

Current management dogma decrees that no organization can possibly function effectively unless its leaders undertake an intensive period of navel gazing that culminates in a sudden enlightening revelation of meaning and purpose. This received wisdom, enthusiastically transcribed into the appropriate jargon and circulated as a profound and inspired "Mission Statement", supposedly transfigures all devotees who embrace its ineffable logic. The Council of Ministers of Education Canada was thunder-struck recently by the sudden realization that the Canadian education system has been functioning all these years without benefit of such a "mission statement". Horrors! It seems that it is only by sheer luck that the whole system hasn't already collapsed in total disarray. To remedy this appalling oversight the Ministers dutifully put their heads together and finally in September released a draft statement outlining their collective "vision of education for the country".

Unfortunately, I have a sinking feeling that their vision is decidedly myopic, blinkered and rose-tinted. The document grandly titled "The Mission of Education and Training in Canada" certainly doesn't promise much in the way of charting new directions towards revitalizing our educational system. Neither does it show much evidence of flashes of genuine insight into the nature of the problems plaguing education or into their possible solutions. I really have to wonder how much thought-provoking discussion was needed to arrive at the novel conclusion that "Education in Canada is a lifelong process intended to provide for each individual and the country the knowledge, skills and values needed for personal development, for economic and social prosperity, and for democratic citizenship"? And if that isn't dynamic and inspiring enough for you then how about such wildly radical notions as "the learner is the centre of the education process", that "learners... have a

responsibility to participate fully in the opportunities available to them", that educators have a "unique social trust" and, for all you Home and Schoolers perhaps the most stunning revelation of all, that "parents... share in the responsibility for the education of their children". Shame on you for not having thought of that.

This isn't a Mission Statement, it's an insipid melange of pretentious platitudes and mindless maxims. The Ministers missed a rare opportunity to give a ringing endorsement to the idea that the real purpose of education is to train students to think critically, to learn to know themselves and to develop the necessary skills to acquire relevant knowledge on their own, if and when they need it. Elbert Hubbard recognized this when he stated that "the object of teaching a child is to enable him to get along without a teacher". The continuing emphasis on stuffing young heads full of random facts is not education, and furthermore, as George Bernard Shaw points out, "pressing people to learn things they do not want to know is as unwholesome and disastrous as feeding them on sawdust". Far too many of our students are being forced to subsist on a steady diet of educational sawdust.

The Ministers in their deliberations would have done well to heed the warning of Bertrand Russell that "We are faced with the paradoxical fact that education has become one of the chief obstacles to intelligence and freedom of thought". Perhaps if they had they might have been inspired to launch a more creative and far reaching drive to foster truly effective education in our schools. Rather they chose to spout meaningless bureaucratic tautologies such as "the provision of quality education and training is the central objective of Canada's education and training systems". If this is a reflection of their collective vision then our educational system faces a very bleak future indeed.

JP



Dear QFHSA:

On behalf of the Dorset Home & School Association, I would like to congratulate you on a wonderful Fall Conference! All the speakers we saw were excellent with well prepared material. It was also a good opportunity to meet with our colleagues from other schools. We're looking forward to next year!

Sincerely,
Shirley Straughton
President, Dorset

Dear QFHSA office:

I am sending you our October newsletter along with my thanks for the *Newsletter Information* package. I was somewhat suspicious about its usefulness when it arrived, but soon changed my mind. A sample of newsletters from other schools must be the most useful way to get ideas. Indeed, we have just recently had a request from Sunnydale, who are

collecting newsletters with a view to improving theirs! Information about educational clip art also always comes in handy!

The QFH&SA packages were especially appreciated by Publicity and Parent Education. I know Laura Cardilli of Parent Ed is very pleased and has been following up some of your suggestions, even phoning you to clarify and expand some ideas. Our publicity person (Wilma Granger) agrees with me that the samples help a lot. However, the names and telephone numbers of some of the contacts are out of date, but not the position or organization. Our H&S did not realize how useful these packages were. Actually, we hadn't really taken note of their existence.

Although we suspect they were especially intended for those taking on a position for the first time, most use has been made by executive members in their second year who feel secure enough to suggest change after seeing your good ideas. I would like to emphasize the usefulness of the QFH&SA information, especially to those other schools who didn't know about them, or that they could get these simply by writing off for them.

Thanks again,
Anita Dunn, Editor
Valois Park H&S newsletter

The Mission of Education and Training in Canada The Ministers of Education, Canada, state that their Common Mission is:-

The ministers responsible for education have agreed on a common statement of the mission they are pursuing in their own jurisdictions:

Education in Canada is a lifelong process intended to provide for each individual and for the country the knowledge, skills, and values needed for personal development, for economic and social prosperity, and for democratic citizenship.

This mission confirms our belief that the learner is at the centre of the education process. Change in the learner is what constitutes the outcomes of all formal and informal education. Increasingly, Canadians must have the knowledge and skills to adapt to change and be confident in their ability to go on learning, to master further skills, and to create new knowledge.

Ministers responsible for education share a common commitment to provide opportunities for these learning changes to occur.

The Meaning of Christmas

The meaning of Christmas, to us, is quite blurry.

All we can do is rush 'round and worry
About all the cost of the presents we've got,
And how many more we just haven't bought.
We know we have hundreds of letters to write
And experience stress, in having to fight,
The numerous goodies that won't make us thinner
And the problem of cooking a great Christmas dinner.

Thus, many of us just cannot realise
That Christmas' meaning is in front of our eyes.
We should just take a moment to look at the Crèche
And see Baby Jesus in true, living Flesh
As He lay in a manger all covered with grass
While beside Him his parents, a horse, a jackass,
A dog, two doves, a goose and a sheep,
Sat quietly as Jesus fell fast asleep.

As we see this, we should just stop and think,
"Was Mary, like me, going over the brink?"
Of course not. Just look at her kind, gentle face.
She's smiling, relaxed, and a picture of grace.
And we, too, like Mary, should try hard to be
As relaxed, graceful, and calm as she.

For this is a season of hearty good cheer,
Of happiness, warmth, and feeling quite near
To one's fellow men as we all join together
And agree to celebrate Christmas forever.
Away with our seasonal rush and hurry,
Forget all about that stressful worry,
And let us all feel the praise and love
That began at the birth of our Lord above.

By Erin Gunther, Christmas 1988, Cedar Park School

Computers

Our personal congratulations to Bob Steele who has taken his computer expertise from Thorndale School to the Lakeshore School Board. Bob is going to try to help his fellow teachers, and parents, to learn more about computers and how the students can benefit from using them and the many fun software programs that are available.

Editor

"Children bred in front of the television have never felt the warmth of the earth against their backs on a starlit August night, examined a locust under a magnifying glass, watched blue and red blend together as purple, or seen a kitten born. We mustn't give up. We must insist on a life lived — with passion."

— Source: *Teacher Magazine*,
March 1991, page 59

Canadian University Enrolment

In the past 10 years the number of U.S. visa students attending a Canadian university declined. In 1990, close to 3,000 U.S. citizens with a student visa enrolled at a Canadian university compared with 3,600 in 1980.

While American numbers declined, total international student enrolment in Canadian universities rose by 20 per cent. By 1990, U.S. visa students accounted for only 8 per cent of total international enrolment compared with 13 per cent in 1980. The drop was most significant in graduate programs where the American proportion of international student graduate enrolment in 1990 fell to 7.5 per cent from 17 per cent in 1980.

Reprinted from: *Notes from the Association of Universities and Colleges of Canada*, Aug./Sept. '92. Figures taken from Statistics Canada data.



The Quebec Federation of Home and School Associations is an independent volunteer organization dedicated to enhancing the education, health and general well-being of children and youth by encouraging public interest in education, promoting cooperative efforts among parents and educators and fostering public opinion favourable to the advancement of education.

Quebec Home & School NEWS

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"To Be Our Best"

The Forum and K-12 Learning
Members of the Corporate-Higher Education Forum, university presidents and corporate chief executives, began to examine primary and secondary (K-12) education in 1988. They wanted to know more about how the system was responding to the stress of rapid and extensive change.

The Advisory *To Be Our Best/Nous accomplir* (1991) reports on what the Forum learned through enquiry, consultation and discussion. It concludes with three recommendations:

- Set common goals for learning and indicators of success
- Train and support teachers to help students achieve the goals
- Build community awareness and cooperation for quality schools

The Forum continues to support K-12 learning by proposing common goals to motivate and guide teaching and learning in Canadian schools.

The Purpose: Becoming Our Best

Schools exist to help all students, supported by their families and the communities in which they learn, to develop the basic knowledge, skills, attitudes and behaviour they need to realize their full potential and enjoy satisfying and productive lives.

Six Goals for Student Learning

1. Inspire students to learn and to achieve their personal best
2. Ensure individual mastery of appropriate knowledge
3. Promote the development of skills for implementing knowledge
4. Cultivate positive attitudes, behaviour and values
5. Equip students for entry to the workplace
6. Prepare and motivate students for lifelong learning.

With these goals in place, each community should work together to create and sustain an appropriate, effective school environment focused on achievement.

Challenging Conditions

Increasing complexity and rapid change in society and the workplace challenge us as never before. In response, their education should equip students with the knowledge, skills and attitudes they need in a world where they will encounter:

- explosive development of new knowledge
- new patterns of work
- changing family structures
- rapidly advancing technology
- increasing global competition
- cultural diversity

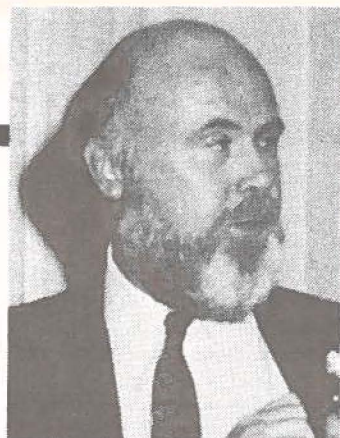
Getting It Right

Agreeing on goals is only a first step. What must be done to achieve them?

- a) Set standards and benchmarks which monitor and push progress.
- b) Raise expectations, and equip and support teachers to deliver on them.
- c) Design curriculum, teaching methods and tests which produce desired results.
- d) Inform and involve parents, employers, colleges and universities.
- e) Connect schools and the workplace to show that learning is relevant.
- f) Improve ways of responding to social conditions which impede teaching and learning without compromising the goals.
- g) Manage and innovate to use limited finances more effectively.

Starting Here and Now

Forum members believe that a broad consensus on learning goals for all Canadian children is vital so that community effort can focus on helping all students realize their full potential in terms of the goals. Reprinted from: "Learning Goals for K-12 Education: To Be Our Best", published by the Corporate-Higher Education Forum. For copies write to the Forum, 1155 René Lévesque Blvd. West, Ste 2501, Montreal, H3B 2K4. Cost \$10 for 10 copies; available in French or English.



Co-President's Message

Singing the Praises for Innovative Programs

It is addictively easy and often satisfying to criticize politicians and public institutions, as is done in one of the current editorials. Such forthright criticism is one of the rights we enjoy as citizens of an open, democratic society. We, at Home and School, would certainly be remiss if we did not take every opportunity to point out in the bluntest possible terms the many shortcomings of our educational system and those who run it. It is the surest way of ensuring steady progress in improving the quality of education for all children. Home and School has certainly never shirked from its role as a responsible wide-eyed watchdog of all things educational.

However, we also recognize that rights always entail responsibilities, a fact ignored by many in contemporary society. In this case, the right of constructive criticism demands the responsibility of balance and fairness. If we criticize and broadcast the failures, it is incumbent on us to also acknowledge and publicize the successes. Only the most blinkered critic of education would deny that there are many worthwhile things going on in Canadian education. Home and School has never shied away from its responsibility of recognizing and celebrating the many good things being done on our behalf in our schools. Our various awards presented during the year are but one

way of doing this. Another is by highlighting worthy initiatives at our conferences and in our publications. At recent conferences, for example, the many and varied "stay-in-school" and "returning dropout" programs have been showcased in workshops and plenary sessions. Many of these imaginative and effective programs carried out in different schools have resulted from the dedication and enthusiasm of a small number of teachers and administrators who identified a problem, found a possible solution and made the effort to implement it. These truly dedicated "educators", in the best sense, involved in these and myriad other innovative educational programs, deserve our admiration, support and encouragement.

It is perhaps not surprising that many of these truly effective educational initiatives come from the "grass roots" and "front-line" of the educational hierarchy. Seldom are such forward-looking ideas generated by the numbingly unimaginative educational bureaucracy. We, at Quebec Federation, will continue to sing the praises of novel and worthwhile programs and the exceptional educators responsible for developing and implementing them. Although there remains much to criticize in education, there is even more to celebrate and be proud of.

Jon Percy

Public Funding of Private Schools

Enrolment in private schools in Canada has increased steadily during the past two decades. In 1970-71, 142,601 students were enrolled in private schools (2.4% of the national total). In 1989-90, some 233,873 (4.6% of students) were enrolled in private schools. Although total public school enrolment has decreased by about 15% since 1970-71, private school enrolment has grown by 64% over the same period. Statistics Canada has reported that most of Canada's private school students are enrolled in Quebec (43%) and in Ontario (27%). The majority of Canadian private school students (55.6%) are enrolled in secondary schools and 35.9% are in elementary schools.¹

The funding of private (or independent) schools in Canada has generated much debate in educational circles.

On the one hand, British Columbia's Federation of Independent School Associations believes that independent schools are an alternative that "provides enrichment that enhances the educational enterprise." Because independent schools provide a service that "serves the public purpose," they ought to receive "an equitable share of taxes collected for the provision of such services."²

On the other hand, advocates of a stronger public education system argue that increased public funding of private schools would lead to the creation of schools segregated along lines of religion, ethnicity or

class, which would deny students the advantages of a shared acculturation experience. They also fear that support of private schools would erode the public's financial and ideological support for public schooling.³

Opponents of private school funding argue that parents who send their children to private schools should not expect the tuition fees to be subsidized by the government. An editorial by David Clandfield in *Our Schools/Our Selves* argues that "Public funding is not supposed to turn private schools into free public schools, but only to take some of the financial pressure off (the private schools). Any service that has to be paid for is more accessible to the wealthy members of our society than to the less wealthy."⁴

Five provinces now provide some public funding for private schools: British Columbia, Alberta, Saskatchewan, Manitoba and Quebec; private schools must follow the provincial curriculum and educational programs.

Revenue of Private Schools

In 1988-89, an average of 30% of the total revenue of private schools in Canada came from provincial funding. The largest proportion of provincial funding was in Quebec, where private schools receive 48% of their revenue (\$236 million in 1988-89) from provincial funding.

Statistics Canada reported that individuals paid approximately one-half of the revenue of private

elementary and secondary schools in Canada. In Ontario and the Atlantic provinces, where private schools receive virtually no grants, fees paid by individuals account for close to 70% of private school revenue. In the other provinces, some 38% to 45% of private school revenue is accounted for by tuition fees.⁵

The Official Languages in Education Sector of the Department of the Secretary of State provides grants to help defray private schools which offer programs in English or French as a second language. In 1990, contributions were made to schools in Nova Scotia, Ontario, Manitoba, Alberta and British Columbia. The program contributed \$1,514,758 to 584 private schools in five provinces.⁶

In recent years, the expansion of private school funding in British Columbia, Alberta, Saskatchewan and Manitoba, has coincided with increased government regulation and supervision of private schools. Bill 141 (*Loi sur l'enseignement privé*) is expected to give the Quebec government more power over the licensing and regulation of the private schools in that province.

1. Statistics Canada, *Elementary-Secondary School Enrolment, 1989-90*, Cat. 81-210 (Ottawa: Minister of Industry, Science of Technology, December 1991).

2. Federation of Independent School Associations, Brief Submitted to the

See *Private Schools*, page 14

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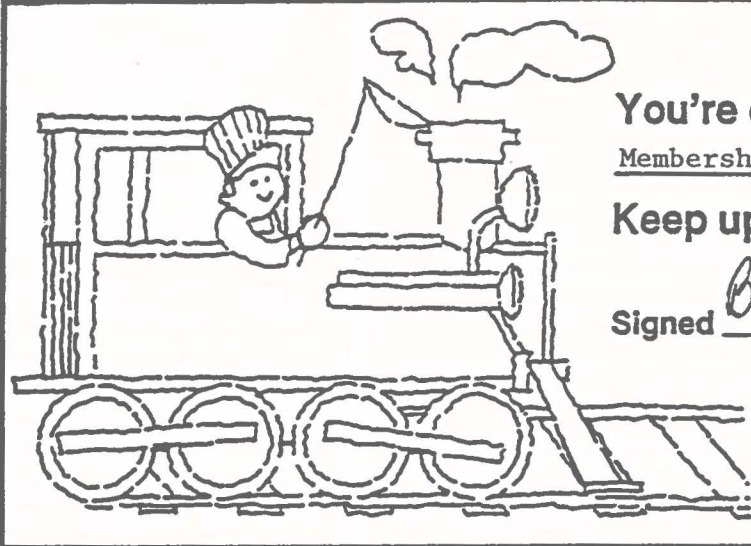
FOCUS on MEMBERSHIP



HOME AND SCHOOL MEMBERSHIP

1992-1993

School	Membership Chairperson
Allancroft	Maria Labbe
Andrew S. Johnson Memorial	Gerald Bennett
Ayer's Cliff	Cathy Hortop
Aylmer Elementary	Heather Tegelberg
Bale Comeau Elementary and High	Barbara Rioux
Beacon Hill	Bev Plourde
Beaconsfield High	Betty Yamaoka
Carlyle	Carol Latimer
Cedar Park	Ann Tellier
	Jill Leon
Christmas Park	Pamela Doherty
Courtland Park	Karen Carter
Dorset	Chris Tibelius
Dunrae Gardens	May Hodhod
Ecole Primaire Beaconsfield	Alexandra Ostapovitch
Ecole Primaire Harwood	Terri Tansey
Ecole Prim. Pointe Claire	Johanne Rolland
Edgewater	Arlene Whiting
Edinburgh	Jacquie Roye
Elizabeth Ballantyne	Catherine Maxham
Evergreen	Sylvie Diorio
Greendale	Linda Hornstein
Howick	Susan O'Sullivan
Hudson High	Heidy Berthoud
John Rennie High	Kathryn Brydon
Keith	Abby Virdee
Lachine High	Monique Ball
Lindsay Place High	Louise Amy
Macdonald High	Arlene Whiting
Meadowbrook	Janice Ritchie
Mount Pleasant	Beverly Spencer
New Carlisle Elementary and High	Janice Sylvestre
New Richmond High	Barbara Harrison
Northview	Joanne Conway
	Crystal Fernholz
Roslyn	Patricia Smith
Royal West Academy High	Kathryn Arrell
Seigniory	Diane Martello
Shigawake-Port Daniel	Barbara Hottot
South Hull	Linda McKelvey
Sunnydale	Ninie Foldes
Thorndale	Alice Ayoub
Valois Park	Civita DiFilippo- Zhang
Westmount High	Anna Marrett
Westpark	Robin Deskin
Willingdon	Yvonne Zacharias
Windermere	Janice Saba



You're on the right track,
Membership Chairpersons

Keep up the good work!

Signed *B. Milus-Smith*

Date November 1992

1992/1993 GROUP AFFILIATE MEMBERS as of November, 1992

SCHOOL/PARENTS' COMMITTEES:

- Andrew S. Johnson's Memorial High School
- Asbestos-Danville-Shipton School
- Aylmer School
- Buckingham School
- Dr. S.E. McDowell School
- Dorset School
- École Primaire Beaconsfield
- Flemming School
- Gault Institute
- Harold Napper School
- Hemmingford School
- Heroes' Memorial School
- Herbert Purcell School
- John Rennie High School
- Jubilee School
- Knowlton Academy

Lakeshore School Board Parents' Committee

- Lennoxville School
- Lindsay Place High School
- Margaret Pendlebury School
- Mount Bruno School
- Mount Pleasant School
- Onslow School
- Ormstown School
- Prot. Sch. Bd. Châteauguay Valley Parents' Committee
- Royal Charles School (St. Hubert)
- Royal Vale Alternative School
- St. Agathe Academy
- St. Bernard School
- Sinclair Laird School
- Spring Garden Parents' Congress
- Sunnyside School
- Three Rivers High School
- Westpark School
- Wilder Penfield School

SCHOOL BOARDS:

- Eastern Townships School Board
- Protestant School Board of Greater Montreal
- Saguenay School Board "P"
- St. Maurice Protestant School Board

TEACHERS:

- Provincial Association of Protestant Teachers

OTHERS:

- Alliance Quebec
- Kahnawake Education Center
- L.C.C. Parents' Committee
- Loyola High School
- Queen of Angels Academy
- St. George's School of Montreal
- Stanstead College

Needed: a more open education system

Educators need more "intestinal fortitude" to reform the school system and open it up to partnerships with business, industry and labour, CEA President Dick Dodds said in a television interview in December.

Speaking on CTV's *Question Period*, Mr. Dodds said: "The education system, both elementary-secondary and university and community colleges are doing a good job within the current structure, but we're dealing with a 19th century school system trying to prepare students for the 21st century."

Mr. Dodds favours a "let's go back to zero" approach to reforming the education system. "Unless we go out and find...people who are willing to significantly change — and I don't mean "band-aiding" — the school system...we're just going to get more of the same."

Mr. Dodds noted that business, industry and labour are making greater demands on the school system and are expecting more from high school graduates.

"No longer can educators take the sole responsibility for educa-

tion. We've got to get business, industry and labour directly involved as full partners in the education system."

"What we've got to find in this country are people who do not want to maintain the status quo. We have to find visionaries. Educators have to let go of the total decision-making and allow others to become involved or we're just not going to solve this problem," Mr. Dodds said.

Reprinted from Canadian Education Association Newsletter, Feb. '92.

Received 2 Newspapers?

If you were a member last year and have rejoined this school year you are on 2 mailing lists. The extra copy will be gone by the next issue! Why not offer your second copy to a neighbour?

Received 2 Newspapers?

APPLICATION — QFHSA

Supporting (Family Membership) . . . \$12.00

Affiliate (Group) Membership \$50.00 eg. School Board, School Committee, Parents Committee, School Council

Name _____

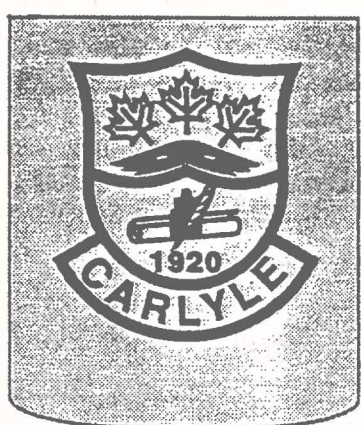
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Quebec Federation of Home & School Association
3285 Cavendish Blvd. #562, Montreal, Quebec H4B 2L9 (514) 481-5619

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



Carol Latimer of Carlyle Elementary School was the winner of the Evaluation Prize — a book for their school library — at the QFHSA Fall Conference, held on Saturday, October 24, at John Rennie High School. Congratulations.

Volunteering: Good for Your Health!

Reprinted from "American Health Manual", March, 1988, the following article explains how volunteering can be good for one's health.

"Exercise regularly, eat a well balanced diet and do something nice for someone. That's the advice you're apt to get from your doctor in the near future. There's more evidence than ever helping others has definite health benefits for those who lend a helping hand. In an explosion of new research, the benefits of altruism... long praised by moralists... are being proven by psychologists, epidemiologists and neuroscientists.

Recovering alcoholics are expected to call or visit their struggling peers, to be there when they're needed... even if it means being phoned in the sleepy hours of the night. They do it because they realize that taking the helpful role creates a feeling of inner strength that can overcome their own problem.

"One key benefit of volunteering is that it's a way of connecting with people. Those of us with many social contacts tend to live longer than more isolated individuals. In fact, even pleasant, relaxing activities may be bad for your health if they make you more isolated.

"Scientists are also finding, that doing good may be good for your immune system as well as your nervous system. These two regulators of health are turning out to be intimately linked. Doing good — or even thinking about altruistic action — may give the immune system a boost.



School Board Celebrates 5th Anniversary of Peace Day

The third Tuesday in September marks the annual remembrance of the International Peal for Peace Day throughout the world, and the Lakeshore School Board took part for the fifth time recently. The ceremony opened by playing of music by the Lakeshore Quintet, a group of musicians who teach in

LSB schools. After the singing of O Canada, Margaret Mitchell, Consultant at the Lakeshore Board, welcomed the audience and introduced the first of the famous guests — Virginie Larivière, the young girl who is conducting a petition campaign against TV violence. Virginie's young sister was killed, and she and her family hope to secure a million signatures on the petitions to Brian Mulroney to help reduce the TV violence. Virginie told about her hopes and feelings in French. Ann Cumyn, School Commissioner, acknowledged Virginie's work and thanked her for all she had done.

John Killingbeck, Acting Director General of the Lakeshore Board, introduced the Vilagos twins, Vickie and Penny, special guests for the Peace Day. These Olympic champions each spoke briefly about the importance of peace, and the necessity of physical activity in the schools to promote better health for all students. All three of the guests received a special framed photo of our Earth,



Sue Winn, Vickie and Penny Vilagos, and Nicole, mother of Virginie Larivière, at celebration of 5th INTERNATIONAL PEAL FOR PEACE DAY at Lakeshore School Board offices, Sept. 15, 1992.

as a gift which would proclaim the connections between peace and the environment. This was followed by the singing of Young at Heart, a special song for the occasion.

Margaret Mitchell talked briefly

about her friend and noted educator, Dani Zwolska, who died recently. Then she unveiled a beautiful plaque in her memory, indicating that the plaque would be hung in a prominent place in the school board headquarters. Barbara Milne-Smith, Co-President of the Quebec Federation of Home and School Associations, presented the plaque to the sister of Dani Zwolska.

One moment of silence was followed by the Peal for Peace — the ringing of a bell, after which the closing prayer was given by Sue Winn of the Lakeshore Board. As Margaret Mitchell quoted Martin Luther King, Jr.: "When the power of love overcomes the love of power, there will be peace." The music of the quintet brought this idea home to the guests as they concluded another Day of Peace.

Pat Lewis



Wendy Buchanan, Exec. VP. QFHSA, Virginie Larivière with her peace balloon, and Barbara Milne-Smith, Co-President QFHSA, at 5th Annual celebration of INTERNATIONAL PEAL FOR PEACE DAY at Lakeshore School Board, Sept. 15, 1992.

International Peace Day BEACON HILL SCHOOL



Lise O'Brien, Virginie Larivière and Principal Gregor Campbell, at INTERNATIONAL PEAL FOR PEACE DAY assembly at Beacon Hill, 9/92.

This year marks the 5th anniversary of the International Peal for Peace Day, with some 66,000 celebrations going on around the world. Beacon Hill School is one of those celebrants. The entire student body and school staff gathered in the gym for a special ceremony, led by Principal Gregor Campbell. Campbell welcomed the audience, showed a special photo of our earth from space, and spoke about peace in this neighborhood and all over the world. Janis Morrow, teacher, led the singing of O Canada, followed by a brief history of the day by Marg-

aret Mitchell, a special guest and MRE consultant with the Lakeshore School Board.

Mitchell then introduced Virginie Larivière, a very special young girl who is conducting a worldwide campaign against TV violence. Two students, Frances McGregor and Lindsay Todd, presented greeting cards made by the KIDS FOR PEACE club for Virginie, as well as more signed petitions. Then Janis Morrow led the students in a special song written for Virginie and called AN APPEAL FOR PEACE.



Virginie Larivière and her mother with Ann Cumyn of Lakeshore School Board and Margaret Mitchell, Consultant and organizer of the celebration of INTERNATIONAL PEAL FOR PEACE DAY, Sept. 15, 1992.

One Grade 5/6 class actually conducted their own survey of TV violence, and made graphs for physical and mental violence as they saw these during 1/2 hour cartoons and half hour regular programs. Teacher Linda Haynes organized this exercise in an MRE class. The results of this survey confirms that the amount of violence is very high, particularly in cartoons.

One moment of silence in honour of peace followed, and then Gregor Campbell rang a bell, the peal for peace, a symbol heard around the world. Virginie Larivière then spoke to the lower grade students in French, with teacher Lise O'Brien translating her thoughts into English for these younger children. Virginie said

that when her sister was killed, she wanted to do something about violence on TV. She called for students to help by being partially responsible for what is watched on TV.

Yes, TV is a magic invention, and it is fun to watch, but there are other things that are also fun, such as running, playing games and reading — for knowledge and for enjoyment. Violence can be refused, even by young people,

claimed Virginie.

The older students then listened to Virginie, talking in French. About 150 Grade 4-6 students understood her ideas, and asked questions in French. Virginie was thanked for her contributions by the staff members, and the principal thanked everyone, telling the boys and girls that they are the future and they can help to stop the many terrible things that are going on today, including TV violence, and help to establish peace everywhere.

Pat Lewis



Virginie Larivière (rear) with some girls from French Immersion class at INTERNATIONAL PEAL FOR PEACE DAY at Beacon Hill School, 9/92.



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fund-raiser is designed to raise funds for schools. It is educational, fun, simple to do, and helps heal Mother Earth.

Social Affairs Support Services Committee

by Pat Lewis



VIOLENCE IN SOCIETY AND CHILDREN: Quebec's largest teachers' union recently started a campaign to combat violence in our schools. The Centrale de l'Enseignement du Québec's President, Lorraine Pagé, announced that a video has been made to initiate classroom discussion and a four-page pamphlet, *La Violence à L'École: Objectif Zéro*, underwritten by the federal government, will be sent to all CEQ members in the schools. They advocate promoting cooperation and organizing after-school sporting events.

Josée Grampado, a teacher from Laval, wrote to the GAZETTE to express her outrage about the violence seen in and around schools. "Because violence is so dominant in their lives, children mimic violent acts they see, whether it be playing violent games or taking out their aggression on another child...In order to diminish violent acts, not only by children, but by society, we must stop showing violence as a means to an end and we must stop glorifying this message."

The campaign against TV violence initiated through petitions to Mulroney by Virginia Larivière continues to touch many lives. To date this young girl has collected more than 350,000 names on her petitions, and has had help from all across Canada, as well as from more than 14 foreign countries. At the recent celebration of the

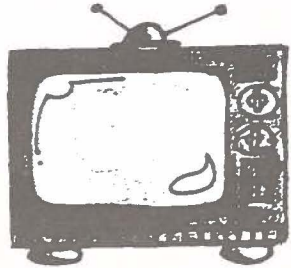
INTERNATIONAL PEAL FOR PEACE DAY at the Lakeshore School Board, Virginia spoke of the need for parents to be involved.

Revenue Minister Otto Jelinek is trying to stop production or distribution of a board game about serial killers, being imported from the United States.

Mr. Leslie Millin (who is now in B.C.) and who is a former employee of the Canadian Radio-Television and Telecommunications Commission, tells us that the CRTC has the power to do something to reduce the amount of violence on TV. A report from the CRTC indicated that the rate of homicides not merely jumped but doubled within a decade or so of television being introduced. And the report concludes: "...the effects of television violence can be controlled in pre-adolescent children by factual interventions involving social cognition.

A strategy of media literacy, implemented by the various agents responsible for socializing children — particularly *parents, schools* and the *broadcasting industry* — would be a first step in this direction."

A report given by the President



of the Ontario Federation of Women Teachers indicates that school children are imitating the violence they see on TV and in the media. Although researchers have shown that violent programs do not necessarily lead to violent behaviour, BUT for many children, television drastically reduces play time, vital in social development. It also cuts down on time with parents, who instead of induc-

ing youngsters to behave, make life easier for themselves by sending them in to watch the tube.

Fifty-two countries sent more than 1000 delegates to a conference on Violence and Human Coexistence in Montreal this summer. They discussed all aspects of violence, from individual acts to



government behaviour, from racism to torture, from gun control to war. Two workshops were run by the Montreal Urban Community police.

Roger Passmore, who heads the phys ed program from the Canadian Association for Health, Physical Education and Recreation, shows that the next generation of boys and girls could end up as couch potatoes and lacking in physical fitness. In Quebec, elementary school students spend an average of eight hours a day sitting, meaning five hours in a classroom and three hours in front of a TV. Only one school in five has an adequate physical education program. Experts in the medical field say that a minimum requirement for kids should be at least 150 minutes a week. Recommended: more time for physical fitness training. Also, inactivity can lead to overweight children, who can then become victims of exercise-induced asthma, which can be quite serious. **WARNING — WATCHING TV MAY BE HAZARDOUS TO YOUR CHILDREN'S HEALTH.**

One day's monitoring by TV GUIDE magazine in Washington, D.C. observed 1846 individual acts of violence, cartoons being the most violent category. 21 per cent

of all the violence — 389 scenes — involved life-threatening assault; 362 involved gunplay. Cable networks averaged three times as much violence as the "Big Three" U.S. commercial networks.

The International Centre of Films for Children & Young People has started a war against exploitative kids' shows. Robert Roy, former head of children's programming at Radio-Canada says they want to do more about improving the quality of children's entertainment. "There is no violence in Canadian productions for children," Roy adds. "The violence that gets on the air comes from someplace else."

The campaign by Virginia Larivière gained support recently from MUC police chief Alain St. Germain and Yves Prud'Homme, head of the police brotherhood. Petitions will be placed in all 24 police stations in the community. You may sign them there. Virginia appeared at the celebration of INTERNATIONAL PEAL FOR PEACE DAY at several schools with local Home & School Associations.



SMOKING: Update on latest research on smoking indicates it can lead to cataracts (eventually to blindness); heavy smoking can cause impaired hearing; mother's smoking can cause behaviour problems in kids. Fetuses should be protected from tobacco smoke, as this can be the cause of spontaneous miscarriage, low birth weight, early death near time of birth, growth retardation and low health scores.

Genes may play a role in inheritance of inclination to smoke. If such is the case, some genes inherited may make it more difficult for smokers to stop the habit.

KIDS WHO DROP OUT: The Lakeshore School Board has the highest graduation rate in the province — about 93%. In Quebec, however, the dropout rate is more than 40%. Some boards are now launching programs to help students stay in school. In spite of its good record, teachers in the Lakeshore Board say classes are too large and may lead to a reduction in standards.

CHILDREN'S SUMMIT: On Sept. 27th a rally was held to commemorate the second anniversary of the 1990 UN World Summit for Children. Hold to Our Promises organization sponsors the island-wide event, to remind us about the rights of children throughout the world.

CHILD ABUSE: CBS, NBC and PBS all showed a program called SCARED SILENT: EXPOSING AND ENDING CHILD ABUSE on September 4th. First time three networks carried same program. Focus on stopping and preventing sexual, physical and emotional abuse of kids.

To obtain information or materials on family violence, contact:
The National Clearinghouse on Family Violence

Family Violence Prevention Division
Social Service Programs Branch
Health and Welfare Canada
1st floor, Finance Building
Tunney's Pasture, Ottawa
K1A 1B5
Tel: (613) 957-2938
Fax: (613) 957-4247
Toll-free 1-800-267-1291

Sex Education and Our Children

By JOHN DENORA

Ideally sexuality education begins in the home. Unfortunately this, more often than not, is rarely the case. In many homes parent-child communication in human sexuality is at a minimum.

Fathers aggravate the situation by their invisibility when the subject of sexuality is broached within a family setting. The idea of father-son or father-daughter talks is largely a myth. What really happens in most families is that both daughters and sons have learned to go to their mothers with their questions. Children learn early that mothers are much more open than fathers when it comes to answering their personal questions.

The exception to this is found in homes where fathers share the general child care and household chores. In these situations, the likelihood exists that children will take their questions on sexuality and other personal affairs to both parents.

In my opinion the really ideal human sexuality program has pupils, parents and school all working together. The school in a sense becomes the linchpin between pupils and parents. The

children receive their curriculum during the day and parents participate in a series of workshops in the evenings. It is done in the evenings because we want to include all working parents. Once parents know and understand what the school is doing in sex education, the possible tensions and misunderstandings simply melt away.

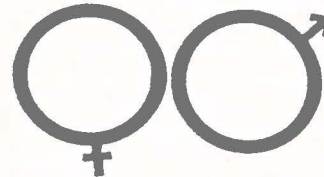
The National Film Board of Canada has produced the excellent "Growing Up" video-cassette program. It has three parts that can be used with older elementary school children and the fourth part has the comments of parents who have viewed the series. I have used this video with grade six children and they loved it.

Parents could meet at school to view and discuss the videos. At this time all questions could be answered. This is what I mean when I say that parents and their children can be involved in school

programs that facilitate communication at home. This becomes a positive factor for the teachers who are doing sex education in the classrooms.

Children are full of curiosity. When they sense they have been given permission by a parent or teacher to ask questions, it becomes a torrent. In the first and second grades, the questions are direct: "Why do men and women get married?" "How does the baby come out of the mother?" By the time they are in the third grade the questions are becoming more complicated: "How come men can't have babies?" "What makes our bodies grow?" By grade four the questions have an element of self-consciousness: "Why do I often argue with my parents?" In grades five and six they continue to seek information and show greater concern for others: "How come some babies are born premature?" "What does sexual intercourse mean?" "What is menstruation?" "What are wet dreams?" "What is a homosexual?" "Is it harmful to masturbate?"

The point is, in all the age groups, the questions are many. They must be addressed by adults.



There are those individuals who doubt that sex education should be taught. For anyone having this viewpoint, I ask that they read what David Mace, a former president of the Sex Information and Education Council of the United States, had to say in 1970 about sex education:

"A child who has been able to learn the basic facts about sex, to feel natural and comfortable about them, to hear the subject presented without embarrassment by at least one trustworthy adult, and to participate in the discussion of the subject with other children in a healthy and wholesome manner is the child who is going to cope effectively with his own emerging sexual feelings and needs...The idea of protecting children from sexuality is a myth...a dangerous myth."

I believe the above quote is as valid today as it was twenty-two years ago.

The ages of five to twelve are critical ones for children to receive sex education. It is important that by the time they reach puberty

children have been exposed to excellent sex education. Ideally this program should occur once a week during the school year. Puberty is that period when sexual feelings are galvanized into action. The situation can be an explosive one. If we have not dealt with early childhood concerns and then we do not deal with adolescent concerns we are in for a troublesome time.

I hope there are parents' committees and school boards who have ensured the existence of an extensive kindergarten to grade six human sexuality program. If this curriculum is good and there are follow-ups every year the healthy benefits to the children will at some point become obvious. When this comes about everyone benefits. The adults have the satisfaction of knowing they've discharged their responsibilities and the children have been given a fundamental basis of knowledge and social skills that can be expanded in high school.

John DeNora has a Masters degree in Human Sexuality and is available to do workshops. Quebec born and educated, Mr. DeNora is now retired after thirty-five years of working in the Quebec Education system.

Ed. note: John DeNora will be addressing other issues in future columns.

LIVING IN HARMONY

AMREQ ANNOUNCES CONTEST WINNERS!

Poetry, art, and essays expressed the theme "Living in Harmony" for 71 entries submitted by schools for the contest sponsored by the Association of Moral and Religious Educators of Quebec. All of the entries deserved merit because of their moral and religious content, but the panel of judges finally decided on winners, which included:

Grades 1-2-3: First place: Grade 2 class Sunnyside, Rock Island. Second place: Grade 1 class (17) Centennial Park, Chateauguay. Third place: Mureille Dumouchel, Centennial Park.

Grades 4-5-6: First place: Anna Bellevance, Sutton. Second place: Anna Rouffo, Mountain View, Lake of Two Mountains, and Lindsay Dunham, Mountain View. Third Place: Melanie Buttle, New Carlisle, and Tammy Everett, Mountain View.

Grades 7-8: First place: Sarah Rozon, St. John's High and Jeremy Grushka, Lindsay Place High. Second place: Dawn Singfield, Becky Brock, Jason Everett, Paul Drew, and Chrissy Williams, Sec. 1 and Gr. 6, New Carlisle High. Third place: Nancy Smith, New Carlisle High.

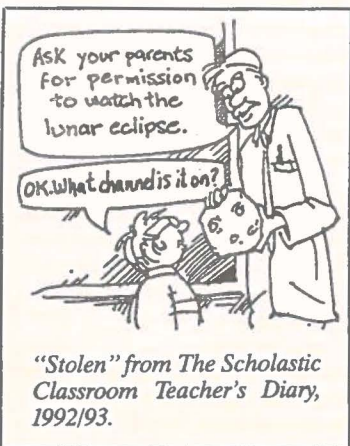
The Association of Moral and Religious Educators of Quebec (AMREQ) will award prizes to these winners, and congratulate them and their teachers for caring about MRE, and Living in Harmony! The theme for the next contest will be Compassionate Action — watch for it! For further information about AMREQ, see the MRE teacher at your school, or call the QFHSA office.

MRE WORKSHOP

The QFHSA was represented by Betty Lou Manker at this August workshop, sponsored by the Direction de L'Enseignement Protestant, an event held annually in August to update teachers' knowledge and skills in the Moral and Religious Education program. An excellent slate of presenters offered lectures and workshops on religion, including New Testament Messengers, Heroes from the Hebrew Bible, Islam, Buddhism and Hinduism.

Other presentations included: Family Relationships: Today's Realities; Morality & Sexuality: Current Issues; Conflict Resolution; Postponing Sexual Involvement, and Building Self-Esteem.

Information about this workshop is available from the Ministry of Education: Call Ross Davidson, Director, or Don Neilson, Education Development Officer at (418) 643-4833, or call the QFHSA office (514) 481-5619.



How To Talk So Kids Will Listen

An Evening with Adele Faber

What a delightful way to pass a couple of hours on a week night. On September 23, 1992, at the YMHA on Westbury Ave., the Montreal Assault Prevention Centre co-hosted a most interesting talk by New York author and educator Adele Faber. Ms. Faber co-authored the book "How To Talk So Kids Will Listen & Listen So Kids Will Talk".

The atmosphere was one of a large family group exchanging ideas and gossip. Ms. Faber continued the ambience by being as natural and easy as if she was addressing a group of ten in a livingroom, instead of hundreds in an auditorium. She has the knack of talking to a large group and yet each person felt that she was talking to them. I am sure each person felt that the anecdotes she was highlighting came from their family experiences. It was enlightening to find out how many other families experience the same crises with their infants, adolescents, teens, and other family members.

Ms. Faber stresses the importance of turning even "bad situations" into positive learning experiences. Here are a few ideas: Instead of threatening a child into action why not offer them choices and let them choose — "do you want your bath with or without bubbles tonight?" This way the child feels that they have some control over the situation without realizing that they now are going to have the bath they thought they didn't want.

When accidents occur turn it

into an opportunity to identify a problem and then solve it together. Even spilled milk can offer a problem solving session.

Other people's feelings are important — even children's. Don't dismiss them as insignificant because what is trivial to an adult is not necessarily so to a child. Legitimize children's feelings by respecting them and take the opportunity to try and channel negative thoughts into positive action.

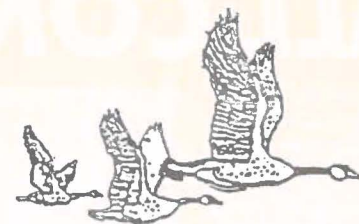
When addressing a problem aim for anger without insults. Do not use character slurs as a weapon. Identify the behaviour to correct not the personality behind it. Because a child's room is messy does not necessarily mean there is a personality flaw.

This is just a sample of some of the parenting techniques shared by Ms. Faber. If you ever have the opportunity to experience an evening with this charming lady I recommend that you grab the chance; you won't be disappointed.

This evening was co-hosted by The Montreal Assault Prevention Centre, the YWHA, and Planned Parenthood Montreal. It is felt that a happy, healthy, safe young person is less likely to become an abusive, aggressive adult.

The Assault Prevention Centre offers a variety of programs for children, teens and adults. If anyone would like information on a specific program or if you have a question please call (514) 284-1212. Trained personnel are available and only a phone call away.

by Wendy Buchanan



The Goose Story

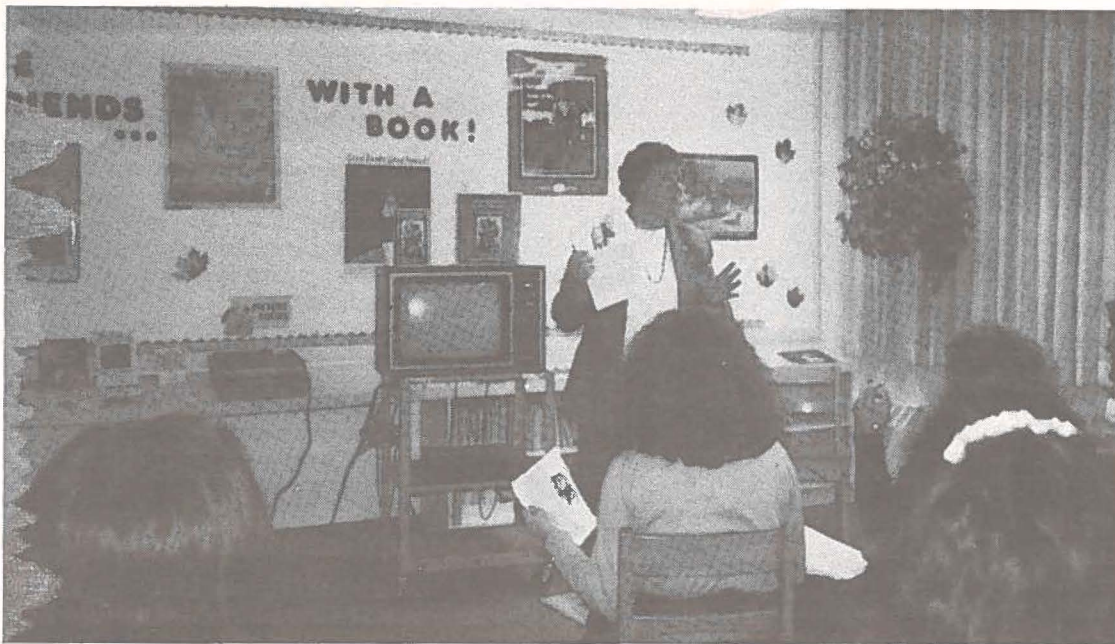
Next fall when you see geese heading south for the winter, flying along in "V" formation, you might be interested to know what science has discovered about why they fly that way.

It has been learned that as each bird flaps its wings it creates an uplift for the bird immediately following. By flying in a "V" formation the whole flock adds at least 71% greater flying range than if each bird flew on its own. (People who share a common direction and sense of community can get where they are going quicker and easier because they are travelling on the thrust of one another.)

Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to do it alone, and quickly gets into formation to take advantage of the lifting power of the bird immediately in front. (If we have a much sense as a goose we will stay in formation with those who are headed the same way we are going.) When the lead goose gets tired, he or she rotates back in the wing and another goose flies point. (It pays to take turns doing hard jobs, with people or with geese flying south.) The geese honk from behind to encourage those up front to keep up their speed. (What do we say when we honk from behind?)

Finally, (now I want you to get this) when a goose gets sick or is wounded by gun shots and falls out, two geese fall out of formation and follow him down to help and protect him. They stay with him until he is either able to fly or until he is dead, and then then launch out on their own or with another formation to catch up with the group. (If we have the sense of a goose we will stand by each other like that.)

Reprinted from: "Rapport", the newsletter of the Technical Service Council, edited by Silvia Grad Paul Koellner



Margaret Mitchell spends an evening at Dorset Elementary School in Baie d'Urfé.

PARENT WORKSHOPS

Would you like to have an interesting evening of discussion and information like the one pictured to the left. Margaret Mitchell, the M.R.E. consultant with the Lakeshore School Board, and a select group of keen parents got together recently for an evening to look into the ways and means of enhancing the self-esteem of children. The parents are members of the Dorset Home & School Association and the Quebec Federation office helped arrange for Margaret's visit. All you have to do to host a similar evening is call either Wendy Buchanan — 697-5588, or the office — 481-5619, with a request for a speaker and we will help you do the rest. Your imagination is the only limitation.

Le défi de l'avenir: l'école protestante dans un société pluraliste

"Quebec has for a long time seen itself as a cultural victim and thus, has not been very receptive toward multi-cultural needs. Today as Québécois are more aware and proud of their own cultural inheritance, they have more power to open their arms to immigrants and respect them for the unique gifts they have to offer to Québécois society."

It was this type of vision of Quebec's future expressed by Marie-France Benes at her workshop during the Conference on Protestant Schools in a Pluralist Society that best expressed the hopes and aspirations of all groups that participated in the 1991 conference on the future of Protestant Education in Quebec.

Ms. Benes's workshop entitled, "La population canadienne et

québécoise face à l'immigration" dealt with the policies both the federal and provincial governments have held towards immigration previously and what could be prognosticated as any future stands both bodies would take.

In essence Ms. Benes stated that Quebec, if given more of a say on immigration would adopt a more open and inclusive policy. She noted that since she worked under the ministry of education and not that of immigration this was theory not law. Benes stated that studies of immigration policies used in the past were made and the trend that would now be taken would emphasize respecting and empowering ethnic cultures, rather than patronising.

Members of the workshop who had been educated in the Catholic

system in Quebec related in particular to this attitude and laughed at the memory they had of collecting money to "buy" pagan children. All members of the workshop could relate to more recent attempts by parishes to sponsor refugees. Ms. Benes reported that although the theory was marvelously located in an area which was not their choice, but that of the parish sponsoring them. This meant that these people may be stuck in rural communities where they had little or no opportunity to use their skills. And there was a tendency for the community to patronise. One man reported that he could not walk out his front door without someone asking if he wanted a lift somewhere.

The workshop concluded that it

was time to be more open to what cultural minorities wanted from our society while including the talents and opportunities ethnic minorities had to give.

This same change in attitude reflected itself in the concerns expressed at other workshops. With respect to religious education those who attended felt that what was most important was to initiate dialogue within the classroom and to touch on all religions with an emphasis on Christianity since it still played the major role in Canada's cultural inheritance. The school's role was to incorporate different cultural and religious inheritances within their framework without losing the building blocks.

Anne Graham
Aylmer

FALL CONFERENCE WORKSHOPS

DISCIPLINE WITH DIGNITY

Delegates and participants at the Fall 1992 Conference, held at John Rennie High School, were treated to an extraordinary, thought-provoking workshop conducted by Leo LaFrance, Principal of "Ecole Primaire Harwood", of the Lakeshore School Board. Leo, working in concert with the teachers, parents and students of "E.P.H.", has elucidated an educational project and a discipline code which makes "E.P.H." such a very special environment.

His success is based on a mutual trust between staff and parents. This effective dialogue allows both parents and staff to understand and implement many programs of benefit to all the parties concerned. Leo's "Discipline with Dignity" is such a program to help the students by fostering self respect and a sense of fair play. "Discipline with Dignity" is based on positive discipline practices. It involved respecting the child as a person, both at home and in the school. It encourages each child to develop a sense of self worth, competence, and personal power; to set and attain goals in an



Leo LaFrance, Principal, École Primaire Harwood, addresses an overflow audience of interested parents.

environment geared to stimulate this growth.

Some of the factors that contribute to this positive climate are:

- a) recognition of and praise for good work and proper behaviour.
- b) peaceful, well-decorated work/learning areas.
- c) a fair, consistently applied set of rules and standards.
- d) recognition of each child as a unique individual ready to be a responsible citizen.

The child must understand the

consequences of undesirable behaviour for both himself and his classmates. A firm guiding hand is evidenced by the clear enunciation of the rules and of the consequences of non-compliance.

Essentially, the whole program is based on a very simple guide line easily stated as, "Do unto others as you would have them do unto you". A parent or teacher encourages respect by demonstrating respect for others. Self-reliance rewarded is self-worth reinforced.

Many of the participants

1. Program content
2. Program evaluation
3. Certification
4. Facilities and equipment

Courses will be relevant to the needs of industry and certification will become standard throughout. Also facilities and equipment will be modernized and brought up to industry standards.

Statistics show that 86% of tech-voc grads find a job after graduation whereas only 40% of regular grads do. And, equally important, the jobs they do find are more interesting and, of course, pay more — always a consideration.

In this rapidly changing world learning has become a life long experience. Tech-voc is a good place to start. The rest is up to the individual. It is estimated that the average worker will change careers as often as six times during their working life. Starting off with a good professional education is a good foundation for these future changes.

Allan Locke
QFHSA Vice-president

seemed astonished at rediscovering this simple truth. It is perhaps unfortunate that, due to a lack of time, the whole program was not covered as foreseen. However, the discussion format was of great usefulness to many in the audience. This was an educational experience hosted by a great educator. Don't miss the next opportunity to hear Leo LaFrance.

Rickhey Langlois
Anne Swettenham
École Primaire Harwood

"YOUR CHOICE ... OUR CHANCE"

Workshop was led by Kevin O'Donnell from Quebec School Television, Anglophone Services. The "program", on the prevention of drug and alcohol abuse by young people, was developed and produced by the Agency for Instructional Technology, located in Bloomington, Indiana, and had input from all ten provinces in Canada.

Kevin outlined the need for materials, such as the videos and accompanying handbooks, in the "Your Choice ...Our Chance" program. He showed an informational video which included samples of some of the student programs which are excellent curriculum supplements for classroom use. In school use, the materials can be integrated into existing programs. Ten videos are available for classroom use — grades 5 and 6 — plus three videos aimed at developing community action and involvement.

The "Your Choice ...Our Chance" video program is also available in French. The French program, entitled "Tes choix ...Ta santé", was developed in Canada and is not simply a translation of the English material.

Materials for grades 2-4 has been introduced, called "Just for Me". To date, no program has been developed for the secondary level.

QFHSA is very appreciative of the fact that Photo Art takes all the pictures at our conferences without charge. We hope that many of you will use them too.

DISCIPLINE AVEC DIGNITÉ

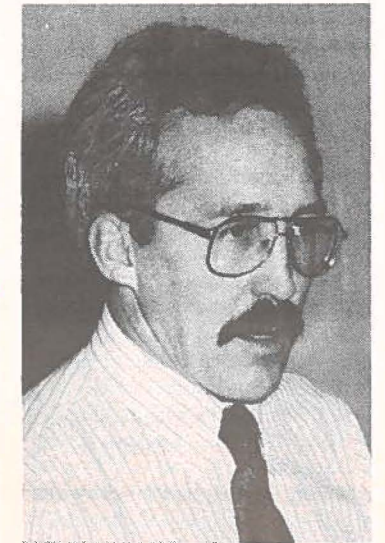
L'éternel problème: la discipline. Que faire? Quand le faire? Toujours les mêmes questions.

Le week-end du 24 octobre j'ai assisté à un des séminaires donné par M. Léo LaFrance sur ce sujet. Quelques causes des problèmes de discipline sont: l'ennui, le manque de pouvoir, le manque de sécurité au sein de la famille et aussi l'attaque à la dignité de l'enfant.

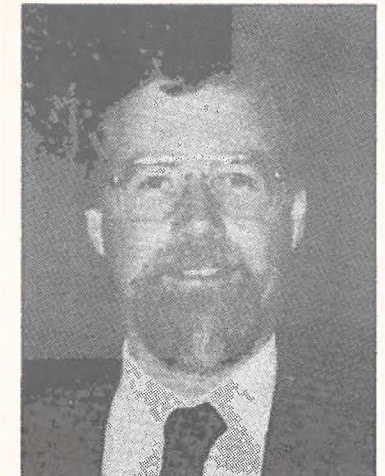
Des fois les enfants manquent de discipline car ils veulent se faire écouter, entendre et comprendre. La discipline peut se séparer en trois groupes: la prévention, les actions et la résolution.

Pour conclure, il ne faut pas oublier que la discipline commence par apprendre un respect mutuel.

Hélène Brodtkin
Sunnydale School



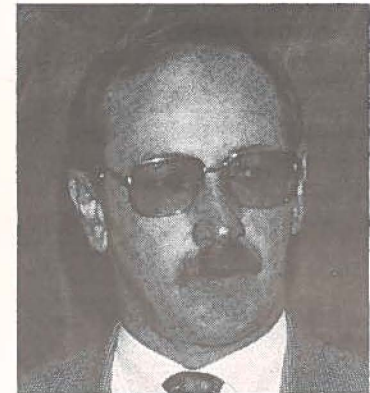
Leo LaFrance



Kevin O'Donnell

Audience participation and discussion revealed that few people were aware of this excellent program. If you would like to obtain further information, for your school board, school, or community, call 1-800-361-4522 (extension 4245) if you live outside Montreal, or 521-2424 (extension 4245) if you are on-island.

Helen Koeppe
Past President, QFHSA



Wayne Goldthorpe



David D'Aoust

CAREER DIRECTIONS

David D'Aoust, Executive Director, Quebec Association of Protestant School Boards, and Wayne Goldthorpe, Director, Adult and Vocational Training, Chateauguay Valley Regional School Board, conducted this workshop — in French in the morning and in English in the afternoon.

Vocational Education offers some exciting and challenging

opportunities for students today. Highly trained technical personnel are in demand in business and industry even in these slow economic times.

The Quebec government, along with representatives of education and industry, is working to further enhance the courses offered and their content. In this vocational education review attention is being directed to four areas:-

ACADEMICS AND PHYSICAL EDUCATION TRAINING

Tony Proudfoot is chairman of the physical education department at Dawson College. He has a master's degree in physical education, has worked on various committees at the school level, and played for the Montreal Alouettes.

It may surprise you to hear that Canadian adults are more fit than Canadian children. The drive towards fitness aimed at adults has been very successful — adults are working out at lunchtime or after work and reaping the physical and mental benefits. But our children need to be more active. Gym class just isn't enough.

Ideally, physical education should be part of the curriculum every day at school. Cognitive skills should be taught early in the day. Later on in the day, a child's mind is tired and he/she has been sitting for a long time. This is the ideal moment for physical activity.

Activity will be of health benefit to the child's body and will also refresh his/her mind.

A good physical activity programme should consist of both competitive and cooperative games, both team and individual sports. Skills should be taught and practised in an atmosphere of "delicious uncertainty". If you are throwing a baseball at a target, there should be a 50-50 chance of success. You should get the feeling that you can hit the target if you really work at it. "Delicious uncertainty" helps put a perspective on success and failure which can carry over to other areas of learning.

Failure and success are both part of the learning process. With cooperative learning a large factor in the classroom today, team sports go a long way in teaching children how to work together and how to take advantage of each

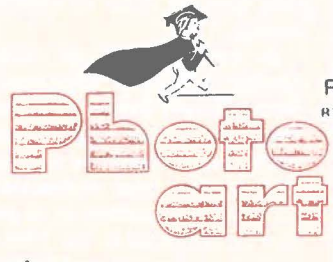


Tony Proudfoot

other's strengths.

Because of the time limits put on physical education at school, it is important that the community and the school try to integrate their programs and work together to give every child a healthy start that will last ...for life!

Anna Marrett
Westmount High School



TÉL.: (514) 384-0430
FAX: (514) 384-2601

PHOTOGRAPHIE SCOLAIRE
"SCHOOL PHOTOGRAPHY"

BENOÎT DURAND
Gérant de région

810, RUE SALABERRY, LAVAL, QUÉ. H7S 1H3



Parents are concerned about violence in schools.

UNLEARNING VIOLENCE

The Freedom Group Inc. presented an overview of their work in mediation. A role-playing session was conducted demonstrating peer mediation and stressing that it is not a judgement but a way to help reach a solution. The ground rules being: no blaming or name calling, no interrupting, listen, share information and be honest.

A video was viewed giving some instances where mediation has been used in various sectors in Ontario, be it business, courts, schools. Mediation began in the United States, then moved into British Columbia where Conflict Management is now part of the school curriculum K-12. Then it moved to the Ottawa area 3-4 years ago where more than half the schools with a mediation programme are elementary.

The Freedom Group Inc. began a Peer Mediation Programme at Riverdale High School in 1990 and Lindsay Place High School in 1991. The PSBGM is interested in devel-

oping a Board Programme. A needs assessment is to be done in the near future at Howard Billings High School. It takes 2 years to develop leaders in the school. It is not a quick fix to a problem.

The Peer Mediation programme in the school requires a school co-ordinator. A needs assessment is done, then students are selected for training as mediators. There are orientation meetings with the students, staff and the parents of the students selected. There are 2 day workshops held in the spring and fall. Every 2 weeks the mediators meet to share experiences and to further their training.

The Principal refers students in need of mediation to the School Co-ordinator, who tries to match the disputants and the mediators by age, sex and ethnic background. One session lasts about 60 minutes. What is discussed in confidential. The types of conflicts are between students and often deal

with rumours, bullying and fighting. Both parties must agree to mediation. To be successful, no one should be coerced into it.

An exercise was conducted with the audience on beliefs about conflict. People deal with conflict in different ways: avoidance, competition, accommodation, compromise and collaboration. Conflict and how it is handled determines whether it is positive or negative. Factors that contribute to conflict are: faulty communication skills, unresolved grief, prejudice and stereotyping.

This workshop felt a bit like a marketing session. It would have been helpful to have someone present from Riverdale High School to give their view of the program. The question of cost for running the program was not clearly stated.

Shirley Smith-Codere
Knowlton Academy



We weren't always serious in our workshop!

UNDERSTANDING THE MEDIA

The workshop, led by Maureen Baron, on "Understanding the Media", was a fascinating, humorous, and enjoyable look into the technology and use of media — with emphasis on television. Maureen Baron has a Master's degree in Educational Technology and taught elementary school for ten years before becoming a co-chair of the Association of Media Educators of Quebec.

This is a relatively new field in which we find ourselves ahead of the United States but behind both Australia and the United Kingdom. Our children watch an average of 15,000 hours of television by the time they graduate from high school. Bringing television into the classrooms is seen as a way to teach students to examine what they see and hear in a critical manner. The world of the future will require literacy in electronic media as well as traditional print media. Since children are not afraid to experiment with all forms of media, but do not necessarily understand that

not everything they see can be believed, it is important to introduce critical analysis at the earliest possible age. They should learn to evaluate and analyze the information to which they are exposed.

With the use of some short videos, Ms Baron demonstrated clearly that things are often not what they appear to be. Visual images may not be consistent with



Maureen Baron

the language and music to which they are attached. Advertising uses various techniques to target messages at specific markets. Advertisers follow this up by choosing to sponsor network programs which are aimed at the same markets. The importance of critical analysis of the images projected at our children was again emphasized.

On the positive side some commercials have begun to eliminate gender and racial bias from their messages.

The last part of the workshop included a warning against amendments to our copyright laws and encouragement to get involved locally in encouraging media literacy. Ms. Baron suggested reviewing materials, consulting on policies, lobbying for governmental support, collecting and distributing resources, organizing training and workshops, and acting as liaison between schools and media groups.

Howard Solomon
Westpark School

MEDIA AND THE HIGH-RISK DROP-OUT STUDENT

For the High-Risk potential Drop-Out student there is hope.

At Lake of Two Mountains High School, a program called ACE — or the Alternative Career Education Program — has been developed to help students learn about careers, formulate career goals, and make a transition from school to work. Potential drop-outs are considered for the program, following series of psychological tests, teacher, counsellor and psychologist recommendations, and consultation with parents.

Once accepted into the program, students have two short work terms (the school finds placements) combined with classroom lessons in math and language which is more related to real life experience. In the second year, more time is spent in the work place, with less time in the classroom. Students receive credits and a certificate at the end of the program.

Lee Rother, Special Education Teacher at Lake of Two Mountains High School, presented a comprehensive overview of the program, focussing on media education. Mr. Rother has developed methods and techniques which have stimulated learning and motivated students. Students have shown improvement in communication skills, both verbal and written. They have learned to be critically

aware of world concepts through the media course classes.

"It was the function of education to foster inquiring and critical individuals... teaching through media helps students become sensitive to a world driven by economics" says Mr. Rother.

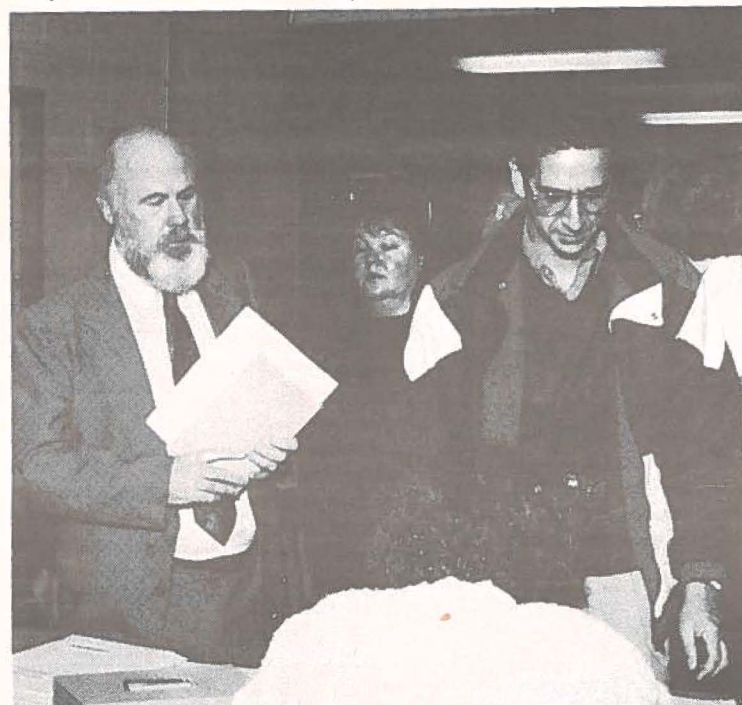
His dynamic, intelligent, and



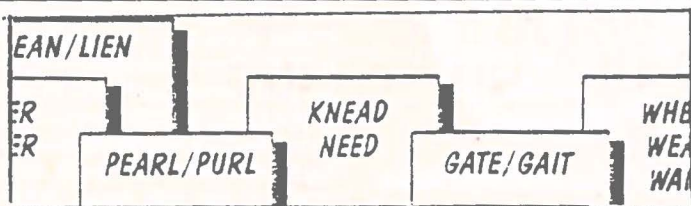
Lee Rother

understanding approach is encouraging to his students — and those of us who heard realize that this special teacher is preparing his students for the real world — now and in the future.

Betty Lou Manker
QFHSA MRE Chairperson



Registration Desk: Jon Percy, and David Brodtkin, Sunnydale Park School check in.



ATTENTION TEACHERS AND PARENTS

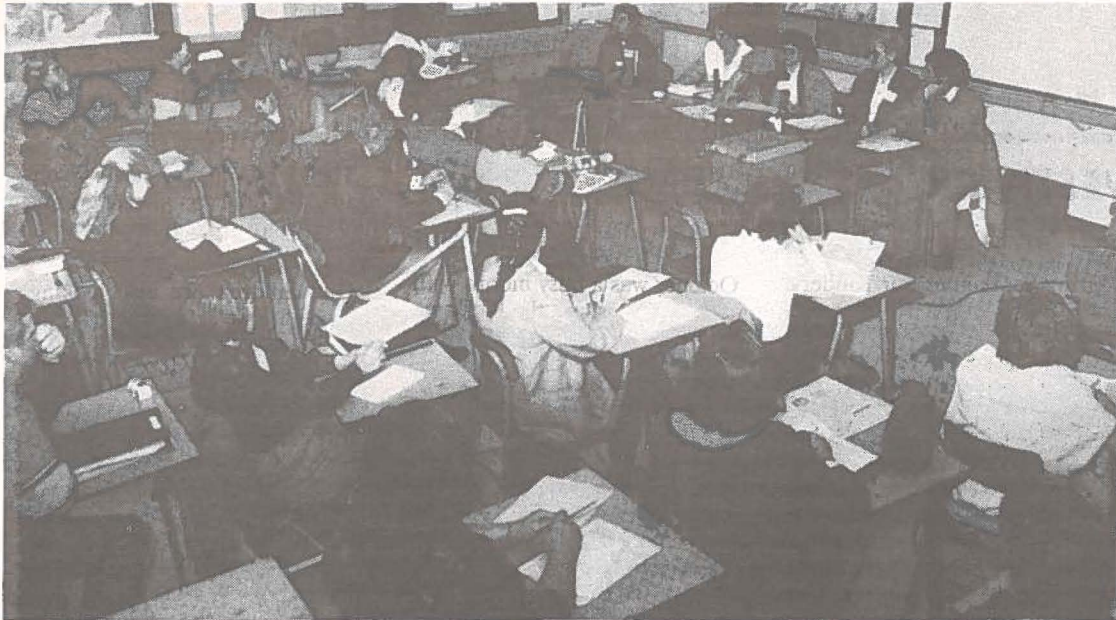
"Sounds the Same"© is a card game made up of words that...Sound the Same but have a different spelling and meaning.

This game not only teaches the spelling and meaning of words that have the same sound, but also how to use them in a sentence. It is fun to play and is an entertaining way to strengthen English skills.

To Order: Send Name and Postal Address along with a cheque for \$7.95 for each level to: LORAC GAMES, 150 Clark Blvd., Ste. 49, Brampton, Ontario L6T 4Y8. (416) 793-7614

LEVELS	Qty.	LEVELS	Qty.
Beginners 1 (Age 8 & up)		Intermediate 2 (Age 11)	
Beginners 2 (Age 9 & up)		Teenage Level	
Intermediate 1 (Age 10)		Adult Level	

Fall Conference Workshops, cont...



Workshop leaders: Marion Daigle, QFHSA Literacy Director, Marjorie Garceau, Donna Erskin, Pearl Fennell and John Ryan, all from Huntingdon.

THE HUNTINGTON EXCHANGE

Four members of the Steering Committee presented a summary of their work so far in the area of literacy. The two schools involved are Huntington Academy and St. Joseph's School. This exchange enabled these two schools to work together and not overlap with efforts.

Literacy in the Information Age has implications in four areas: social, economic, sociological and cultural. The initial group met to

decide what resources were available and what ones were able to be expanded. At a later meeting, a CLSC representative was present. Reports from CLSC enabled the Committee to see that literacy cannot be left only to the schools. Further meetings led to the actual literacy exchange on February 05, 1992.

A breakfast program is established in each school. A Directory of Resources is being compiled for

use in the schools and the community. Information is more readily passed from person to person because of these new contacts.

Make financing profitable — encourage those business who give money to take part in the activities. Make them visible — invite them to have input.

Anne MacWhirter
New Carlisle High School

News from The Canadian Home and School and Parent-Teacher Federation



Leadership in Education Awards

The names of the 1992 winners of this program honouring outstanding teachers and principals have recently been released. CHSPTF has participated since the beginning both to disseminate application forms and in the judging. It seems quite likely that the program will be repeated at least for another year. The sponsors, Reader's Digest, are pleased with the quality of the nominations and the opportunity to celebrate some of the unsung heroes in the educational milieu.

The proliferation of ideas and ways in which the school communities have honoured teachers and others working in the classroom is astonishing. If only more credit were given to the originators of the concept. CHSPTF will again produce an "idea file" for Feb. 14-20, 1993.



STAY IN SCHOOL

Second National Forum

A second National Forum regarding Stay-In-School initiatives was held in Ottawa February, 1992. This follow-up session was to enable attending organizations to help produce a document to assist in local implementation of programs aimed at reduction of drop-out rates. This document was to be based on five major goals determined at the first forum held in Ontario last October. The Canadian Council for Exceptional Children organized both events and

CHSPTF was represented by the president.

Environmental Education Coalition

Maybelle Durkin, Literacy Project Coordinator was invited to a May, 1992 meeting held in Toronto. Representatives from Environment Canada; an observer from the Royal Society of Canada met with coalition members, representatives from the Council of Ministers of Education, Canada, and others. Among items under discussion was Environmental Citizenship and Canada's Green Plan.

Visits to Provincial Federation Annual Meetings

The Ontario Federation extended an invitation to the 1992 Annual Meeting held in Hamilton, Ontario, April 24-26 and CHSPTF president was able to accept. The trip was well worth the time away from home. Pleasant company and highly informative business sessions. Thank you also to the Nova Scotia Federation for their warm hospitality, May 7-9. Excellent presentation of the School Achievement Indicators Project was a highlight.



Teacher Appreciation Week

The popularity of this program inaugurated by Canadian Home and School constantly surprises.

TIPS FOR KIDSPORT

There is much that physical educators, coaches, youth leaders, and parents can do to make sure kids have fun playing sports. Here are a few suggestions.

- **Focus on skill development.** Improved skills will lead to feelings of satisfaction and accomplishment. These feelings, in turn, will bring enjoyment and fun.
- **Provide realistic challenges.** Children and youth will learn and grow through a progressive

- series of challenges that are appreciated for their skill level and development.
- **Emphasize personal success.** Playing well, or the feeling that one



Active Living Alliance

has played well, is an essential part of fun in sport.

- **Keep winning in perspective.** Winning plays a part, but it is very low on the list of factors that contribute to fun. Winning as an outcome is less important than simply *striving* to win. By striving to win, kids learn to concentrate, try hard, and be the best they can be!

Info: Active Living Alliance, 1600 James Naismith Drive, Suite 312, Gloucester, K1B 5N4, Ontario. Tel. (613) 748-5747.

Reading, Writing and Math Where to Look for Project Resources

Periodicals Canada

CHICKADEE MAGAZINES is a monthly publication for 2-8 year olds. Stories, games, puzzles, environment/science. Published by Chickadee Magazine, 59 Front Street East, Toronto, Ontario M5E 1B4.

OWL MAGAZINE, monthly, for 8-13 year olds. Science, environment, stories, games, puzzles. Published by Owl Magazine, 59 Front Street East, Toronto, Ontario M5E 1B4.

KID PROOF, 10 times per year for the elementary school crowd. Math problems, word games, crafts and letters from readers. Published by Kid Proof, Box 234, Radville, Saskatchewan S0C 2G0.

MOUNTAIN STANDARD TIME, quarterly publication for children ages 7-12 written by children. Published by Tree Frog Press, 10144 89th Street, Edmonton, Alberta T5H 1P7.

United States

CHILD LIFE, 8 issues per year. Stories, health items, puzzles, games, nature trivia. Published by

Children's Better Health Institute, Box 567, Indianapolis IN 64602. Elementary grades.

HIGHLIGHTS FOR CHILDREN, 11 issues per year, published by Highlights for Children, Inc., P.O. Box 269, Columbus, OH 43216-0269. Children's activities, stories, poems, puzzles, science and history items, maths. Items coded for reading level, thinking and creative, moral values. For parents of young children.

SPORTS ILLUSTRATED FOR KIDS is being distributed to 250,000 schoolchildren in communities with a high rate of illiteracy by the Time Inc. publishers of Sports Illustrated. The program is supported by donations from major advertisers. For information: Sports Illustrated for Kids, The Time Inc. Magazine Company, Time-Life Building, Rockefeller Center, New York NY 10020-1393, USA.

Above list taken from the Resourcebook for the Literacy Exchange, a 1990 publication of the Canadian Home and School and Parent-Teacher Federation. Tel. (613) 234-7292.

Science Awards

McNeil Medal for the Public Awareness of Science

"Magic of Chemistry"

This year marks the inaugural presentation of the Royal Society of Canada's McNeil Medal for the Public Awareness of Science. The medal is awarded to a candidate or candidates who have demonstrated an outstanding ability to promote and communicate science to students and the general public within Canada.

The recipients of this first



Joe Schwarcz

medal, selected by a special five-member panel from a large number of outstanding nominations, are the team of Dr. David Harpp (McGill University), and Drs. Ariel Fenster and Joseph Schwarcz (Vanier College and McGill University).

This exceptional trio has contributed significantly to the public awareness of science by bringing the importance and wonders of chemistry to the public. Their effort began in 1980 when they were asked to create a series of demonstrations at the Unesco pavilion at the "Man and His World" exhibition, on the site of Expo '67. More than 80,000 people, including Prime Minister Trudeau and his family, visited the shows during the two summers the exhibition was held.

The success of the demonstrations stimulated Drs. Harpp, Fenster and Schwarcz to initiate a lecture series at McGill University as part of a multi-faceted program entitled "Chemistry for the Public." Now the longest-running public lecture series at McGill (over 50

presentations), the program deals with topics of interest to many people: foods and nutrition, drugs, effectiveness and safety of household products, acid rain, photography, and nuclear power. Attendance usually tops 200.

In addition, these lectures and others have been given collectively on over 1,000 separate occasions across North America. Two different credit courses at McGill University and Vanier College are given. These are the largest non-required courses at both institutions: at McGill, the enrolment frequently tops 600.

The "Magic of Chemistry", created as part of the "Chemistry for the Public" program, is an entertaining stage show that blends slides, music, chemical demonstrations and magic to introduce the public to the history and many applications of chemistry.

Reprinted from Oyez, Fall '92, a publication of the Royal Society of Canada.

Editor's note: Dr. Schwarcz was the guest speaker at Quebec Federation of Home & School Associations' annual meeting in May 1990. His topic, "Science: A Bright Idea!"



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Educational Services
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Station "A"
Toronto, Ontario
M5W 1C5**

Write the above address to receive an "Educational Unit of Solid Waste Solutions for Grades 4-6." Suggestions for classroom activities.

FOCUS on the LOCALS

DORSET

The school year at Dorset started off with many new faces on staff. We would like to welcome Linda Prunier, our new kindergarden teacher, Pam Irving in grade 1, Valerie Barrett in grade 2, Nynon Codère in grade 6, Doug Wilson in phys. ed., and Aric van der Vlist, who has taken over as principal since the retirement of Betty Teasdale in June.

The weather couldn't have been better for Dorset's 2nd annual BBQ, which was held Sept. 9th. Thanks to Harvey's and MacDoherty's for the low prices on their hamburgers and ice cream. Thanks to everyone who gave their time, and to sponsors who made donations for the raffle. Special thanks go out to all the families who attended the BBQ, for it was their presence that made it a success.

Parent Info

In the Dorset library, there will soon be a "Parents" section which your H&S cad will allow you access to.



Dorset Family BBQ held in September.

SEIGNIORY

Celebrating 25 years

We are all very proud of our new school crest at Seignior School. It was designed in honor of the 25th anniversary of the school by Amy Luccisano, and will be available as a crest. It will now make its way



Crest designed by Amy Luccisano

onto school sweatsuits and T-shirts next fall.

The first weeks of school were busy days for Home and School volunteers. School supplies were sold and distributed to students. The library volunteers were very busy organizing new books, getting library cards ready, and orienting all the students to the library.

Meet the Teacher Night on September 16 saw the school filled to capacity with parents, students,

Parents are urged to sign the petition concerning violence on T.V., and return them to the office care of H&S. If needed, there are still copies available at the office.

"Changes and Choices — Building Self-Esteem in Children," is the topic MRE Consultant Marg Mitchell discussed Oct. 6th from 7:30 to 9:00 p.m. There was lots of audio-visual material and group discussions. This was free for all parents and we are grateful to Wendy Buchanan from Quebec Federation of Home & Schools for organizing this for us. We recommend this session to all parents and are hoping to have a "graduates" session in the spring!

At our last Home & School meeting, we decided to support the anti-handgun petition initiated by Concordia University. We urge all other Home & School associations to offer their support as well. To obtain your copy, contact: Rector's Office, Concordia University, 1455 de Maisonneuve Blvd. West, Mtl, Que. H3G 1M8.

Rona Fraser
Shirley Straughton

and staff. Our Home and School membership drive was in full swing, and some new families joined us that night. Seignior School sweatsuits, shorts and T-shirts were also sold.

On September 11, Grandparents' Day was celebrated by the children inviting their grandparents to join them at school in the morning. There were stories told, a sing-song in the gym, recitals, and juice and cookies for all. Both grandparents and students were glad to share this special time together.

Also on September 11, Home and School and School Committee hosted our joint annual new parents' tea. We all made some new friends, and got re-acquainted with some old ones. There was a great turn-out for both of these events.

Our newly-formed Environment Committee has also had a very busy month. There are now blue boxes in all our classrooms, as well as in the offices, and everyone is recycling paper waste. A composter is being built for the school, so that our compostable waste can be put to good use.

A perennial garden is being planned for the front of the school, and is being planted mostly with plants and bushes donated by some local nurseries. We look forward to some colorful blooms next spring.

Vikki Kouri

WESTPARK

Busy Start to Year

During September our Kindergartens and grade 5's had a great time apple picking at Ferme Jean-Claude Dubeault in St. Joseph du Lac. Each kindergarten child was paired up with a grade 5 and a good time was had by all.

Our grade sixes visited the Insectarium and Botanical Gardens on Sept. 25th. After a morning of viewing some of the world's

most beautiful insects, they were able to have a picnic lunch, then enjoy the splendors of the Botanical Gardens.

October was a busy month with our grade 4's visiting the Biodome and being able to see the various ecosystems: Tropical Forest, Laurentian Forest, The St. Lawrence Marine & The Polar regions.

Our grade 3's visited The Discovery Room, a fun, educational place where elementary students enjoyed a "Hands On" approach to the natural sciences.

The kindergartens were off again, this time to Quinn Farm in Ile Perrot for some pumpkin picking and a hay ride.

Our children are also looking forward to a visit from Youtheatre this Fall. They will present the play, "I Met A Bully On The Hill," to the whole school.

Our Book Fair was held all day October 22nd. Also our second Annual Bazaar was held Saturday, November 21.

Tula Corber

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Directions: From highway 20 turn south at Woodland then left at Beaconsfield Blvd.

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Fax: (514) 695-5975

MORE FOCUS

NORTHVIEW

Off and Running!!

School had hardly begun when the annual Terry Fox Run was held. This was combined with a wonderful Canada 125 Birthday Party — the highlight of which was a three by six foot cake made by members of the Home & School.

A big thank you to the 350 students from Northview who took part in this year's Terry Fox Run which was organized by Mr. Mak, the Phys. Ed. teacher. Over the past six years our students have raised more than \$10,000 for the Terry Fox Foundation. Bravo.

Northview Towne Fair

The ever popular Northview Towne Fair was held on Saturday, November 14. There was lots to do and lots of fun for everyone. Among the many popular booths were: Children Only — shopping (donated gifts that the children could purchase at reasonable prices for their parents, brothers and sisters; Home Baking Table; the Bottle Baffle Room (bottles are filled with goodies, wrapped and sold to the children for \$1 each. Always a big hit.

Plus: the Kiddie Crafts Room; Junior and Senior Games Rooms; Face Painting Room, and more! Lunch Room and Tea Room — for all those appetites.

The Towne Fair also features artisans and crafts table. A good way to get a jump on holiday shopping.

Northview's Helen Archibald was the winner of the 1992 Lakeshore School Board Parents Committee Award of Excellence. Helen was presented with the Award at the Parents Committee meeting, September 15. Congratulations Helen — you deserve it.

The Grade 6 Adventure Club went to Foley Mountain in Ontario during October. Main study themes were: animal adaptations to the environment, tree identification, weather prediction and orienteering. This fun adventure was also organized by Mr. Mak.

Our thank you also to all the wonderful parents and volunteers at Northview that make these happenings possible. It couldn't happen without you.

Flashes

E.P. Harwood has collected \$6000 for the "Jump Rope for Heart" campaign — they are hoping to raise a total of \$7000!... There are many activities, special events and field trips, which would not be possible without the participation of parent volunteers. Dr. S.E. McDowell thanks all the dedicated parents and other "friends of McDowell". Edinburg's Alexandra Gaudreau was the top girl runner in the recent GMAA 2.3km cross country run. Her winning time of 8:53 minutes beat the record she set last year. In all, 26 students from Edinburg took part.

Evergreen raised \$5,352 for cancer research with their Terry Fox run in September. Congratulations!

WESTMOUNT H.S.

Exciting Start

*The time has come
The school year says
To talk of many things
Of corn and goals and ped days
Of Meet the Teach and wings
And whether it will be school news
Whenever the phone rings*

The first Home and School meeting of the year is always an exciting event. There are new members to greet and a wide range of projects from which to choose. It's a moment when one's imagination can really take wing unbound as yet by the hard work it takes to make things happen. But this year at Westmount High there was a special addition — Students' Council was present. Josh Dougherty and Donna Malin reported to us about the success of their corn roast lunch for the whole school (as ambitious and successful as any Home and School event in which I've participated) and told us about their goals for the year. We were impressed by their drive and enthusiasm and they were inspired by our adult interest and encouragement. Both groups were eager to get involved with and provide assistance to each other and their presence at our meetings will make communication easy. The Students' Council was immediately made an honorary member of Home and School (They tried to pay and we wouldn't let them!) and we look forward to working with the students throughout this year. One of the goals which our president Finola Cournane has given high priority is to increase the number of extracurricular activities (already quite an impressive list) available in the school. She invited Student's Council to let us know what additional activities the students might like.

The very next night, September 17, was Meet the Teacher evening. We chatted and exchanged handouts with our new friends from Students' Council as each of our groups set up display tables. Soon the parents arrived and all the issues of Home and School News quickly disappeared. The Federation's brochure about teenage parties proved it really is a guide for both teens and parents as both groups came to collect it. The humorous drawing on the brochure entitled "No way to Treat

MEADOWBROOK ST. PATRICK

The Christmas Fair was held November 14th. There were a variety of artisans selling home decorations, Christmas items, toys, books, etc. Children were able to do their gift shopping at the Children's Shopping Corner — No Parents permitted! Profits will be used for Xmas basket donations, the Breakfast Club, and other charitable organizations, etc.

The Breakfast Club is BACK. Volunteer parents, grandparents, aunts, uncles are always needed to help out for one and a half hours (7:15-8:45 a.m.) per month.

Cookbooks were sold at Meet the Teacher Night and can still be purchased at the school office.

The H&S is providing funds for a video library in the school. The videos are mostly non-fiction (dealing with animals, social sciences, etc.) and are shelved with the non-fiction books. There are also some video versions of fiction books. A policy is being formulated to ensure that the videos are cared for and returned promptly.



WHS Student Council hosts a corn roast lunch for the entire school!

our Kids" was a great ice breaker with shy parents. (Some hints for membership chairmen moving from elementary to secondary school). While my husband looked after the membership table, I was treated to a typical school day at Westmount High. The new format of Meet the Teacher made the best use of what is, as we know only too well, a very short amount of time. Each parent was given a copy of their child's timetable for a real school day. However, our classes would be only 10 minutes long. At every class we attended, the teacher made a short presentation outlining the materials, content, and evaluation of the course. Parents could then ask any questions "classroom style". The bell would ring and then we would be off to the next class. Although a typical school day did not cover every subject it certainly solved two of the most frustrating problems of the usual meet the teacher evening: First, no one parent could monopolize the teacher's time and second a parent would not miss the presentation at one classroom while attending another. This format also allowed us to better imagine a day in our child's life and also to think back to our own high school days. I even got to relive "passing notes in class" when a parent recognized me and passed me . . . her home and school membership!

Guest Speaker

On Friday the teachers had a professional day where a guest speaker, Dr. Charles Letteri, would be making a presentation

about cognitive learning. Principal Meades had invited interested parents to attend and we were delighted to have this opportunity.

In his presentation, Dr. Letteri first explored how we process information. Just how do we learn something new? What are the optimal conditions for learning something new so we can strive for this in our classrooms? By leading us through a number of examples, Dr. Letteri pointed to the need for both strong differences and strong similarities between what we know and what we want to learn. Anything too similar won't hold our interest (too BORING!!!) and anything too new can't be assimilated (too Weird). As anything new is presented to us it is filtered through our past knowledge and experiences and placed within this framework.

What are the important skills to have in the Information Society? With all the multinational corporations, what will make our nation's work force more attractive than others? One skill which is transferable to the real world is symbol analysis — being able to identify, define, and manipulate symbol systems. This skill is important in such diverse situations as solving problems and brokering the solutions on a global scale, being able to operate a computer at home or at work, and even

adjusting to road signs in a foreign country while on vacation.

How can we teach this skill? One way is through detailed analysis of the schoolbooks. How is information structured in our textbooks, our classrooms and our teaching objectives? How does an understanding of this structure allow us to derive meaning from a piece of text and how do we teach students to do this? How do we use this structure again when we evaluate a student's work? We spent some time on each of these questions.

Then we went on to the practical applications. Dr. Letteri showed us samples of students' work and how his training helped them to analyze and learn. But dramatic changes were not limited to his research work alone. Using his approach, one of the Westmount High teachers explained what she was doing in her classroom. And she had several success stories of her own with which to inspire her colleagues. Her eagerness to share her knowledge will certainly make her a valuable resource person for the rest of the staff.

This busy week made us feel that we really are partners in our children's education and together the teachers, the parents, and the students of Westmount High are working to make this year the best year yet! *Anna Marrett*

EDGEWATER

Family Fun Day September 12, 1992

A terrific sunny day helped to create a wonderful atmosphere at the recent Edgewater Family Fun Day. This fund-raising event was organized by the Edgewater Creative Playground Committee. Activities included: 3-legged races, relay races, sponge toss, soccer games, face-painting, and other outdoor games. Parents and children

enjoyed barbecued hot dogs, bags of popcorn, chips, cold drinks and a sinful array of donated baked goods.

Everyone had a great time, and it was a perfect opportunity for parents and children who are new to our school to feel a part of the Edgewater community.

All proceeds will go towards the purchase and installation of playground equipment for Edgewater School.

Catherine Holloway

Moving to a New School

The picture to the right was the last to be taken of the graduating kindergarten class in June 1992 in the old St. Patrick Elementary School in Thetford Mines.

In September '92 our St. Patrick elementary students began their school year in the new extension of the Andrew Stuart Johnson Memorial High School in Thetford Mines.

It was through the dedication and hard work of Mr. Roger Lefebvre, our deputy; Mr. Martin Hicks, Chairperson of the Greater Quebec School Board; Mr. Peter C. Whitcomb, our School Director, and others, that the extension was made possible. Now our English minority is located under one roof of which we are very proud.

There was an official inauguration of the A.S.J. extension on October 10, 1992.

Judy Letourneau, Karen Giroux



MORE FOCUS

ELIZABETH BALLANTYNE

Local "Heroes"

The school encourages parental participation through a volunteer sign-up form sent home with every student. This form outlines various tasks from being part of a duty roster at the school shop several times a year, to organizing a particular event. Parents who might not otherwise become involved will sign up for a small commitment, or may come to realize that there are tasks that fit into their schedule. The form also gives parents who don't attend meetings, the oppor-

tunity to volunteer. The Welcoming Committee encourages new parents to become involved through "get acquainted" events held on the first day of school. The chairpersons of the committee speak to new parents about the school and about the various activities of the



E.B.S. Terry Fox Run

H&S. Refreshments are served. The first H&S event of the year was the Terry Fox Run. The students ran along a set route as many times as they desired. They were cheered on by parent volunteers who also performed cross-walk duty. It was an opportunity for children to raise money for a worthy cause and to learn more about a contemporary Canadian hero.

GREENDALE

School was Fun!

The spirit and excitement of new and annual activities continued until the very last day of school. Thanks to Dale Hayes for her leadership on behalf of the Drama Olympics and her group of students. It is an important program as the students who are chosen are those who do not usually get involved in school activities. It is all improvisational and Greendale won for best name — "The Greendale Ghouls."

Our chess club was a great success once again thanks to Mr. Ricci. Our Authors' Tea put on for our young writers of Grade 3 by their teachers for parents was an inspiration to all future publishers.

The school put on the Broadway play "Annie" with grades 4, 5, 6 participating. The sets were fabulous thanks to fathers who came in on Saturday and mothers who put their sewing talents to work. It played to a sell-out crowd. The students, volunteers and teachers Lamothe, Branston, D'Entremont and Wells devoted many hours of hard work and it was truly appreciated by all.

Grade 4 went to Camp Pioneer for two days while the Grade 6 graduating classes hit all the museums in Ottawa.

Our school nurse, Freya Fischer is no longer with us as she was appointed neo-natal liaison for the Pierrefonds CLSC. Although we all miss her we know they could not find a more caring and qualified person to fill that position.

We had our first Family Picnic on Friday evening, June 12th, with

KEITH

It has been a busy month of September, but children are all set for their 1992/93 year. We had our meet the teacher evening on September 16th and, despite the weather, the turn out was good. On September 21st, the school took part in the Terry Fox Run — this year we had the parents running, too! The children simply loved to see their parents running, walking, jogging, or dragging their feet. It was a great way to start the school year!

AYER'S CLIFF

Kindergarten and Grade 1 Field Trip

Kindergarten and grade 1 went on a field trip to Mr. Gerland's apple orchard in Compton. As preparation for the trip, grade 1 read Johnny Appleseed and they talked about what you can do with apples. Kindergarten class, however, chose different activities. They sang songs about apples, and did arts and crafts.

At the orchard, they watched a video on how to care for apples; they ate their lunch, went for a tractor ride, and, of course, picked apples.

Tante Danielle (the French kindergarten teacher), video-taped the children playing games, picking apples, and riding on the tractor. Tante Danielle and Mrs. Letourneau (the grade 1 teacher) both enjoyed the trip very much. The teachers think that the children enjoyed the apple picking and the tractor ride the most.

At the end of the day, all chil-



A.C.E.S. Kindergarten and Grade 1 at Ferland's Apple Orchard in Compton.

dren brought home to their parents a bag of apples and a smile.

Leigh Hortop and Kim Cloutier
Grade 6

School Fair

When school starts in September at Ayer's Cliff, kids are in a hurry to get their projects finished before the Annual Stanstead County School Fair on Sept. 11th. Four schools participate: North Hatley, Ayer's Cliff, Sunnyside and Princess Elizabeth.

The programme includes Reach for the Top, where students answer

questions on Canadian history, geography and current events, won this year by N. Hatley. Other activities include Track and Field, Square Dancing, and exhibits including Arts and Crafts, Vegetables and Flowers, Baking and Sewing. Christine Letourneau and Tetiana Henderson from A.C.E.S. were the top exhibit winners, but everyone had a good time.

Thanks to the area's Women's Institutes for all their help.

Tanya Paxton,
Rebecca Loadenthal,
Julie Dupuis, Grade 6



Windermere Safety Patrol's Rap'n Roll!!!

WINDERMERE

Safety Patrol's Rap 'N Roll!!!

Windermere School's Safety Patrol team members have been busy this year, not only with official duties monitoring crosswalks every school day all year long, but they have been teaching other students about good safety habits in other ways. Principal David Nadler allowed the Patrollers to organize a safety assembly. With only one and one-half lunch hours to prepare, some of Windermere's 50 patrollers, working in teams, organized four skits and a fantastic musical presentation, which they

defined as "Rap 'N Roll!" Here is our number — you supply the clapping and the enthusiasm!

Chorus: We will — we will protect you! (This follows each safety verse, along with clapping.) One person steps forward and presents a verse, and steps back into the line of 10.

If you go to this school, and you wanna be cool,
Follow the rules.

Don't be "psyched",
Walk your bike.

And listen to us
When you leave the bus.

When a car is coming.

Don't go running.

Saving you

Is what we do.

Stay far
If you see a car.

We care about you,
And we hope you do too.
Roller blades are cool —
But not in school.

If you don't be careful,
The street will look dreadful.

If you listen to what we say,
You'll have a nice day.

We will — we will protect
YOU!

The Safety Patrollers are sponsored by Windermere Home & School, and are under the direction of "Brigade Chief" volunteer Betty Lou Manker.

COURTLAND PK.

Homework Nightmares?

Everyone was invited to attend the Annual Meeting of the H&S/School Committee on September 16th. Ed Miller, who is involved with behaviour and Family Systems Analysis, gave a talk on "Homework and Household Chores; Nightmares Revisited?" The relationship between homework, household chores and development of responsibility was explored. Practical tips for leaving the homework battlefield successfully and getting children to assume household responsibilities without parental threats, screaming and punishment, were discussed.

MACDONALD H.S.

The school year is off and running well. The H&S held their first meeting on September 16th and the new Vice-Principal, Mr. Buckley, was welcomed to Mac.

Saturday, October 24th was a day to mark on your calendar. The H&S Annual Craft Fair, featuring 35 Quebec artisans, a raffle table, a White Elephant and Book Table, International Foods and a Bake Table, opened its doors at 10:00 a.m. At 4:00 p.m. a weary group of volunteers closed the doors for another year.

LINDSAY PLACE HIGH SCHOOL



Ken Maly, Jeff Ritchie, Alpesh Patel 1992 graduates of Lindsay Place High School who placed, third, first and second on the Chemical Institute of Canada Exam last spring. Each year at least one Lindsay Place student comes in the first, second or third place on this exam.

MORE FOCUS

BEACON HILL

New Playground Set to Go



Liz Little, Pres. of Home & School, City Councillor Jon Bazar and Mayor Roy Kemp of Beaconsfield, as they cut ribbon for opening of new playground at Beacon Hill School, Sept. 1992.

One of the most exciting events at Beacon Hill School was the inauguration of the new playground in early September. The City of Beaconsfield and the local Home & School were largely responsible for raising the funds and Mayor Roy Kemp spoke about the safety and purposes of the playground.

CEDAR PARK

Welcome Back Everyone

August 27 began with what has become a Cedar Park tradition — our principal, Diana Patterson, standing on a chair in the middle of the schoolyard welcoming back the students and many parents who always accompany their children on the first day of school.

On September 1 the children and staff got acquainted on an informal basis when the whole school went for games and swimming at the Kinsmen Park.

September 15 was Peace Day. Everyone dressed in white and participated in a ceremony in the schoolyard led by the Rev. Paul Evans of Cedar Park United Church. The ceremony ended, as usual, with everyone ringing bells. This year, Mr. Evans rang the church bell too.

Over 25 grade 5 and 6 children have already participated in the Outer's Club. One group went canoeing and another hiking, both in the Adirondacks.

Home & School hosted the New Parents Bag Lunch in the gym on September 23. New parents got to know each other and members of the Home & School while Grade 6 students entertained their children.

Plans for the Christmas Bazaar are well underway. The date is November 28 and the theme is "The Night Before Christmas."

At the Home & School meeting on October 14, Lesley Pasquin, Language Arts Consultant for the Lakeshore School Board, talked to us about the English Language Arts Programme at the Elementary Level.

Esther MacLeod



The World Book of Math Power, 2 vols. (Chicago: World Book, Inc., 1983; revised 1990).

What do you do when your daughter is struggling with set theory? When your son is failing trigonometry? Hire a tutor, maybe. But if you're the sort of parent who finds it fun to re-live the learning experience with your children, then World Book's *Math Power* will help you do it. And even if your child is a math whiz (maybe especially so) this book helps you to share in the excitement of learning. Calling itself a "complete refresher course" for grade-school mathematics, *Math Power* is largely just that: a step-by-step guide to all the math we (more or less) learned in school and then (more or less) forgot.

For those who don't want to plow through a whole book on math, it can be used as a reference book, and chances are that if your child doesn't have a problem with factoring polynomials, you'll never read that section. But it's reassuring to know that it's there, along with everything else from counting to trigonometry. (For calculus and beyond, we shall have to look elsewhere—there's a section on further reading—or hire a tutor.)

Math Power consists of two volumes, the first called Learning Math and the second, Using Math. Learning Math starts with a history of math education in the 20th century, then has a section on learning techniques and tips. My own favourite is included: when you have a math problem with very large or complicated numbers, you can develop a plan for solving it by substituting very small and ordinary numbers: 21,265 people eating 0.3 feet of a giant submarine sandwich is harder to grasp than 5 people eating 2 feet of it. There is a chapter on calculators, which explained to me (finally) what reverse Polish notation is, and a rather basic chapter on computers.

The bulk of the first volume is taken up with the "Complete Math Review Program," covering counting, number theory, fractions, geometry, algebra, graphs and trigonometry. Each section starts with a summary and a short history, and then proceeds to explain the subject clearly and logically, with many examples and diagrams, and problems for you to solve. I found it all very straightforward and easy to understand. The mathematical jargon is explained as it is mentioned and repeated in a glossary at the end of volume two.

The second volume discusses various ways we use math in the home and in business; I didn't find it nearly as interesting or helpful. I was pleased to learn the formula for calculating compound interest, but most of the rest is rather simple, and presented as if we were just a bit dim-witted. There is a short glossary and some useful tables and formulae at the end, along with a bibliography for further reading.

Math Power is a great reference guide to grade-school mathematics, and a fun read as well. Unfortunately, as it's only published in hard-cover, I don't expect to see this book on everyone's bookcase. But do look for it in your local library or school.

Leslie Hirst
Seigniory School

Books on Review

By KENNETH RADU

An appealing tale inspired by the Ukrainian folk art of *pisanka* or egg painting, *Nina's Treasures* by Stefan Czernecki and Timothy Rhodes (Sterling/Hyperion, 1990) derives much of its emotional depth from the profound connection between food, self-sacrifice and love. Katerina, "a little grandmother," lives in a cottage surrounded by her beloved flowers. The poppies are especially important for she uses their seeds "to decorate her festive breads and cakes."

More a surrogate child than a farm animal, Katerina's hen, Nina of the insatiable appetite, regularly lays eggs. Like a child who raids the cupboard, Nina hurries into the garden every morning before Katerina awakes "to eat her fill of the precious black seeds." Like the loving mother figure she is, Katerina forgives despite the inconvenience. Katerina is also known in the village for her cakes and braided breads which she sells or gives to her poor neighbours who endure poverty and a superabundance of children.

A particularly severe winter strikes. Katerina "had little food for herself and none for Nina" who stops laying eggs during this season of deprivation. To keep the chicken alive, Katerina sacrifices her flower seeds. When spring finally arrives, there are no seeds to plant in the garden, no money, no flour, and no food.

One of the attractive features of Czernecki's and Rhodes' story is the convincingly portrayed bond between the two main characters. Nina wonders what she can do to help. Here, the authors ask us to forgive a lapse in narrative control. When "it was time to celebrate the Spring Festival" to which Katerina cannot go "for she had nothing to take," Nina miraculously begins to lay eggs once again.

The shift from sterility and hardship to fecundity and plenty is abrupt, relying upon the appearance of sudden magic. But this is a minor flaw in an otherwise nicely-paced story.

The eggs in Nina's nest look "like a miniature garden laid out in the most gorgeous patterns of colours and borders." They are the first "pisanka" eggs which Katerina gathers and takes to the Spring Festival where their beauty amazes everyone. She trades them for the supplies she needs and Nina is rewarded with "a sack of cornmeal." Once introduced into the village culture, the eggs become part of the spring and Easter rites of renewal and resurrection, painted by grandmothers.

This solid tale works well with Czernecki's colourful, detailed illustrations. The intricate, finely drawn pictures of Katerina, her flowers, Nina and the cupboard are all based upon the patterns and motifs of egg painting itself. Given Nina's diet of flower seeds, it's not surprising to see a brilliant array of floral patterns on her eggs. Czernecki's illustrations for *Nina's treasures* are a delight to the eye, endowed as they are with warm and happy feelings.

In one of the three stories in her book, *Fairy Tales* (Canadian Stage & Arts Publications, 1990), Flavia Cosma describes a world ruled by two separate powers, Queen Day and Queen Night. "The Legend of the sunflower" reflects an essentially Manichean notion of the universe prevalent in Romanian thought. A common saying among devout Romanians, for example, is "God is great, but the Devil is clever too."

Queen Night's daughter, Princess Moon, demands the nightingale as a gift. The bird, however, has been given to Prince Sun, the son of Queen Night's enemy, Queen Day, by Princess Flower. Queen Night steals the bird (she transforms herself into a black cat). Moon also desires Sun who is therefore kidnapped. The plot then follows Queen Day's efforts "to save the day", as it were.

Despite interrupted romance and royal rage, "The Legend of the sunflower" is not very interesting because Cosma provides little dramatic detail and relies upon narrative whim to carry the plot along. The transformation of Princess Flower into the sunflower seems tacked on after the inconclusive confrontation between Day and Night, itself remarkable because it demonstrates the duality in Romanian thinking.

"The Four brothers" is more appealing because here Cosma uses convincing detail and structures the conflicts in a more compelling way than she does in "Sunflower." This is a tale of young men "so poor that nobody was poorer than they were." Johnny, the youngest brother, lags behind on their way "looking for some luck", and meets the Badger of the Earth who grants him several wishes. Johnny shares the wishes with his brothers who acquire great wealth, having promised to feed whatever poor wayfarer knocks on their door. They don't, even when the suppliant is their own brother fallen on hard times.

"A tale of love" depicts the deep devotion between a palm tree and an ivy plant. A weak and overdrawn story, lacking real tension and verging on the sentimental, the prose here and throughout the collection, as translated by Don D. Wilson, is often banal and formulaic, depending upon adverbs for emotional emphasis:

Time passed. The palm grew taller and handsomer. Then, unexpectedly, misfortune struck. In the afternoon the sky darkened suddenly in the distance. A black cloud swiftly approached, covering the soft light of day with menace... and the birds took off shrilly.

The unattractive, full colour paintings by Kate Kennedy suffer because of the production values. Heavy, glossy and glaring paper is more suitable for photographs than book illustration. Held by glue, the first two pages of my copy also fell out when I opened the book!

Previously published in *Canadian Children's Literature* (no. 64, 1991 and no. 66, 1992).

PRIVATE SCHOOLS, continued from page 3

- British Columbia Royal Commission on Education, March 1, 1988.
- Bernard J. Shapiro, *Report of the Commission on Private Schools in Ontario* (Toronto: The Commission on Private Schools in Ontario, October 1985), p. 20.
- David Clandfield, "Private-School Funding: Many Camels, But How Many Tents?" *Our Schools/Our Selves*, vol. 2, no. 1 (December 1989), p. 7.
- Statistics Canada, "Financial Statistics of Private Elementary and Secondary Schools, 1985-86 to 1988-89," *Education Statistics Bulletin*, vol. 13, no. 2, July 1991.
- Official Languages in Education Sector, Department of the Secretary of State.

NEWS FROM THE GASPÉ

NEW RICHMOND HIGH

New Richmond Home and School Association is active again this year. The lunch program has commenced and cheese treats distributed as compliments of Home and School New Richmond.

The Home and School Book Fair is scheduled for late October and early November.

Proceeds from activities have been used to purchase sports equipment for school use.

SHIGAWAKE, PORT-DANIEL

Parents and teachers are focusing on reading and its importance in the life of children. At the

meeting in October, Anne MacWhirter & Lally Mackenzie addressed the topic of "Reading & the preschooler."

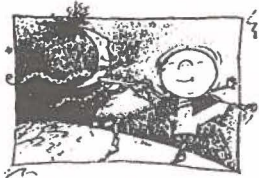
Parents are anxious to find out how they can make their children into successful readers. They are beginning in the right area — reading and preschoolers.

NEW CARLISLE

The September meeting was a great success. More than 35 people joined the H&S to support local, provincial & federal activities. Mr. Gifford, Principal, talked to the parents about projects begun at N.C.H.S. for the Stay-in-School program. A used book display attracted many parents. We raised over \$100 for literacy activities.

A New Book Fair is scheduled for December 1. The Annual Bazaar & casserole supper was held on November 21.

READ! A GUIDE TO QUALITY CHILDREN'S AND YOUNG ADULT BOOKS



Looking for gift ideas, stocking stuffers for the child or teenager in your life? The Quebec Library Association has the answer! READ! is a booklet full of great book ideas for toddlers, preschoolers, elementary school children and adolescents. The books range from board books, nursery rhymes, picture books, fairy tales, junior fiction, young adult fiction to non fiction.

The selection committee of librarians and booksellers carefully chose over 150 books published between 1980-1992, including many new fall titles. Affordable paperback editions are included.

Copies of this attractive and useful guide are now available at participating public libraries and bookstores.

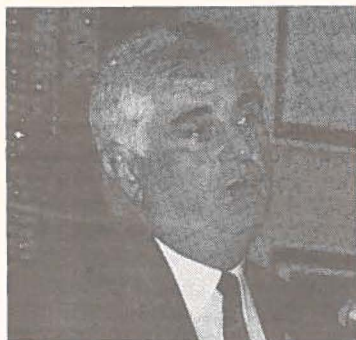
Science, Education an Public Policy Conference, May 1992

The August issue of the QFHSA NEWS contained the first part of an address made by Peter Croden, President, UPJOHN Company of Canada, to delegates attending the Canadian Home & School and Parent-Teacher Federation conference in May 1992. Following is the conclusion of the keynote address:

National Policy for Education

Our attitudes toward educating our youth must change. Canada, alone in the OECD, does not have a national policy on education. And Ontario has announced only very recently that it has reconsidered and will cooperate in the effort to develop national testing. Is it surprising then that recent international comparisons of student math and science skills underscore the depth of the problem?

The Second International Assessment of Educational Progress, released last fall, showed that Canadian 13 year old students placed ninth out of 20 in a comparison of math and science knowledge, trailing countries like South Korea, Taiwan and Switzerland. In a 14 country comparison, 9 year olds didn't do much better in math skills, ranking eighth, behind South Korea, Taiwan and Hungary.



Peter Croden

Other studies also highlight disparities within the school system at different grade levels. In the Second International Science Study conducted in 1988, Canadian students in grades four and five, and eight and nine, respectively, ranked in the top third of the study. However, this performance was not sustained by students at the grade 13 level. Their ranking plummeted to the lowest levels of all the 13 countries examined.

There is now a growing sense of unease with the level of scientific literacy that our students acquire in school. Critical awareness of the values and limitations of quantitative analysis, experimental methods and the technological application of scientific principles are now considered just as important in today's society as the critical awareness of language and its uses.

Of course, the study of science and technology will not, by itself, provide the answer to all our problems. By the time students reach the age of choice in secondary school, they have already made up their minds. And they are not choosing science and technology-related subjects. I believe this tendency reflects our failure to cultivate an awareness of science — an interest in it — in the very early years of schooling.

The challenge that lies before our educators is nothing less than to "re-invent" the teaching of biology, physics and chemistry so that



Michel Décar, Canadian Federation of Independent Business; Jeffrey Holmes, Public Policy Analyst and Consultant; Harvey Weiner, Deputy Secretary-General, Canadian Teachers' Federation. Workshop dealt with "Social Objectives of Education and the Economic Agenda for Excellence". Each provincial government has established goals for education which, without exception, reflect social and cultural values. Only in Alberta and Ontario is the development of "knowledge and skills, attitudes and habits required to respond to the opportunities and expectations of the world of work" specifically defined.

students are drawn to the excitement of discovery and not turned off by uninspired rote learning. If we don't re-invent science education, it will be at our peril, and we will be condemning an entire generation of future Canadian employees to jobs that tap far less than their innate potential. When we talk of investing in Canada's youth, it is also important to emphasize that it is never too early to start. In fact, I would submit that if we leave it any longer, it might be too late. As a long-term goal, I would like to see high levels of scientific literacy among our high school graduates. It is not going to happen overnight. On the contrary, it will take years to complete.

Businesses' Role

I mentioned earlier that Canadian businesses have an important role to play in helping the school system achieve this objective. In an age of global markets, information technology, and international trading blocs, Canada is becoming increasingly reliant on the quality

of its workforce in order to compete in the international marketplace. Yet, at the same time, we face a future in which declining birthrates and fewer skilled immigrants will make it increasingly difficult for businesses to recruit the calibre of workers that are going to deal with competitive pressures.

Not too long ago, Harvard University President Derek Bok observed, "If you think education is expensive, try ignorance." As one of the major beneficiaries of the educational system, the Canadian business community should be particularly sensitive to the implications of that observation. We have a vested interest in the quality of our graduates. And we will do whatever we can to become more involved to make sure they're the best they can possibly be.

There are a number of ways businesses can do their part to improve Canada's educational system. Indeed, a number of Canadian firms like IBM Canada, Northern Telecom and Imperial Oil, to name just a few, have already

shown their commitment to the ideal through generous corporate donations programs, sponsorships and partnerships to promote education in local communities.

Since our company was founded almost 60 years ago, Upjohn has been proud to support science education in the local community. In fact, I'm pleased to say that we have initiated a number of educational projects designed to increase awareness and promote the interest of young Canadians in science by promoting the cause of scientific literacy. We recently started a program called Science Grasp; a science education program aimed at promoting an experiential approach for teachers at the elementary level. Teachers enrolled in the program focus on learning and practising hands-on science techniques under the guidance of scientists and elementary science education professionals.

We believe that by nurturing a student's inborn curiosity, science education can be more effective than traditional methods of lecturing and memorization. We are

optimistic that when teachers return to their classrooms, they will be more effective in stirring their students' curiosities and convincing them that science is actually an interesting and rewarding pursuit. They will also be able to share their workshop experiences by conducting programs for teachers in their own districts.

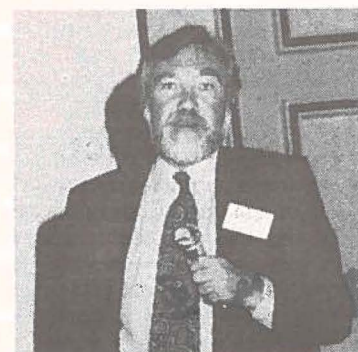
Upjohn is also involved in communicating the marvels of science to the general public through the sponsorship of science exhibits, and partnerships with schools that allow students to gain first-hand experience of working in the pharmaceutical industry. Through these programs, we have joined other Canadian companies in showing their commitment to supporting Canada's educational system with real initiatives that yield positive results.

Through sponsorships, corporate donations, educational programs and binding ties to the local community, we are determined to encourage young Canadians to give science a chance. In so doing, we hope that a much larger number of students will take the plunge and follow a career in science. And, in the process, many more Canadians will appreciate its importance in determining their future.

Ladies and gentlemen, if we agree with Peter Drucker that long-range planning does not deal with future decisions but rather the future of present decisions, we must form a partnership of government, business and individuals to develop a thoughtful, far-reaching approach to science education. With Canada's future competitiveness at stake, and even our very way of life, science education and technological literacy is too vital a tool for Canada to do without.



Jean Perras, Conference Board of Canada



Keith Newton, Sr. Research Director, Economic Council of Canada.



Greg Marshall, Ontario Assn. of Science Teachers



Michael Thomas, Adjunct Professor, McGill University; Marion Daigle, QFHSA Quebec Literacy Director; Andrew Agostino, Educator and freelance writer of educational media. Their workshop was "Assessing the Impact of Technology; Moving beyond reading and writing". There is a growing demand for literate people who can fully understand and will be able to harness the impact of ever-changing technologies. The question of how the current education system, with its affinity for print, will produce a population capable of processing and using the new technologies, was addressed.

SAFETY SCENE



SAFETY SCENE



WINTER SPORTS...THE SAFE WAY

Every winter sport has its inherent risks, to which can be added the hazards of exposure to severe climatic conditions. For example, each year in Quebec, just skating and alpine skiing account for about 39,000 injuries sufficiently serious to require professional medical attention. Add to this the experiences of all the other activities and it becomes abundantly clear that winter sports are causing a lot of misery and costing a lot of money.

But, if you are one of the hundreds of thousands who enjoy these pastimes, there is something that you can do to keep the odds in your favour against getting hurt. Start by reading the following safety tips, then make sure you apply the to your particular sport.

Alpine And Cross-Country Skiing

- Get expert instruction.
- Wear close-fitting clothes which

will not become entangled in chair lifts, tow ropes, underbrush, etc.

- Use properly fitted, adjusted and maintained equipment. Rent only from reliable shops (consult your instructor).
- Keep bindings lubricated and free of dirt and salt.
- Do a slow preliminary inspection run of slopes, to determine hazards.
- Work up gradually to more demanding slopes or trails.

Ice Skating

• It's best to stick to specially and professionally prepared rinks. If you want to use natural lakes, first consult with someone who has good local knowledge of water currents and ice thicknesses.

- Wear skates which fit properly and which provide good ankle support. Keep the blades sharp.

- Check ice surfaces beforehand, for holes, cracks and debris.
- In a fall, try to roll into a landing, so as to distribute the impact over a large body area.

Sledding and Tobogganing

- Use equipment that is in good shape...free of split wood, broken parts or sharp edges.
- Slide on gradual slopes. Stay clear of area with trees, traffic or pedestrians.
- Do not slide on or onto frozen waters unless you have reliable local knowledge.

Snowmobiles And All-Terrain Vehicles (ATVs)

- Everyone who intends to operate one of these machines should take a training course. Children should be allowed to operate them only when supervised.
- Wear helmets, face protection and good warm boots and mitts. Do not wear dangling scarves or waist bands which could catch in moving machine parts.
- Drinking and driving don't mix.
- Do not carry passengers on ATVs.

General Information

For all outdoor activities it is very important to dress warmly. The best way is to wear clothing in layers so that they can be added or removed with the changing climatic conditions or body temperatures.

Excursions into sparsely populated areas should be planned carefully. Go in groups...not alone. Leave an itinerary with a responsible person. Carry extra food, water, clothing and survival and first aid kits.

EVERYONE SHOULD BE TRAINED IN A ST. JOHN AMBULANCE FIRST AID COURSE.

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The Safety Scene editor, Donald Smith, is seen here showing a group of Grade 2 students at Three Rivers Elementary School in Trois-Rivières, how high a school bus wheel is in comparison to the height of the Grade 2 student — the student is but a head taller than the wheel! The aim of this exercise is to make the children aware of the danger of a school bus by its very size.

Every year Don meets with the students at Three Rivers Elementary School and gets them to shown him how they get on and off a bus, and to practice an emergency evacuation. As part of the programme, a school bus is dispatched to the school by the school board responsible for student transportation in the Trois-Rivières area. (Your school board has the same possibility.)

During the exercises, Don involves the school bus driver by asking him about his or her observations. This year, the driver brought up two very important points. Maybe your school could work on these two safety points (make it their school bus safety programme for the year!).

DON'T BE LATE!

The first point the bus driver brought up was that of his riders being late for their bus. He shivers when he leaves a bus stop only to see a child come running across the street to catch his/her bus, most often neglecting to look both

ways before crossing the street. You, as parents, can help this situation become a safe one. **MAKE SURE YOUR CHILD, NO MATTER WHAT AGE, GETS UP IN TIME TO BE ABLE TO MAKE IT TO HIS/HER BUS STOP ON TIME — WITHOUT HAVING TO RUN! BOOKS, LUNCHES, SKIPPING ROPES, ETAL!**

Another point the driver told us was the fact that many children, of all ages, who take his school bus, get on or off with their arms loaded down — loose school books, lunch bag, an apple in one hand, a skipping rope (or walkman) in the other. Inevitably the student will drop something — and there is the danger especially when the article is dropped crossing a street, the child (age no matter) will stoop to pick up the article putting him/herself in a vulnerable, might I say, deadly position. Encourage your child to use a school bag, or sports bag, or whatever, as long as everything is gathered in a container!

PLEASE!

At Christmas time, parties, friends, often mean a drink, or two, or...Know your limit. If you drink, don't drive! Think of using a designated driver, a taxi, Opération Nez Rouge, and other safe forms of transportation. Make it a happy holiday, not a sorry one!

The editor of the *Safety Scene* page and his family would like to take this opportunity to wish the readers a safe and Merry Christmas and a most Happy and healthy New Year.

IS YOUR CHILD READY FOR "SELF-CARE" ?

They used to be called "latchkey children" - the tens of thousands of youngsters who carry their own key to the family home and let themselves in after school, then stay alone until their parents or guardians return from work.

Today the practice is commonly called "self-care" and refers not only to being alone after school, but also in the evenings, or on weekends, or during vacations... in other words, whenever an adult is not at home with them.

How Can You Tell If Your Child Is Ready For "Self-Care" ?

There is no magic age at which all children acquire the maturity and judgement to cope with being alone. Some are perfectly capable at age 12... some younger, some older. It's up to the parent or guardian to make the assessment and when doing so they must consider four areas of maturity; physical, mental, social, and emotional. Use the following checklist.

Signs Of Readiness For "Self-Care"

	Yes	No
1. Is your child physically ready to stay alone?		
Is your child able to:		
• lock and unlock the doors and windows of your home?	[]	[]
• perform everyday tasks such as making a sandwich, dialing the telephone, and writing messages?	[]	[]
2. Is your child mentally ready to stay alone?		
Does your child:		
• tell time?	[]	[]
• understand what "stranger" and "emergency" mean?	[]	[]
• understand safety and recognize danger?	[]	[]
• solve small problems alone, but know when to get help?	[]	[]
• understand how his or her actions might affect others?	[]	[]
3. Is your child socially ready to stay alone?		
Does your child:		
• solve conflicts with brothers and sisters with little help from adults?	[]	[]
• talk openly to you about what happens at school and about feelings?	[]	[]
• feel confident enough to contact another adult if a problem arises?	[]	[]
4. Is your child emotionally ready to stay alone?		
Does your child:		
• feel confident and secure when alone?	[]	[]
• seem willing to stay alone?	[]	[]
• know how to handle fear, loneliness and boredom?	[]	[]
• know how to handle responsibility such as, getting ready for school on time and looking out for younger brothers and sisters?	[]	[]

If you can answer "yes" to the above questions, it means that your child shows signs of the maturity needed for "self-care". But remember, the fact that children give the proper answers does not necessarily mean that they can perform the tasks. So, it's a good idea to act out their responses to scenarios such as "What must be done if the smoke detector sounds?"... or "How do you open and close the windows?"... or "How do you make soup and sandwiches?"

Don't forget to take into consideration other important factors which will influence your final decision, e.g. Is the home safe?... Is the neighbourhood safe?... How long will the child be alone?... Is there an adult nearby to whom the child can turn for help?

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WINDERMERE SAFETY PATROLLERS MARCH IN NATIONAL JAMBOREE

Windermere Safety Patrollers, accompanied by Principal David Nadler and supervisor Betty Lou Manker joined thousands of other patrollers from all across Canada for a march in Ottawa, past the Parliament Buildings, through downtown, and then to the Civic Stadium, where they were honoured for their service to schools and communities. They had lunch and enjoyed a super variety show at the stadium.

During the year the Windermere Safety Patrollers organized their own parties, and insisted on bringing donations of food for poor families, which was a "ticket" to get into the gym for the party.

The Patrollers planned their own newspaper, named it "The West," (Windermere Elementary Safety Team), while continuing to stand on duty at crosswalks. The 50 patrollers were organized into three groups, each group or patrol working one week, then off two weeks, during the school year. At the final Safety Assembly, each patroller received a certificate of merit for volunteer efforts.

If you wish assistance in getting a safety patrol organized, Betty Lou Manker at Windermere Home and School will be glad to assist. (Phone 514-697-1012.) The Home and School sponsors this program.



Windermere School Safety Patrol about to leave for Ottawa Jamboree, June 1992.