



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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A LOT TO LEARN RESPONDING TO CHANGE

Delegates to the 1993 Annual General Meeting (AGM) — our 49th — can look forward to several new and exciting changes to the format.

The Business Meeting of the AGM will include a CAUCUS session to help local association delegates feel more comfortable and to have a better understanding of the agenda we are expecting to cover. The following is an excerpt from a letter to all Home and School Associations and its members by Anne Swettenham, President of École Primaire Harwood Home & School Association, and Vice-President, QFHSA. It clearly explains why the Board of Directors at QFHSA is keen to follow up on Anne's suggestion to caucus.

The Caucus Session

This caucus session is the result of having attended a P.T.A. convention in New York State. Twelve hundred state delegates attended that convention and the group dynamics were incredible. On their A.G.M. agenda was a similar item termed "Caucusing Parties". I had the opportunity to sit in on several of these parties and I am convinced that their organization's



Keynote speakers Olivia Rovinescu and Clifton Ruggles will focus on "Parenting across Differences" *Gazette photo*

tremendous success is, in large part, due to these informal sessions.

The Goals

The goal of their parties and our session is to create an informal setting where everyone has the opportunity to hear the authors speak to their resolutions and explain their points of view, answer questions, entertain new opinions and any new information offered. (Allow me to say that NO question is a dumb question.)

The Dialogue

The dialogue that went on at the New York State caucusings was exhilarating. The most intimidated of people were no longer too shy or timid to state their views, ask their questions, or request clarification. They became real partners in the decision making process of their organization. They became active advocates for their children. **THEY MADE A DIFFERENCE.**

Involvement — Being Informed

With the introduction of our

Caucus Session we are trying to create a similar milieu (informal and comfortable). We want our delegates to be involved and informed. It may be hard to conceive but yes, resolutions can be interesting and the experience can be fun. You may even walk away having made new friends. You will most certainly walk away with a sound understanding of the issues raised and the realization that you helped make a difference in your child's life, community, and education.

Who Can Come

I hope you can encourage everyone you know who is involved in Home & School to come and join us. Non-voting members and invited guests are welcome as well. With your attendance, you will be able to tell us if this is a viable change to the A.G.M. The process is new, and your suggestions and criticisms are vital.

NEW AWARDS — Recognizing Local Achievements

The **Unsung Hero Award/Le Prix Exploit Méconnu** — recognizing outstanding in-school volunteers (one per school) and the **Golden Torch Award/Le Prix Por-**

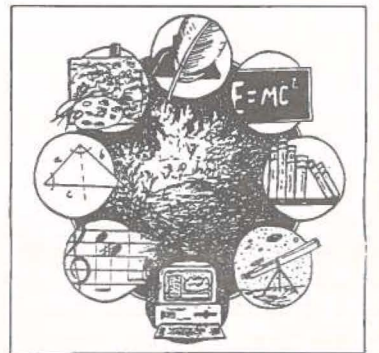
teur du Flambeau will recognize an active member of a local Home & School Association (one per school).

These very deserving individuals will be introduced at the Saturday Awards Luncheon along with the winners of the **Membership and Newsletter Awards** — also given to hard working local association members.

PROGRAM

Friday, April 23

A decision was made to extend our program over a two day period since this is the most important



event of the year for the provincial Association's membership at large.

The **Early Bird Special** workshop to be held at the QFHSA offices will appeal, we hope, to our Off Island members who often miss workshop opportunities during other parts of the year, mainly due to time, travel and financial constraints. The agenda will be designed with input from delegates from both on and off the Island of Montreal, and is open to anyone interested in Home & School.

AWARDS BANQUET

On Friday evening QFHSA will feature the **Paterson and Buzzell Awards** — recognizing an outstanding educator who believes in parent involvement and recognizing the achievements of one of its own outstanding provincial volunteers.

Keynote speakers **Olivia Rovinescu** and her husband, **Clifton Ruggles**, will share their thoughts on **Parenting Across Differences** — certain to be stimulating and thought provoking.

In a world, we are told, where the only constant is change, QFHSA is attempting to respond to the many challenging suggestions for change given to us by our membership.

Please make an effort to attend all of the sessions offered at the AGM. It is designed for and open to anyone interested in the education and well-being of children. They are our greatest resource.

SEE YOU THERE

*Marion Daigle, Chairman
AGM Program Committee*

QUEBEC FEDERATION OF HOME & SCHOOL ASSOCIATIONS

49th Annual General Meeting

Theme: A LOT TO LEARN: RESPONDING TO CHANGE

In the transition to an information society and technological world change has become the new constant. Often people are being forced to adapt in the midst of an action already in progress. Recognizing change, knowing what it all means and responding to change effectively as it affects our children now and in the future is the challenge before all who are active in Home & School and within its affiliates.

PROGRAM

Friday, April 23, 1993

QFHSA Offices, 3285 Cavendish Blvd., Suite 562, Montreal

3:00 — 5:00 pm

Early Bird Special — a broad range of topics to strengthen leadership in Home & School/School Committee — focus on human and material resources — especially helpful to our out-of-town delegates but open to all.

Awards Banquet

PSBGM, 6000 Fielding Avenue, Montreal

6:30 — 7:00 pm **Reception** (in the atrium)

7:00 — 9:30 pm **Dinner**

Theme speakers: **Olivia Rovinescu**, Lacolle Centre for Innovative Learning, Concordia University, and **Clifton Ruggles**, PSBGM teacher and journalist.

"**Parenting Across Differences**" — parenting within the interracial family in today's society with rapidly changing values constantly challenges and enriches this close-knit family both personally and professionally. They will share their experiences and expertise on parenting in the 90's.

Awards

Paterson Award — recognizes an outstanding educator who believes in involving parents.

Buzzell Award — recognizes the volunteer achievements of a Home & School member at the provincial level.

Saturday, April 24, 1993

PSBGM, 6000 Fielding Avenue, Montreal

8:00 — 8:30 am **Registration**

8:30 — 12:45 pm **Annual General Meeting** (a Caucus Session will be held within this format).

1:00 — 2:45 pm **Awards Luncheon**

Awards for Membership, Newsletter, The Unsung Hero and The Golden Torch.

3:00 — 4:30 pm **Workshops**

Communication — A Look at One School's Educational Project

Ecole Primaire Harwood was recently commended for its innovative educational project reflecting community spirit and parental involvement. Learn the process for developing and implementing a successful project in your school. Discussion bilingual.

Presenter: **Leo Lafrance**, Principal, Ecole Primaire Harwood

Hooked on Learning: All Year Round

Keep children active in the home and the community with simple but stimulating and entertaining reading and science projects, specially over the long summer holidays! Festival reading tents, a science Saturday environment event, family time with the daily newspaper are but a few of the easy ideas to organize. Plenty of hand outs. Discussion bilingual.

Presenters: **Philippe Gendron**, Co-ordinator, READ CANADA, Quebec.

Heather McDowell, Assistant educator, NOMAD Scientists.

Lorena Morante, Assistant co-ordinator of Educational Services, *The Gazette*.

Focus on the Future: Keeping Teens Stimulated about Learning

An opportunity for parents of teens to learn more about co-operative programs: work-study, transition to work, job-shadowing, volunteering to gain experience and information, business-education partnerships. Discussion bilingual.

Presenter: **Ann Olney Belden**, Co-ordinator, Co-operative Learning Programs, Eastern Townships School Board.

on April 23 and 24, 1993

For more information call: QFHSA (514) 481-5619

Cooperative Learning

On October 22 I had the opportunity as a parent to participate in a workshop given to the teachers of Courtland Park and Meadowbrook on the subject of "Cooperative Learning." I was so excited by what I discovered at the workshop, which I consider one of the most inspiring experiences of my life, that I really want to share it with other parents here.

The workshop was given by a dynamic consultant from Washington who is an expert in training teachers in Canada and the US in the methods of "cooperative learning." What is "cooperative learning"? All I can do here is share the essence of what I learned through the day from the presentation and handouts.

In a cooperative learning classroom, students are placed in carefully selected groups of usually three children. The teacher assigns tasks and projects and the team members fulfill specific roles to assure that everyone works

goal,

2. Individual accountability: Every member of the group is responsible to demonstrate the accomplishment of learning,
3. Face to face interaction: The team members are in close proximity to each other and dialogue with each other in productive ways,
4. Social skills: Children learn skills that enable the group to function effectively: taking turns, encouraging, listening, giving help, clarifying, checking understanding, probing. Such skills enhance communication, trust, leadership and decision-making.
5. Processing: The team members assess their group effort and make improvements.

All this is not only some nice theory or jargon. The consultant pointed out that solid educational research convincingly demonstrates that when cooperative learning is implemented effective-

each other, each taking his/her turn. After one child would read from the poem, another child would give positive feedback, such as: "Mark, I really liked how you read those lines, especially how you stopped at periods." You could see the pleasure the children had in reading and listening to each other, their joy in sharing the positive feedback (called "put-ups" in contrast to "put-downs") and the inner motivation to commit themselves seriously to the lesson. It was beautiful and very moving! The consultant called this kind of learning a celebration and it was! While I was watching that video, I couldn't imagine any parent that wouldn't want this for their child.

Summer Training Session

I could tell from the seminar that the teachers were excited about "cooperative learning." A one-week summer institute at McGill University allows teachers to fully immerse themselves in cooperative learning strategies by giving them the tools to develop very specific lessons and plans. Hopefully, the school board will provide the necessary resources to allow all our teachers to benefit from an opportunity with such major potential for the development of our children.

It is also my hope, after what I experienced, that parents too will become excited about cooperative learning. I think the workshop captured powerfully what learning is

all about: solid academic achievement in collaboration with others, growth in self-esteem and self-confidence, real respect for others, the ability to build others up rather than criticize them, inner motivation, social skills of lifelong benefit, increased skills in analyzing and discussing.

The seminar proved in a powerful way that how a child learns, even from a young age, may be just as important, if not more so, to their total development, as what he/she learns. May I suggest that the benefits of "cooperative learning" for our children are just too important for parents to not get excited?

Donald Bidd,
Parent and member of the Orientation
Committee
Courtland Park School

Editorial . . .

Professional Days What: Not Another Holiday!

I do not believe there is another event on the school calendar (unless it is the threat of school closure) that causes as much parental reaction as professional days or "PED" days as they are sometimes called. So many misconceptions have crept in that we thought we might have a closer look at the situation...What are professional days and what are they supposed to accomplish?

The purpose here is to present some thoughts to add to the ones you may already have so that in the end we can come up with an understanding with which we can all be more comfortable!

In an effort to put the matter in some kind of perspective, let us "stop the clock" and see if we can better understand the setting in which the educational system is required to operate and why it is necessary to set aside up to 20 days per school year for special training.

First of all, professional days are not holidays. They are working days on which, while they are not working in front of a class, teachers are working to improve themselves for when they return to the classroom setting.

For some time it may have appeared that our educational system had some of the characteristics of a mass production operation dealing with a clientele that did not lend itself to mass production.

This has spurred considerable research that suggests that there may be better ways of preparing our students for becoming happy, well-adjusted, productive members of society. Recently the education monthly, Phi Delta Kappa, devoted a special issue to parental involvement in education and I quote a passage as follows:

"Because the needs of today's students have become so complex that they are outstripping the services of the agencies and schools that were created to serve them, collaborative partnerships must be established that involve schools, families, business, social service agencies and other groups in an effort to coordinate resources, solve problems and provide more chances for student success." To use the vernacular, "it's a whole new ball game" because the society from which our students come and the needs of the user community into which they go are hardly recognizable from those existing even twenty years ago.

We know we must teach the "whole child" and what is being said here is that the network of resources to accomplish the task must be expanded to include anyone or anything that can have a positive influ-

ence on the life of the student.

...And what has all of this to do with professional days?...A good deal, I would suggest.

Because the law requires that all children attend school, the school occupies a strategic place in our society and the network mentioned above. While the law requires that our children attend school, it is the administrators and teachers who determine, in large measure, how long they will stay there. If there is an atmosphere of excitement and innovation, trying new things and promoting a feeling of partnership between staff and students, then we have good reason to look for success.

Administrators and teachers under these demanding conditions must continually be seeking ways of renewal, new ways of doing things, sharpening up old skills and the acquiring of new ones.

One of the ways of doing this is through professional days. An opportunity to dialogue with others engaged in like activities but in another location...workshops with dynamic leadership that can lead to the pooling of vast resources. Workshops cover such topics as classroom management, course content, cooperative teaching, behavioural science, dealing with potential drop-outs and the early detection of learning difficulties...and the list goes on.

The classroom community can play a key role in how children feel about school and we must be sure that the educators responsible for classroom management have every opportunity to acquire and build on the skills necessary to do the best possible job.

I must admit that I am sometimes quietly pleased when the professionals who serve me, such as my doctor, dentist or lawyer, say they are closing up shop for a few days to attend a seminar or convention to "bring themselves up to speed" on the latest theories and procedures in their particular discipline, so that ultimately they can serve me better. Should I expect any less of my educators?

It is to the credit of Quebec Federation that over the years they have been relentless in the promotion of "Partnership in Education," which in our enlightenment we now recognize as networking.

As parents we are partners and part of the network. We must seek to understand the system, question the areas that are unclear and send our children to school in a frame of mind that is conducive to the learning process that must go on there.

GGR



Working and learning together.

cooperatively to achieve the learning goal. A cooperative learning strategy contrasts with competitive interactions (where the success of one depends on doing better than another and concern for self is greater than concern for others), and individualistic interactions (where the success of one is independent of the success or failure of others).

Teachers, the consultant explained, can make conscious choices about the mix of learning strategies. In a cooperative setup, teachers fulfill these roles: arranging groups, teaching social skills, giving directions, considering roles, checking understanding, monitoring groups and intervening when necessary, and giving feedback on academic learning.

The Learning Group

In a cooperative learning group, each child contributes his unique gifts, skills and perceptions to the group and receives positive feedback from other team members and the teacher. The five basic elements of cooperative learning are:

1. Positive interdependence: All students in the group feel connected to each other in the accomplishment of a common

ly, we can expect such benefits as higher academic achievement, higher self-esteem, greater collaborative skills, greater intrinsic motivation, better attitudes toward school and teachers, greater social support and greater use of higher level reasoning.

Group Dynamics

And to show that she "practised what she preached" the consultant put us all in small groups of three and four. In these groups we worked collaboratively through the day to reach solutions to problems, share our perspectives on issues or concerns (such as "why do some children want to put down others") and learn about productive group behaviours, such as giving positive, encouraging comments to your team members or giving everyone a chance to share ideas. We also had real fun and became closer to each other in a very natural and unthreatening manner. In that one day I learned a tremendous amount about how a small learning group gives real value to each person in the group.

The seminar concluded with a very inspiring video of a classroom structured into cooperative learning groups. In this reading lesson, children in small groups read to



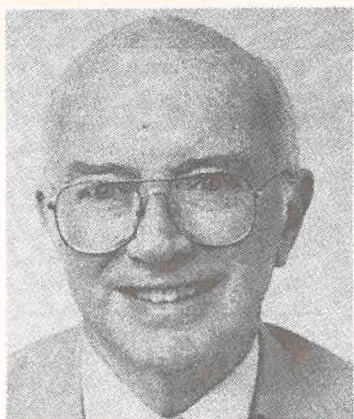
The Quebec Federation of Home and School Associations is an independent volunteer organization dedicated to enhancing the education, health and general well-being of children and youth by encouraging public interest in education, promoting cooperative efforts among parents and educators and fostering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

Quebec Home & School NEWS

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John Parker honoured.

Quebec Federation of Home & School Associations is extremely proud of John Parker, Honourary President of the Federation. John is the recipient of a Commemorative Medal, struck to honour the 125th anniversary of Confederation. The medal honours persons who have made a significant contribution to their fellow citizens, their community, or to Canada.

John's name was put forward by Warren Allmand, MP for Notre Dame de Grâce, for all John's efforts over the years on behalf of the community of NDG. John served as councillor for NDG as a member of the Civic Party for 9 years. He was instrumental in having a hockey arena built in the area. The hockey arena, named Confederation Arena, was recently renamed the Doug Harvey Arena, in honour of Montreal Canadiens' hockey player Harvey who also resided in NDG.

John is a former school teacher and principal. He has served as a Commissioner of the Protestant School Board of Greater Montreal; he was instrumental in the founding of the NDG Fifty Plus Club (for seniors); the creation of the Mayfair Residence, the first city-operated seniors home in NDG; he is a co-founder of Centennial Academy, a private educational institution. John was President of QFHSA from 1961 to 1962 and worked hard to support the educational needs of children in Quebec.

Although now supposedly retired, John has been the Honourary President of QFHSA for the past 11 years and his wide background in education makes his input invaluable.

In July 1991 John and his wife, Vinnie, celebrated their 50th wedding anniversary.

We can't think of a more deserving recipient of such an award than John Parker — community leader, educator, family man and father — a true inspiration to us all.

McGill
Explorations '93
Summer School

Explorations '93 is now accepting early registration for their program which runs from July 5th through July 30, 1993. This four week enrichment experience gives bright children opportunities to be active, creative learners in an environment that responds to their needs.

The program serves children aged six through seventeen in September, 1993.

For further information, please call 514-398-4252.

School Council Island of Mtl.

Allocation of resources for the 1992/93 school year.

To assure that education is improved in underprivileged areas, members of the Conseil agreed to divide \$5,100,000 for educational projects among the school boards involved. The amount was divided according to regulations adopted last May.

CECM	\$3,550,333
PSBGM	943,012
Sault-Saint-Louis51,000
Sainte-Croix210,395
Verdun306,404
Jérôme-Le Ryer30,000
Baldwin-Cartier8,400

These funds will be paid to the school boards on January 3, 1993, at the earliest, providing that their plan of action has been accepted by the Conseil.

An amount of \$1,020,000 will also be divided among the following school boards for the food and nutrition program:

CECM	\$715,454
PSBGM190,033
Sault-Saint-Louis10,369
Sainte-Croix42,398
Verdun61,746

The funds for the food and nutrition program will be paid on January 3, 1993. In addition, the amount necessary to meet the Conseil's needs was set at \$2,803,500:

- Administration, research and evaluation of education in underprivileged areas
- Risk management plan
- Collection of school tax
- Research in the field of micro-computers
- Application of policy on Intercultural education

Reprinted from *Résumé*, a publication of SCIM, June 30/92.



Co-President's Message

New ideas for our AGM!

Watch for new ideas coming up at this year's Annual General Meeting (our AGM) — some of them actually old ideas being reactivated.

To find time Saturday afternoon for the workshops you have been asking for, our Awards Banquet is being moved back to Friday evening; and there will also be a workshop Friday afternoon at three o'clock — in our office. It is being geared especially to those out of town delegates who can't get to our other workshops held during the year — usually on a weekday night. But anyone who is interested in participating will be very welcome.

Early Saturday — as part of the business meeting — there will be a "caucusing" session to give delegates a chance, in a very informal session, to discuss resolutions and reports. You can then come to the business meeting with a better idea of what you are to vote on. Be sure to be there and get your queries answered. Please remember that everyone is welcome to attend our Conference. While each local association has a set number of voting delegates, ALL of you should come along. YOUR INPUT will be appreciated and we think you'll enjoy yourself. Call our office if you would like a program

and registration form.

As Jon Percy and I come to the end of our term of office, we want to thank you all for your help and your cooperation, and to say how pleased we have been to see the many varied Home & School activities taking place across the province.

Our locals are always coming up with new projects to help the children in their particular communities and our committee chairmen are always on the lookout to address children's concerns.

Our literacy project, started as part of the 1990 United Nation's Year of Literacy, has snowballed and is still going strong. Those of you in our city areas have been most generous in supplying books to go to the outlying areas of our province. Several hundred cartons have been shipped and they are still coming in. Please keep it up. They are very appreciated. Some of our locals have even absorbed mailing costs.

For myself, personally, I am delighted to have been part of a project that encourages children to love reading. Let us hope that, with our help (amongst others), when this generation of children grows up Canada won't have almost twenty-five percent of its population functionally illiterate.

room for additional alternating four-month study periods and work terms with the same or a new employer. The overall length of participation varies according to the field of study.

While secondary projects have much shorter work terms (minimum of 200 hours in a school year), the work must be productive and the student must do more than observe.

At the secondary level, projects cover a wide range of occupations, from tourism, construction and advertising to the public sector and beyond.

Post-secondary projects are in areas such as engineering, chemical science, computer science, mineral technology, farm machinery, water resources technology, and business administration.

List of School Boards & Institutions in Quebec receiving funding

Commission scolaire Chutes-de-la-Chaudière	S
Eastern Townships School Board	S
Commission scolaire Huntingdon	S
Lakeshore School Board	S
Commission scolaire les Écores	S
Commission scolaire régionale provencher	S
Commission scolaire catholique de Sherbrooke	S
Commission scolaire Lac-Témiscamingue	S
Commission scolaire de Valleyfield	S
CÉGEP Abitibi-Témiscamingue	PS
Collège Ahuntsic	PS
Collège de l'Assomption	PS
Collège de Beauce-Appalaches	PS
Centre de formation et consultation (Collège de Limoilou)	PS
CÉGEP de Drummondville	PS
John Abbott College	PS
Collège de Limoilou	PS
CÉGEP de Matane	PS
Collège de Montmorency	PS
Collège de St-Hyacinthe	PS
Collège O'Sullivan de Montréal (privé)	PS
Collège de l'Outaouais	PS
Collège de Rivière-du-Loup	PS
Collège de Trois-Rivières	PS
Collège de Valleyfield	PS
Vanier College	PS
École Polytechnique	PS

PS = Post-secondary, S = Secondary

Co-operative Education

Federal Government Announces \$24.6 Million in New Funding

The funding, which represents an increase of \$4,476,817 over the 1991-95 allocation, will go towards co-operative education programs at 135 secondary and post-secondary institutions across Canada.

Pierre Cadieux, Minister of State for Youth, stressed that: "As an important bridge between the classroom and the labour market, co-operative education plays a significant role in helping young people gain valuable work-related experience and in better equipping themselves to move into jobs in an increasingly competitive Canadian work force."

The Co-operative Education contribution funds are given to school boards, universities and other post-secondary institutions in collaboration with provinces and territories. The funds are administered by Employment and Immigration Canada and help offset administrative costs related to starting or expanding co-operative education programs.

Background

One of Employment and Immigration Canada's (EIC) youth initiatives, Co-operative Education has been developed to

play an integral role in assisting young Canadians as they prepare for their eventual entry into the labour market.

EIC channels financial support to educational institutions. Students alternate schooling with work experience in the private or public sector.

Funding is provided for up to four years, on a declining formula, with EIC providing a maximum of 85 per cent in the first year. Projects are cost-shared with the educational institution involved. The maximum federal funding has been set at \$200,000 over the four years, while the institution's minimum share would be \$120,000.

Funds help offset the administrative costs associated with starting or significantly expanding an existing project. While on work terms, post-secondary students are paid wages at competitive rates by the employer; secondary students may also receive wages.

A typical post-secondary project would involve students during the first eight months in academic study in their chosen field, and would include work orientation programs (e.g. job search, job retention and work environment). Students then proceed on their first four-month work term with an employer, at the end of which they return to the class-



FOCUS on MEMBERSHIP



HOME AND SCHOOL MEMBERSHIP 1992-1993 as of January 31, 1993

Schools	Membership Chairperson	Family Memberships
Allancroft School	Maria Labbe	161 ³
Andrew S. Johnson School	Gerald Bennett	22
Ayer's Cliff School	Cathy Hortop	18
Aylmer Elementary School	Heather Tegelberg	47
Bale Comeau School	Barbara Rioux	51
Beacon Hill School	Bev Plourde	201 ²
Beaconsfield High School	Nancy Acton	51 ³¹
Carlyle School	Carol Latimer	32 ¹
Cedar Park School	Ann Tellier	99 ⁹
	Jill Leon	
Christmas Park	Pamela Doherty	159 ⁸
Courtland Park	Karen Carter	132 ¹
Dorset School	Chris Tibelius	126 ³
Dunrae Gardens School	May Hodhod	152
École Primaire Beaconsfield	Alexandra Ostapovitch	204 ¹
École Primaire Harwood	Terri Tansey	194 ³
École Prim. Pointe Claire	Johanne Rolland	193 ²
Edgewater School	Arlene Whiting	84 ⁴
Edinburgh School	Jacque Roye	132 ¹
Elizabeth Ballantyne School	Catherine Maxham	117 ³
Evergreen School	Sylvie Dilorio	139 ⁹
Greendale School	Linda Hornstein	143 ¹
Howick School	Susan O'Sullivan	15
Hudson Elementary and High	Heidy Berthoud	94 ²⁸
John Rennie High School	Kathryn Brydon	73 ²²
Keith School	Abby Virdee	36
Lachine High School	Monique Ball	16 ³⁵
Lindsay Place High School	Louise Amy	88 ²⁹
Macdonald High School	Arlene Whiting	76 ³¹
Meadowbrook School	Janice Ritchie	40
Mount Pleasant School	Beverly Spencer	89 ⁴
New Carlisle School	Janice Sylvestre	36
New Richmond School	Barbara Harrison	17
Northview School	Joanne Conway	78 ³
	Crystel Fernholz	
Roslyn School	Patricia Smith	150
Royal West Academy	Kathryn Arrell	37 ²⁹
Seigniory School	Diane Martello	107 ⁷
Shigawake-Pt. Daniel	Barbara Hottot	16
Sunnydale School	Ninie Foldes	171 ¹
Thorndale School	Alice Ayoub	42
Valois Park School	Civita DiFilippo-Zhang	121 ⁴
Westmount High School	Anna Marrett	30
Westpark School	Robin Deskin	164
Willingdon School	Yvonne Zacharias	64
Windermere School	Janice Saba	123 ²

The above membership numbers include full family members; the superscripts represent associate members (families that joined originally at another school).

APPLICATION — QFHSA

Supporting (Family Membership) . . . \$12.00

Affiliate (Group) Membership . . . \$50.00

eg. School Board, School Committee, Parents Committee, School Council

Name _____

Address _____

Postal Code _____

(Please do not forget to include post office box number or apartment number if applicable)
Your membership card will be forwarded to you, immediately, upon receipt of your application by:

Quebec Federation of Home & School 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.

1992/93 GROUP AFFILIATE MEMBERS as of January 1993

SCHOOL/PARENTS' COMMITTEES:

Andrew S. Johnson's Memorial High School
Asbestos-Danville-Shipton School
Aylmer School
Beechwood School
Buckingham School
Butler School
Campbell's Bay & District School
Chelsea School
Commission Scolaire Jérôme-LeRoyer, English Sector Parents' Committee
Dr. S.E. McDowell School
Dorset School
École Primaire Beaconsfield
Flemming School
Franklin School
Gault Institute
Hadley School
Harold Napper School
Hemmingford School
Heroes' Memorial School
Herbert Purcell School
Huntingdon Academy
John Rennie High School
Jubilee School
Knowlton Academy
Lakeshore School Board Parents' Committee
Lennoxville School
Lindsay Place High School
Margaret Pendlebury School
McCaig School
Metis Beach School
Mount Bruno School
Mount Pleasant School

Onslow School
Ormstown School
Philemon Wright School
Princess Elizabeth School
Protestant School Board of Chateaugay Valley Parents' Committee
Queen of Angels Academy
Royal Charles School (St. Hubert)
Royal Vale Alternative School
Ste. Agathe Academy
St. Bernard School
St. Joseph School (Huntingdon)
St. Patrick School
Sinclair Laird School
Spring Garden Parents' Congress
Sunnyside School
Three Rivers High School
Valois Park School
Wagar High School
Westpark School
Wilder Penfield School



SCHOOL BOARDS:

District of Bedford School Board
Eastern Townships School Board
Gaspesia - The Islands Schl Brd
Lakeshore School Board
Laurentian School Board
Protestant School Board of Greater Montreal
Protestant School Board of Greater Seven Islands
St. Maurice Protestant School
Saguenay School Board "P"
South Shore School Board
Western Quebec School Board

OTHERS:

Alliance Quebec
Assn. Advancement of Jewish Education
Chateaugay Valley English-Speaking Peoples Association
Kahnawake Education Center
L.C.C. Parents' Committee
Lee, Ellen
Loyola High School
Quebec Association of Independent Schools
Queen of Angels Academy
St. George's School of Montreal
Stanstead College



TEACHERS:

Aylmer School Staff
Edinburgh School Staff
Gaspesia Teachers' Association
Provincial Association of Protestant Teachers

WHY GET INVOLVED IN HOME & SCHOOL?

- Why should I get involved in Home and School, you ask?
- Why should I encourage others to buy a Home and School Membership?
- What does the Home and School do for me?

A few years ago a Lakeside Heights Home and School Member wrote the following when he first became involved with the local Home and School. His reasons for belonging (with minor updating to 1992) are as valid now as they were then. Read on—

"This is the first such meeting I've attended and I really didn't know what to expect, but I'm proud to be a member of Home and School, and I am proud of what it does. I'm proud of all the people across the entire country who volunteer their time to be involved at whatever level.

The Ministry of Education and the School Boards keep stressing the importance of home and school working together and they keep asking Home and School for your opinion — for parents' opinions.

There is a deep satisfaction in knowing you are one of the ones who is doing whatever they can to make a difference...a difference for MY children and YOUR children.

Our children do not go to school together, but they might next year. Will they be in the same class in high School? Will they be working with someone who went to school in New Carlisle, Montreal or Aylmer?

Maybe we can't afford to forget about what the local School Boards decide to put in our class-

rooms. Maybe we can't afford to forget about what is going on at the next nearest school, or on the other side of town, or across the province.

- What does \$12 get you?

IT GETS YOU A MEMBERSHIP CARD, A VOTE, A VOICE, AND IT LETS YOU SAY "I CARE AND I'VE MADE A CONTRIBUTION."

- Do you have to come to meetings at your school?

No, but we'd like to have you! If you come, do you have to be involved? No, you can just sit there and listen, or be supportive, or help a bit, or be on a committee, or be on the executive. You participate to the extent that you feel called, and comfortable. When you pay \$12.00 will a limo pick you up for Home and School meetings? No, but if you need a ride and let us know, someone will pick you up for free, and bring you home. Do you have to come? No...but maybe it will be worth it!

- What has HOME and SCHOOL done for you?

What do you expect it to do? What have you given it a chance to do? Some people spent months putting together the program for

that Home and School Fall Conference in Pointe Claire this year — lining up topics important today and relevant to your children tomorrow. Just as you want to let everyone know what your group has accomplished in your school, so, too, do we at Quebec Federation want to let you know what we've been up to. As I am sure you can appreciate, the further up the ladder you go, the harder it is to maintain the line of communications. Our newspaper is one way in which we try to let you know what has been happening in the field of education.

- So what does \$12.00 get you?

It gets you a whole army of concerned volunteers working to make a better life for you child at your school. Believe me, the system is smaller than you think and your voice is mightier than you would ever believe, but nothing changes overnight and we must all do our part. Please help us be an even a truer voice of this community by adding yours.

Join your local Home and School Association today. Along with 5,000 Home and School Members across the province became an active participant in your child's education."

CORRECTION

Creative Parenting: The Complete Book of Child Care (rev. 1992 edition), William Sears. The book review appeared in our June 1992 issue. We neglected to mention that this parenting book is published by Optimum Publishing Inc., Montreal. Hardcover \$34.95, paperback \$22.95 (520 pages); can be obtained from bookstores or call the publisher at (514)937-8038, fax 937-1558.

VALOIS PARK

Fran Lowry Memorial Blood Donor Clinic



Frances Lowry

The Valois Park Home and School Association held its seventh annual blood donor clinic November 23 at Valois Park School between 2:30 and 8:30 p.m.

The committee worked very hard to try to surpass the 193 donations recorded last year, which was a record. This year's donations were 171, on a dreadful day weatherwise.

Lest we forget: It is fitting that this annual blood donor clinic be held in memory of such an outstanding member of our community.

Fran was president of Valois Park Home and School from 1981 to 1983 and of Lindsay Place Home and School from 1983 to 1985.

As well as a devoted wife and mother, Fran was a tireless worker for her church and Sunday School and a staunch supporter of her children in their community activities.

In the world of the "go-getter" she was a "go-giver."

In fond memory of this remarkable lady, Valois Park Home and School invited all who were able to join with them in making this the most successful clinic ever and to give the gift of life to some who might die without it.

"Arrival at Green Gables"

Thank you all for your "donations" to The Canadian Home & School and Parent-Teacher Federation. The drawing for the Anne of Green Gables figurine was made at the national mid-term meeting in Ottawa, November 1992. The thrilled winner was Janet Phillips of British Columbia who also happened to be present at the meeting.

Our thanks to all of you for your contributions. We are sorry each and every one of you could not be the winner.

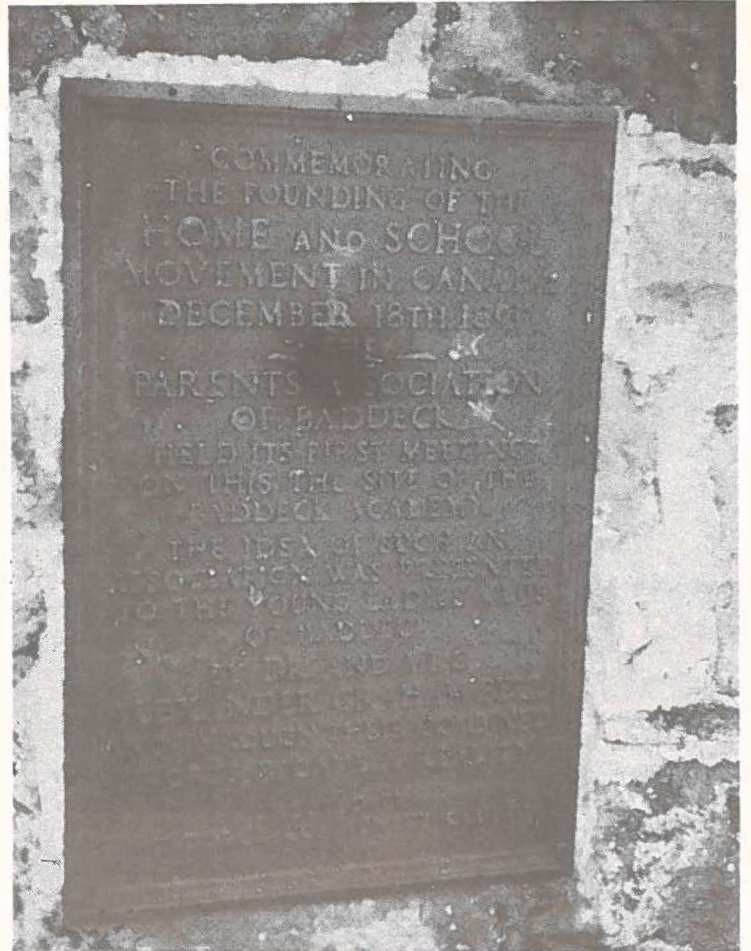
Barbara Milne-Smith and Jon Percy, Co-presidents, Quebec Federation of Home & School Associations



The Canadian Home and School & Parent-Teacher Federation plans to hold its annual meeting for 1995 in the town of Baddeck on Cape Breton, Nova Scotia. Baddeck was the site of the first H & S meeting in December of 1895. The meeting, suggested by Dr. & Mrs. Alexander Graham Bell, was held in the Academy in Baddeck and was attended by parents wishing to improve the resources and materials available for students.

The stone cairn pictured above as erected on the site of the academy, looking out to sea, and has been refurbished by the local historical society. A patio and inviting picnic table make this a charming place to stop on a tour of Cape Breton.

Helen Koeppel, Past President, CHSPTF



CHSPTF Cairn commemorating the first Home & School meeting in Canada in the town of BADDECK in the heart of Cape Breton, Nova Scotia.



With the help of the City of Pointe Claire and the International Institute for Peace through Tourism, the Grade 3 class of Heather Calhoun at Valois Park Elementary School finally got their wish for 12 trees to be planted as a Peace



Adam Avramescu of KIDS FOR PEACE at Beacon Hill School ignores the cold to pass out leaflets against war toys at local toy store.

Park near the school. With the entire school participating, it was a moving ceremony. The 12 trees which were donated and planted by the City of Pointe Claire, represent Canada's 12 provinces and territories. They are a symbol of



Nick Harvey, Laura Little, Erin Berge and Alexander McGregor show off the bright peace doves they made for the holiday season at their KIDS FOR PEACE club meeting at Beacon Hill School.

"life, creativity and hope for the future that thrives in Peace."

Invited guests were Chief Topleaf, who spoke of the Iroquois tree of Peace; Louis d'Amore, President of the International Institute for Peace, Jack Robinson, Pointe Claire City Councillor, Principal David Wadsworth, Grade 3 student Michael Wheeler, and Grade 6 pupils Jillian Merillees, Chris Cargnello and Emily Gosse. This celebration was even covered by the CBC Newswatch.

The KIDS FOR PEACE at Beacon Hill School have been busy also. After making their Halloween Peace Pumpkin faces and their peaceable Thanksgiving greeting cards for their families, they continued to help Virginie Larivière with her petition campaign against TV violence. In November Virginie presented car-

tons of petitions to Prime Minister Brian Mulroney as she had reached and surpassed her goal of one million names. Mulroney signed too. Petition signatures have now reached a million and a half.

The KIDS FOR PEACE made posters against war toys in December, and even made Peace Doves for staff members and some for families. A few ended up on the school's Christmas tree. With the help of some students from Valois Park a number of boys and girls from KIDS FOR PEACE went to a local toy store, where they passed out leaflets (in French and English) to many parents, asking them not to buy war toys because of their adverse effects on children. The kids have a busy new year coming soon.

Pat Lewis



Sylvia Koeppel, age 8, and a student at Keith School in LaSalle, sits in front of the cairn; the Atlantic Ocean is in the background.



INVITES YOU TO HELP MAKE WISHES COME TRUE AT THE 3RD ANNUAL SKI-O-THON & SNOBOX DERBY
Saturday, March 27, 1993 at Mont Blanc!

The Starlight Foundation Canada is a non-profit organization that brings happiness into the lives of critically, chronically and terminally ill children through services that include wish granting, hospital visits, and entertainment/recreational activities for pediatric patients.

Fun for the family

Join us for a fabulous day of fun on the slopes of Mont Blanc. Bring the whole family for the chance to ski for the day, watch the colourful action of the Snowbox Derby sled races, and win fantastic prizes.

To participate

A minimum paid pledge of \$30 per skier entitles you to a FREE lift ticket for the day, compliments of Mont Blanc. Sponsor a friend or family member, or have them sponsor you! Pledge forms are available through these locations:

- The Gazette (lobby), 250 St. Antoine St. West, Montreal
- Oldies 990, 1310 Greene Ave., Montreal
- Montreal-area Volkswagen dealers
- Royal Bank of Canada (downtown Montreal branches)
- Starlight Foundation Canada, 5757 Decelles Ave., Suite 330, Montreal

Fantastic prizes

Great prizes will be given out at the Ski-O-Thon, including skiwear, free use of a Volkswagen for a weekend, dinners for 2, weekend getaways, and more. The individual collecting the most money will receive a grand prize of 2 American Airlines tickets to any destination they fly in North America.

Help make wishes come true for special children at the Starlight Foundation Ski-O-Thon. For pledge forms or more information, call the Starlight Foundation Canada at (514) 737-4447.

Videos Help Schools, Parents and Communities Combat Substance Abuse

by Kevin O'Donnell
Radio-Québec

At the end of a workshop I gave at the Home and School conference last October one of the parents said, "I had no idea these great resources were available — and I almost didn't find out myself, I nearly chose another workshop to go to. The sad thing is that the people who could really make use of these videos will probably never find out they exist."

I'm glad to have this opportunity to tell more parents about *Your Choice... Our Chance* and *Just For Me*.

Unlike the workshop participants you won't have the immediate opportunity to evaluate these videos and print documents for yourselves. But they are all readily available (or will be soon). I'll tell you how you can obtain copies at the end of this article.

Your Choice... Our Chance and *Just For Me* are designed to give elementary level students the knowledge and skills necessary to avoid the early use of tobacco, alcohol, and drugs.

In *Your Choice... Our Chance*, the ten 15-minute student programs focus on specific themes (e.g. peer pressure, risk factors, refusal skills). These programs feature young adolescents in realistic situations in which they must make a choice. These videos are open-ended and are designed to promote classroom discussion in

grades four to six (some programs are also suitable for early high school grades).

Just For Me, designed for children in grades two to four, promotes concepts and skills (e.g. self-concept, decision-making, relationships with family and friends) that protect young viewers against future tobacco, alcohol, and other drug use.

Your Choice... Our Chance is now being viewed in schools throughout Québec. *Just For Me* will be available for distribution shortly.

But the battle against substance abuse cannot be fought in schools alone: parents and the community must become involved as well. This is why both of these series come with videos (eight in total) which will give concerned adults useful information to help them guide their children.

Here's a capsule summary of the eight parent/community videos. Please keep them in mind when you are planning your Home and School meetings.

I) *Your Choice... Our Chance* Parent/Community Programs

(a) Three 30-minute video programs feature *American* initiatives to bring schools, families and communities together in working partnerships. 1) *Partners* (Burlington, Wisconsin) shows the initiatives taken in a smaller community. 2) *Sunrise House* (Salinas, California) and 3) *Parents and Schools* (St.



Louis, Missouri) portray larger urban projects.

(b) Two 30-minute *Canadian* video programs, 4) *I Need to Talk to You* and 5) *We Can't Do It Alone* feature a total of thirteen successful anti-substance abuse projects operating in large and small communities throughout the country.

A *Community Outreach Handbook*, *Teacher's Guide*, and *Workshop Facilitator's Guide* are also available.

II) *Just For Me* Parent/Community Programs. There are three 25-minute programs in this soon-to-be-distributed series.

6) *Self-Concept* shows how parents and others who care for children can help them develop strong and healthy self-concepts.

7) *Healthy Choices* shows how parents and others who care for children can help them learn strategies and skills, such as decision making, to protect themselves against the risk of

drug use.

8) *Family Ties* shows how activities that bring the family together can help children resist outside pressure to use drugs and find other, healthier things to do.

A *Parent Guide* summarizing the information contained in the videos and a *Parent Workshop Leader's Manual* will be made available free of charge from *Québec School Television* in the very near future.

How To Obtain These Materials

For *videos* please consult your school or your school board media center. It is quite possible that copies of these programs are already available. If not, your school principal should be able to arrange for you to obtain copies.

(Please note that *Québec School Television* does not charge for these programs. We lend video "masters" to school boards for copying. If your principal or school board administrators seem unfamiliar with our distribution system, please ask them to contact us at the telephone number given below.)

For *print materials* you should contact *Québec School Television* directly. Print materials are free. The person to contact to order your print materials or to obtain further information regarding the video programs is:

Lisa Filion
(514) 521-2424 ext. 4219 (Mtl.)

area)

1-800-361-4522 ext. 4219 (outside Mtl. — toll free)

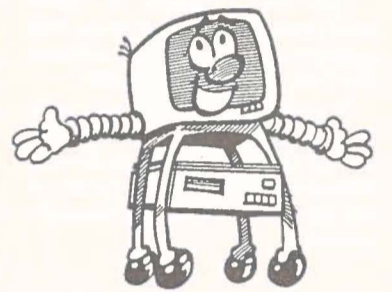
If you have any *problems* regarding tapes or print materials, please call me at the telephone numbers listed above (my extension is 4245). I'll do my best to make sure you obtain the resources you want.

Please remember that the *Just For Me* materials are not available yet, but we expect the video and print "masters" to be delivered to us shortly.

I hope to have good news regarding French versions of *Your Choice... Our Chance* and *Just For Me* soon.

Your local Home and School Association will find lots of interesting information and suggestions in these documents. I urge you to take the time to obtain them.

Kevin O'Donnell works for les Services à la clientèle anglophone (Québec School Television), Radio-Québec.



Canadian Education Association News from Quebec & Manitoba

Winner of the F.K. Stewart Fellowship to attend this year's CEA Short Course for Educational Leaders is Johanne Maher, director of educational services for the Le Gardeur School Board, Repentigny, Quebec.

Madame Maher, a graduate of the University of Montreal, holds a master's degree in school administration and first joined Le Gardeur as a teacher in 1978. She became assistant principal of the Jean-Baptiste-Meilleur Polyvalent in 1982, and from 1986 to 1988 she worked out of the board central office as the co-ordinator of general and vocational training and then as co-ordinator of elementary and secondary education in the board's educational services.

Manitoba sets new policy on francophone school governance

The new francophone school board will be composed of trustees from the elected regional councils and will have the same basic powers and responsibilities as other school divisions in Manitoba. Local school committees will be set up in each community as advisory bodies.

This model will give francophone communities the choice of either joining the new school board or remaining within their current school division. School communities that choose not to join the new school board may continue to offer *français* programs within their current school division. Reprinted from *Canadian Education Association Newsletter* May '92

HUMAN SEXUALITY ISSUES

by John DeNora

"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!"¹



The above was written in 1970. Twenty-two years later we are still struggling with this viewpoint. We owe it to our children to create sex education courses that allow them healthy development. The Kinsey research, which is now approximately forty years old, has shown us that guilt feelings coming from incomplete sex information interferes with personal sexual adjustment. This, if it is not rectified, carries over into our adult lives.

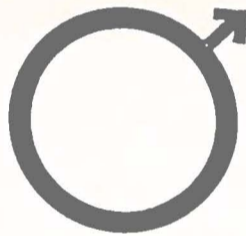
In our conversations about sexual intercourse several attitudes have to be expressed. Abstinence must be discussed and seen as an acceptable and valued decision. It must be made clear that many

individuals choosing to wait until marriage before intercourse becomes part of their lives is a valued decision. The question of age inevitably comes up. That one should wait at least until eighteen years of age as a possible time to consider incorporating sexual intercourse into one's life has to be explored and discussed.

We must be clear that we, as sex educators, see intercourse as a most important step in an individual's life and that it requires many qualities. We cannot afford to cover it just from the viewpoint of pregnancy and disease. The responsibilities inherent in such a big step, the learning of giving and accepting of pleasure, the intimacy and closeness engendered, the erotic feelings are all part of necessary discussions.

Other factors to be reviewed are the mental, emotional and physical states of the individual. Young people need to know that to become good lovers it takes all the points mentioned and many more such as maturity and love. Surely we can be clear in saying that entering the world of lovemaking is such a cherished moment that extensive preparations are necessary and this includes the understanding and support of the important adults in their lives.

When we talk openly to our adolescents we get much useful information from them. Teens, in discussions, are able to come up with reasons for putting off intercourse until they are older. Lynn Peterson in the September/October, 1988 SIECUS Report has an article, *The Issue — and Controversy — Surrounding Adolescent Sexuality and Abstinence*. She



mentions the educational approaches that are used regarding abstinence. They are:

1. Health Concerns:

Teens want sex educators to mention health risks. Some individuals see this as scare tactics but teenagers believe that learning about the possible consequences makes a difference to them.

2. Parent-Child Communication

It is always difficult to have parents involved in sexuality programmes but they are more likely to be involved and to join if the classes are designed to include them. This approach has the potential for positive results. Also, there is evidence to suggest that the lowest incidence of sexual intercourse among 15 to 16 year olds is tied in to the point that there is a sexuality education programme and communication existing between parents and their children.

3. Refusal Skills

Teaching refusal skills is difficult but, if it is successful, it allows teens several factors. They can resist peer pressure involving unwanted sexual behaviour. They can also resist other risky behaviour such as drug use and other situations.

Even after we have learned to say no, it is not an easy thing to do. It is easy to say no to someone you do not like, but not easy to say no to someone you do like.

4. Teaching Decision-Making Skills

When there exists a trusting, free-discussion classroom atmosphere, young people can come up with more reasons for abstinence than for going ahead with sexual intercourse. If teenagers come up with the reasons and the conclusion to put off the behaviour, then it is more likely they will be able to be more consistent in their attempts to achieve their goal.

When we cover sexual intercourse and abstinence with young people, it is also important to make certain that teachers are comfortable with the subject. Teachers might be uncertain in their approaches and also how to broach the subject of abstinence. After all, in opening up this subject we have to deal with sexual intercourse and this is, for many, a difficult topic. Communication with parents is mandatory. The chances of having successful sex education classes goes up if parents are involved in the planning. We are, after all, in it together: children, teachers and parents.

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

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

¹ James Leslie McCary, *Human Sexuality*, 4th ed. 1982, p. 14.

The Transition to High School

What have you heard about High School? If you are like most of us, you have undoubtedly been doing research by asking friends and neighbours who have children in High School just what it is like and how their children are coping. But if you were lucky, you were able to attend a discussion about *The Transition to High School* that was held at Westmount High School on October 21st. Hosted by Westmount's Home and School, parents and children from local Elementary Schools were invited as well. Our guest speaker was Westmount principal Richard Meades. Mr. Meades opened the evening by asking children present what they had heard about High School and, after addressing their concerns, moved on to those of the parents.

One major skill a child needs is organization. As both a High School principal and the parent of teenagers, Mr Meades suggested that a quick glance into your child's room will give you some idea of how your child will cope with 8 to 10 different teachers and a 7 day cycle where Monday's schedule will be different every week. But don't worry. Not only are High School teachers prepared for this, but Grade 6 teachers work to prepare the children as well. The long term assignments and projects more common in Grade 6 introduce students to the idea of budgeting their homework time.

Academic success is measured

differently in High School. Here, evaluation is based on knowledge and not on effort. It is primarily a numerical measure of success. The program is set by the Régime Pédagogique and no school has control over this. Each school may use a different approach and offer different extras but the core requirements are the same in every school.

But the transition to High School brings an array of exciting possibilities as well. Students have more freedom, can make more choices about courses, and are exposed to a wide variety of teaching and learning styles. They can not only take extra-curricular activities but can suggest, create and shape the courses, and influence their direction also. There are tremendous opportunities for leadership, both in the school and in the community as well.

Adolescence is also a time when children search for identity. Children will test the limits by challenging a parent's power and control. In order to grow, a child needs to be able to make decisions — but the choices for these decisions should be offered in a structured environment provided by parents.

Teenagers are also more influenced by their peers than by their families. This is an important part of your child's search for identity. Children want to be part of a group and will make new friends. Take an interest in these friends. Invite them over and get to know their

parents. Maybe these parents aren't prepared to buy the shoes "everybody has" or let their child go to the party "everyone is going to" either. With the terrible realities of Crack and AIDS, the "price of cool" is too expensive and not knowing who your child's friends are can be asking for trouble! Say no ... but offer an explanation. Make rules with clear consequences that you can impose. Make the punishment fit the crime. And remember that for every issue, there has to be closure, even if the end of an issue is to agree to disagree. Referring back to the time your child lost the house keys in 1989 every time you are annoyed about something is hardly fair.

In thinking about Mr. Meades' speech, it makes a lot of sense to get involved with other parents at your child's new High School by joining either the Home and School or the School Committee. Here, concerned parents like yourself have a chance to talk, to learn more about the school, and to get involved in important projects and issues.

For me, there has been an added bonus as well. I found it both a surprise and a pleasure to be working side by side with Student Council and the prefects. Now in High School, these young people do many of the tasks which we parents have done for them at the elementary level. They organize social events, address political issues, fight racism, and have the fun of running the Halloween Haunted House. So don't worry about High School because Home and School is waiting to welcome you!

Anna Marrett
Westmount High

WESTMOUNT H.S. WINNERS

The National Crisis Prevention Institute (CPI), a training organization that specializes in the safe management of disruptive and assaultive behaviour, located in Wisconsin, announced the winners of their 1992 Exemplary Care Grant Awards. Winning Meritorious Awards for their efforts were

Joyce Morrison and Gary Leschuk, CPI Certified Instructors at Westmount High School in Montreal, Quebec. They were honoured for their innovative strategies for preventing school crises by acting upon the early symptoms of under-achieving behaviour.



CPI announces exemplary care grant meritorious achievement winner.
Jennifer Frankovis photo.

DID YOU KNOW?

...that preschoolers spend more time watching TV than it takes to earn a college degree?¹

...that by the time of high school graduation, most children will have spent only 11,000 hours in school, but more than 22,000 hours in front of the television set?²

...that only about one-third of all parents attempt to control the amount and content of television their children watch?³

...that most child experts say that preschoolers should watch a maximum of one hour of television a day and two hours a day is plenty for older children?⁴

...that in the Saturday morning cartoons, the heroes are twice as likely to kill as the bad guy?⁵

...that by 1987, 80% of all children's TV programming was produced by toy companies?⁶

...that by the time students graduate from high school, they will have seen 350,000 commercials?⁷

...that violence in cartoons had increased on American network TV from 1½ hours in 1982 to 27 hours weekly in 1988?⁸

...that by the time a child graduates from elementary school, he/she will have witnessed at least 8000 murders and more than 100,000 acts of violence on TV?⁹

...that cable networks averaged three times as much violence as the "Big Three" (ABC, NBC, CBS) and that MTV showed as much violence as the 3 networks combined?¹⁰

...that most studies indicate a clear link between early exposure to violent images and more aggressive behaviour in children?¹¹

...that in 1991, the Ontario Medical Association suggest that TV watching is the cause of sleeplessness, anxiety, depression and hyperactivity in children?¹²

¹Esteeves, Roland. "Children's TV: A Guide for Parents". *Marriage and Family Living*, January 1982, pp. 14-15.

²Phillips, Phil. *Turmoil in the Toybox*. Starburst Publishers, Lancaster, Penn. 1987.

³Ibid.

⁴Healy, Michelle. "TV for Kids up to Two Hours a Day OK". *USA Today*, February 11, 1986, p. 1.

⁵Deagle-Fong, Trudy. "Super Heroes. What's the Appeal?" *Today's Parent*, September 1992, pp. 40-42.

⁶Ibid.

⁷Symons, Gordon E. "TV Literacy. Can Kids Become Canny Viewers?" *Today's Parent*, October 1991, pp. 70-73.

⁸Deagle-Fong, Trudy.

⁹Symons, Gordon E.

¹⁰Disney, Anthea. "TV violence: an issue of public health." *The Gazette*, September 12, 1992.

¹¹Canadian Radio-television and Telecommunications Commission (CRTC). "Violence and Terror in the Media". Unesco Report No. 102 on Mass Communication. George Gerbner. 1989, pp. 39-41. *Summary and Analysis of Various Studies on Violence and Television*.

¹²Boone, Mike. "Poison for the Mind." *The Gazette*, October 10, 1992, p. E1.

Robots Help in the Schoolroom

Miniature robots and a control console which help children to visualize abstract notions used in mathematics, computing and geometry, and promote higher order thinking skills are now available from a British manufacturer. The flexible and creative teaching aids have been designed in consultation with teachers and have proved popular in British classrooms.

The *Roamer*, the *Turtle*, the *Control Console* and their associated equipment are produced by Valient Technology Ltd.

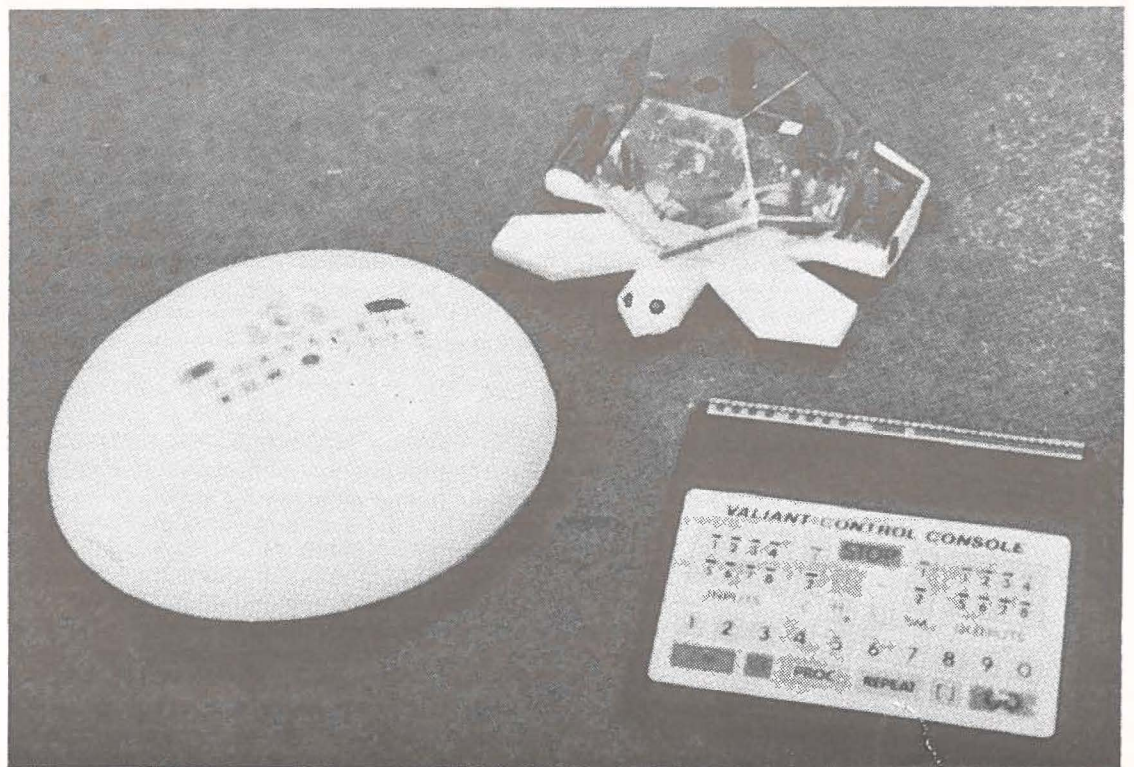
The *Roamer* is an independent educational robot that can be programmed to move and react within its environment without the need for a computer.

The pen-carrying floor turtle can produce accurate graphics which help to explain and demonstrate intellectual ideas. It encourages children to develop intuitive, creative and problem-solving skills. The battery-powered *Turtle* (recharging unit supplied), is controlled through an infra-red beam.

The *Control Console* is a self-contained unit that can automate models without the need for a computer. It uses the same Logo-based language as the *Roamer* providing progression within the technology curriculum.

The manufacturers support the use of the robots and the console with manuals, activity books, videos and other teaching materials.

For further information, contact: Technology Teaching Systems, Unit 2, 45 Basaltic Road, Concord, Ontario, L4K 1G5. Telephone: (416) 660-9677; Fax: (416) 660-3056.



FOCUS on the LOCALS

E.P. BEACONSFIELD

The H&S tries to improve the quality of school life either by offering services to our students, such as lunch time activities, or by fund raising to purchase items the school is lacking.

In order to reach its goal, the H&S decided to restrict itself to two main activities plus Hot Dog Days. These activities are the Christmas Fair and the Family Fun Night. They were chosen because they offer an opportunity for all

members of the school community to get together and have a good time.

The Christmas Fair netted over \$8000 which will pay for two new computers, some software, and all the teachers will be allotted a small amount of money to buy something special for their classroom. As well, the H&S hopes to bring in an author/illustrator and help defray the cost of bringing an opera company to the school.

Another of the H&S's goals is to buy some basic science equipment for the school.

The Fair involved months of planning and dedication by many volunteers. An impressive amount of team work is involved. Thanks to everyone who took part.

Margaret Mitchell of the Lakeshore School Board spoke on January 26th. Her topic was "Children and Self-Esteem".

ELIZABETH BALLANTYNE

Elizabeth Ballantyne School hosted a successful Holiday Fair. The Home and School ran a deliciously successful bake table and a games room for the children. The bottle table was a bit hit; parents donated jars filled with surprises which the children could purchase by picking a number and receiving the corresponding bottle. Tables were also rented out to merchants.

The enrichment program has just completed its seven week fall session. Parents and teachers are asked to present an hour a week on a topic of interest. With parent volunteers class sizes are smaller. Topics have ranged from wildlife, art, music to mathematical games, sports or calculators. Children sign up and most have been able to get their first choice of three.

In celebration of the holidays each classroom made a presentation at the school concert. As well, an evening of door-to-door carolling was held and canned foods were collected. The mild weather added to the enjoyment of all.

Joan Genest

Cross Country Run

October 8th was a beautiful fall day — the air was cool, the sun was warm, and the autumn foliage was ready for a camera or a paintbrush. It was a great day to be a volunteer at EBS. Why? Because the event was the GMAA cross country run up at Mont Royal! Together with Debbie King, Andy Bernath, Mr. Brown, M. Fortin and our EBS team, I was off and running. (O.K. driving) As the teams gathered, you could feel the excitement building — time off school, a beautiful day, the moment all those school training sessions had been

leading to, the chance to win. First we all had the opportunity to walk the circuit. As we walked adult spotters were positioned along the trails to mark the way and help if needed. Here EBS took first place — we had the largest number of volunteers.

As we walked the trail we could appreciate how difficult this run really was. The path through the woods was full of tree roots, rocks and uneven terrain. As we walked along we could not resist clearing some of these rocks to the side. At last the race began. What a thrilling sight to see our EBS teams run by. Todd Brown and Chris D'Angelo held 2nd and 3rd positions to the end of the race. But there was considerable suspense over who would win the team awards. The placement of a school's first 6 runners would determine the winners. Only a few points separated the teams. EBS came in second!

I've got several lovely pictures to commemorate the event. The first is of Chris D'Angelo accepting the award for the team. The second is a picture of M. Fortin and the top 6 runners — Todd Brown, Chris D'Angelo, Daniel Marrett, Martin Adaszkiwicz, Nick Trainor, and Jamal McIntyre. The third is a group shot of the whole team which also included Lulu Ang, April Perras, Melissa Chin, Lindsay Bernath, Colin Schreckman, George Athanasopoulos, and David Morrison. The last picture shows the beautiful blue sky, the trees reflected in the lake, and a long, long line-up at... the water fountain! Well done EBS! Thank-you M. Fortin!

Anna Marrett



E.B. winners with their teacher M. Fortin.

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CHRISTMAS PARK

Once again the H&S has had a busy start to the school year. Registration night for extracurricular programs was very well attended and we were pleased to add new courses to the list this year.

The sale of Christmas gift wrap was a huge fund-raising success. Thanks to Joanne Richmond, Rose Sutton and everyone who

participated. Your support is greatly appreciated.

Donna Montelpare, H&S Publicity, is doing a great job of decorating the foyer with pictures of wonderful events that take place within the school.

H&S membership may reach 100% soon, thanks to the efforts of Pam Doherty.

MORE FOCUS

MEADOWBROOK

Heart Savers

CIBA-GEIGY once again offered CPR training, free of charge, to the Meadowbrook community. The basic 4-hour "Heart Saver" course and the 6-hour "Heart Saver Plus" course which includes CPR on infants and children were offered in January. These courses also teach obstructed airway manoeuvres (for choking).

Thanks to the Susan Ippersiel who organized the H&S's first Christmas Fair. It was a large task and with her efforts over \$3500 was raised to donate to Christmas baskets.

Suzanne and Ken Fitzgerald each took on a fall fundraiser: Suzanne the Rummage Sale and Ken the Ski and Skate Sale. These are small but important events in the H&S calendar.

Congratulations kids! Together the school raised \$1200 for Unicef this year. A special thanks to Linda Lackey who took over responsibility for the Unicef collection this year, to the mothers who volunteered their time, and to the 5 volunteers from room 8 who were a big help in sorting out all those coins. A big round of applause to Mrs. Leggett who donated over \$100 to the drive.

A sub-committee has been formed in the school to promote parental awareness of the negative impact that violence on the screen has on our children and to offer positive alternatives. Anyone in the school who would like to be a part of this campaign, please call 634-1429.

MT. PLEASANT

A Mega Welcome

On September 30th a tea was held at the school to welcome 13 "Grannies" to the volunteer program. We believe that our senior citizens have a wealth of information to impart to our students. Their knowledge and experience has not been tapped in the past to any great extent and we hope that this is the beginning of a wonderful association.

The initial meeting was a tremendous event. Eleven of the students acted as servers and tour guides and, of course, partook of the goodies and a wee cup of tea (in fine china) with our visitors. Everyone is eager to work with the seniors and we hope more will join us as the year progresses.

September was a wildly busy, productive and fun month for students and staff as they accustomed themselves to each other, new routines, new classes and, for many, a new building.

The population is just over 400 students from Kindergarten to Grade 6. It is a pleasure to have the senior students (grades 5 & 6) back in the school. In addition there are the French Extension Kindergarten and the Nursery School. The

WESTMOUNT HIGH

Open House

Open House was a bouncing, roaring, shouting, active, runaway success! On November 25th, our incredible, multicultural community was out in force and WHS students had a wonderful opportunity to "strut their stuff" for their relatives, friends, and prospective new parents and students. The energy and harmony of the global village in our building was a pleasure to see. From alchemy in the chemistry lab to the action on the basketball court, both WHS parents and visitors were exposed to everything WHS has to offer. There was even a great flurry of activity in the office as more registration forms had to be photocopied to accommodate the unexpected turnout.

And anywhere there are parents, there are Home and School members. And anywhere there are Home and School members, there is a Home and School table filled with brochures, flowers, and, of course, Home and School newsletters! I was pleased to be sharing a table with the school nurse. We exchanged pamphlets as we were getting ourselves organized. She was particularly interested in (you guessed it) the Guide to Teenage Parties. At the end of the evening, she took some so that she could distribute them as well. The word is getting around!

The prefects were busy looking after the parents — answering questions, conducting tours, distributing flyers about the evening's events. Student Council had a table as well and we exchanged handouts. On reviewing all the flyers distributed on November 25th, Home and School was pleased to present its coveted Home and School Open House Poetry Award to **Donna Malin** for her poem addressed to Grade 6 students concerning Students' Council. Donna writes about Student Council with the same kind of enthusiasm we like to use about Home and School.

school is full, the spirit is extremely positive and everyone looks forward to a productive year.

Congratulations to all the students who participated in the Y-ATHON during their lunch on November 20th. Due to their efforts, approximately \$400 was raised. If the Hudson YMCA reaches its goal, the school will receive \$500 for playground equipment.

Can you make a ball of plasticine float? Mrs. Marok's grade 1 class can as a result of a science experiment done in class. Three parents couldn't do it!!

For her outstanding 12 years of dedicated service to the Mount Pleasant community, the H&S presented Carole Luck with a beautiful pastel painting of the school on a snowy day; including our rock, tree and children at play, all framed in pale blue — lovely! It was painted by Joanna Olson.

In an effort to heighten student awareness of the importance of taking care of the school environment, caretaker Hank Houtman has instituted the Golden Broom Awards this year. The Golden Brooms will be awarded at the compartment assemblies to any class who makes a concerted effort to keep their classroom areas neat and clean.

.....
 You're entering high school, don't know what to expect? Well here is a hint to get a lot of respect.
 Sign up for Student Council, the position you choose Will help inform students of your opinions and views
 Being part of this Council is as much fun as it appears
 And will really help you have your best high school years
 So sign up real quick, you won't be picked by chance
 Then you'll help coordinate events, such as the dance
 Being on this committee, students will hear what YOU have to say
 So join the Student Council and you'll be on your way.

Plans in the Works

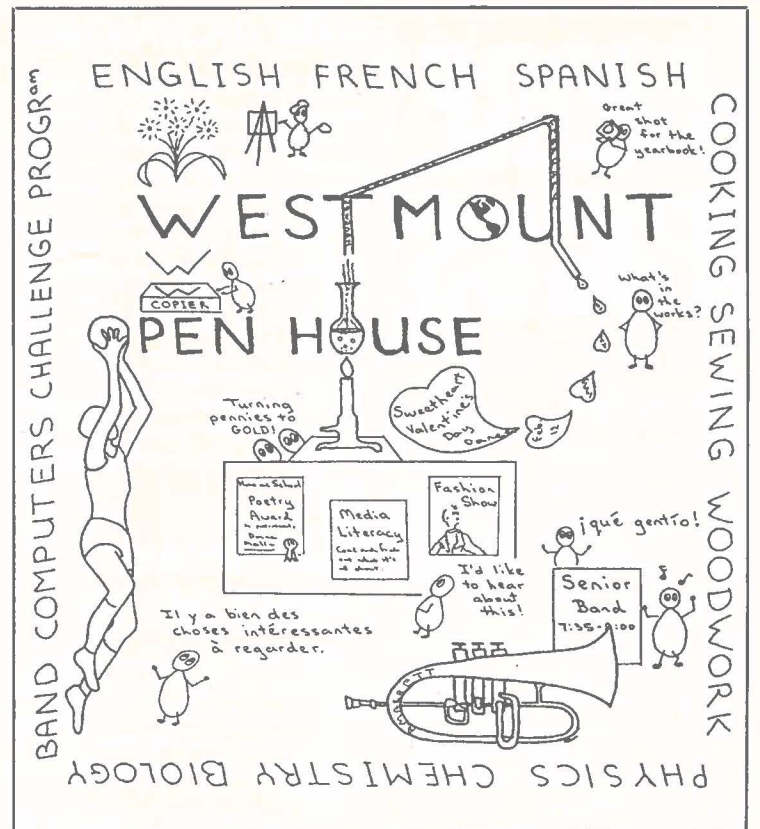
Our newsletters, with their tear-off survey, showed that parents wished to have a guest speaker come and talk about Children and Stress. We are currently discussing the plans for the Sweetheart Valentine's Day Dance to take place on February 12th. Held in conjunction with 990 Oldies, the profits from the dance will be shared between our school activities and the Starlight Foundation which collects money to grant wishes for seriously ill children. The average "wish" costs \$1,500.00 so we are really counting on school and community support.

Other projects that we are working on include a presentation about the teaching of media literacy by Maureen Baron, co-chair of the Association of Media Literacy, whose presentation we really enjoyed at the fall conference. We hope to entice the teachers with Mrs. Baron's dynamic presentation so we can get to know them a little better and share some goals and concerns with them. (And just think — I'll know all the right answers to all of those tricky questions!) We also want to help the students with their fashion show (which is scheduled for April) and, of course, bake for the great fifth anniversary of Muffins, Mozart and Meades.

We've taken turns attending School Committee meetings. This gives us an opportunity to bring news back to our group, to coordinate our efforts so that we can find the best way in which to be able to help and support each other, and to include their projects in our newsletters. (O.K. Maybe I did have a few sign-up sheets in my purse. But I did try to make them look inviting so that people would hardly be able to resist adding their names.)

WHS Office a busy one

Alice Smith helps in the office at least one day a week and this gives her the opportunity to let us know about ongoing and upcoming field trips and events. She has given me copies of student bulletins (don't think for a moment that your children will tell you anything about what's going on in HIGH SCHOOL!!!!) The bulletins are much appreciated. I spread them out around myself on the living room floor when I'm ready to write a newsletter. And there is a lot to learn from them. I'd never even heard of flickerball. I now know that this is basketball played with a football. I've learned that, through fundraising efforts or various skills and abilities, one can win anything from a silver medal for basketball (congratulations, boys!) to lunch



with the principal, Mr. Meades. (congratulations, Roy Hayes!)

In picking up and delivering Home and School items to the school, I have also been part of the school's day-to-day life. I noticed an attractively decorated box. Perhaps I could put a toy for the toy drive or a can of food for the food drive in my bag, too? When I go to the school there is always a student or a teacher to help with the door if I'm carrying a lot of things. (Why do we always end up bringing as many things as we can carry?)

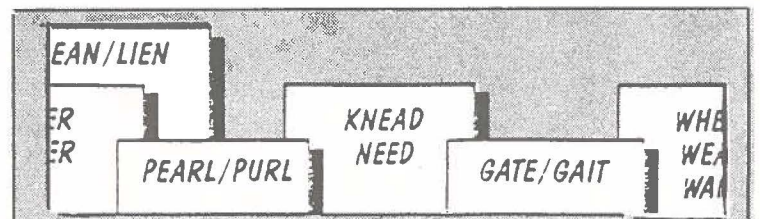
One day, I couldn't help but notice a very large pile of luggage in Mr. Meades office. Where in the world was he going? Turned out that a group of teachers and students were going off to the country to participate in the first training session of the Peer Mediation Program and Mr. Meades had kindly lent his office as the baggage check room. It certainly helps to be flexible if you are a high school principal these days!

Home & School Network

Writing newsletters gives me a chance to make contact with our own parents and those of other schools. The Home and School network has helped me to reach out to Elementary School presidents in order to invite them to

talks that might be of interest to them and to give them some feedback and follow-up as well. I particularly enjoyed talking and working together with Elementary School presidents when I was organizing the talk about The Transition to High School. I would like to thank the Quebec Federation for its Think Tank Dinner which gave me an opportunity to meet these people in an informal setting. (And I bet all of you thought I was just having a good time out there on the lawn of the Royal St. Lawrence Yacht Club!) I would like to thank the Home and School office for all the help and support they have given me this year in my Transition to High School. One need only mention a problem to them — difficulty communicating with non-English speaking parents — for them to have an answer — try to have a section of one's school newspaper translated for them. They have helped me with questions about Youth News Network and reallocation of social workers. I've found that the answers to all my questions are just a phone call away. I would urge every Home and School to try to take full advantage of this valuable resource. Get ready, Donna! You may need to have another phone line installed!

Anna Marrett



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Beginners 2 (Age 9 & up)		Teenage Level	
Intermediate 1 (Age 10)		Adult Level	

MORE FOCUS

AYLMER

Success Stories

This year's fundraiser of wrapping paper and 2-year planners was extremely successful, with \$6753 worth of goods being sold.

The top class was Mrs. Hancox's grade 3s. Mrs. Roy's class came second. The top seller was Sarah Shirley, with Victoria Stanley second highest seller. Both students are in Mrs. Hancox's class.

Thanks to Heather Tegelberg, Brenda Lavigne and Teresa Stanley for all their help.

The Christmas Bazaar was another success story. After expenses we cleared \$1352. Thanks to Nancy Ray for the great job she did once again, and to the teachers who came up with such a lovely variety of ideas for the children to make. The children did a wonderful job on their crafts and we had the most successful student craft table to date (almost \$500).

With the assistance of a Canada Employment Program, H&S was able to provide additional help in various school related activities including bus-lists, library services, equipment inventories, and computer services.

The base of H&S's success remains the commitment of its volunteers.

Our Canada includes our teacher

On Thursday, October 15, our teacher, Mrs. Exley, was sworn in as a Canadian citizen. We went to a Citizenship Court. Many people from different countries were there: from countries such as Hong Kong, Germany and Mrs. Exley's home country, which is England.

During the ceremony the judge talked about Canada and the certificate that the new citizens have to sign. After that the new citizens of Canada repeated the oath after the judge, first in English, then in French.

NEW RICHMOND NORTHVIEW

The pre-kindergarten program began on November 9th. The four-year-olds are bussed from the surrounding regions and attend preschool three afternoons a week.

The program includes basic learning but its main thrust is socialization and interpersonal skills, says Principal Lavergne Fequet, "the aim is to build better bridges between the home and school environments."

The H&S Book Fair took place in the fall. The proceeds will be used to buy sports equipment for the school.

SHIGAWAKE -PORT DANIEL

The H&S held a Christmas Parcel Raffle at the Christmas Concert on the evening of December 17th. Earlier, on December 15th, a Bake Sale was held at the Primary Concert.

The grade 4 and 5 students of Mrs. Duguay's class have been holding Popcorn Sales to help endangered species of the rainforest. Ryan Sullivan, Jennifer Almond, Crystal Duguay, Sharon Major and Ashley Dow hope to raise \$35 to join the World Society for the Protection of Animals. With their donation they will receive a personalized certificate, and a colour photograph of the animal or habitat they are protecting.

Then the guests repeated the oath along with the new citizens and sang our national anthem.

Martin Brazeau

On October 15, Canada grew by 32 people. Mrs. Exley's class went to citizenship court at 150 Kent St. in Ottawa to watch Mrs. Exley and 31 other people from 19 other countries become Canadian citizens.

At one point in the ceremony the judges said that our class was full of future Canadian leaders. After the ceremony and saying the oath, we got refreshments and Canadian flags.

On the way back the students held up a Canadian flag and chanted, "Our Canada includes Mrs. Exley!"

Jeff Slack

A Student Council was recently formed in our school and the Home & School was pleased to provide them with some start-up "funds". We are certain their activities will be a positive benefit to the school and the students. Good Luck.

The Home & School also operates an "apprentice program" where we train any new volunteers for the positions they have elected to assume. Right now we are looking for apprentices for treasurer and E.C.A. coordinator!

Thanks to all Northviewers for their fantastic support of our 1992 Towne Fair. It was one of the best ever.

VALOIS PARK

Giving a "Hoot"

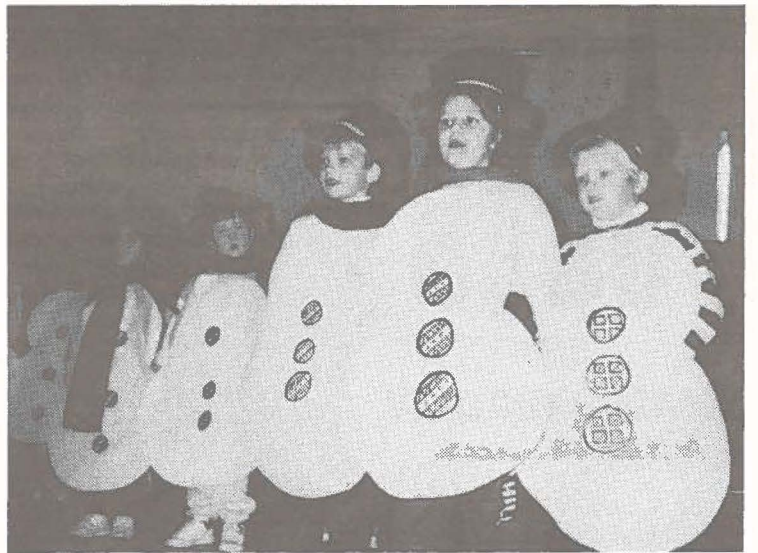
Miss Calhoun's 1991/92 grade 3 class has been awarded a "Hoot Club" award by Owl Magazine. These awards are given to a child or group of children for an activity or a project of benefit to the environment.

This class is being recognized for the money raised in last year's Bake Sale which went to adopt two manatees and a sea turtle, as well as the protection of an acre of rainforest, and the protection of the beluga whale and sea otter. They also donated money to the school's Environmental Playground and Terra Cotta Conservation Committee.

Look for an account of this award in the February 1992 issue of Owl, plus a further write up in a later issue.

Lots of bells were rung for Peace Day! Thanks to a donation by the Thomas family (who moved to Australia), another tree was planted on the east side of the school.

The Environmental Playground was erected one mad Saturday in June. Never did we think 30 tons of sand, 5 very large tires (thank you Air Canada), a truck full of concrete, several telephone poles (thank you Bell Canada), 2 large sewer pipes (donated by Pointe-Claire) and 4 tables and benches made from recycled juice containers, could be cut and placed so effectively. Our thanks to the Kiwanis and the H&S for the money they donated. And no, there hasn't been as much sand tracked into the school as feared by some!



"Ho, Ho, Ho! We're made of snow," sang the Kindergarten students at Beacon Hill School, as they took part in the Christmas Concert, dressed as snowmen.

BEACON HILL

Beacon Hill's Home & School organized and sponsored a lunchtime Enrichment Program which included about 15 different groups, including everything from Creative Writing to Tole Painting, Sports Cards Collecting, the Peace Club, Mad Science Club, Martial Arts, Creative Drama, Computer Lab for various age groups and Les Marionnettes are all part of the program.

The Foster Child adopted by the school has had various classes volunteer to be the letter writers for the next five or six months, beginning with Norm Horner's Grade 3/4. Terry Rielly made his first visit to Quebec at Beacon Hill where he made two rousing presentations with his voice, guitar and synthesizer stirring the students to clapping, waving hands, snapping fingers and joining the singing.

The Ottawa author and journalist John Ibbitson, talked to all the students in Grades 4 through 6 about his experiences as a reporter and author of children's books and plays. He received the Choice Award of the Canadian Children's Book Centre for his novel *1812*.

Pat Lewis



In the lunchtime Enrichment Program, sponsored by the Home & School, at Beacon Hill School, Chris Payette and Maarten de Ridder follow instructions from Tom O'Donnell who leads the group.

EDGEWATER

Edgewater School had a very enjoyable and successful Christmas Craft Fair. Many crafters and local artisans had rented tables to display and sell their work. Grade six students baked and decorated cakes that were later auctioned or sold. There were some wonderful entries.

Children were kept busy by having their faces painted, or watching videos, or shopping in the Children's Shopping Room. Tired

shoppers were able to enjoy a light lunch.

At the end of the day, several lucky people won raffle prizes. It was a fun day for all who attended! Money that was raised will be put towards the purchase of new equipment or supplies.

Edgewater School also enjoyed two Christmas concerts. The turnout was fantastic, and there was a real feeling of the Christmas Spirit in the air.

Catherine Holloway



Diane Exley (third from left) holds her citizenship papers in the middle of her students.

MORE FOCUS



Welcome back students!

EDINBURGH

We began the 1992/93 school year with a terrific "hot dog day" in early October. Despite chilly weather, 333 students dined "al fresco" and ate a whopping 600 hot dogs! Our thanks to the 25 parent volunteers who helped with this event.

Our picnic was followed up with a winter clothing drive, for those less fortunate, and collecting for UNICEF at Hallowe'en.

Edinburgh students did extremely well in the GMAA Cross Country Run. We reported in the last issue that Alexandra Gaudreau came first overall; her brother, Jack, placed second overall in the grades 5-6. In the 2.3 kilometre run our boys team placed third while the girls team placed second. Every participant completed the course. Bravo.

Karen Donnelly

MAC HIGH

A Teachers' Tea, organized by the H&S, is being held monthly at the school. The H&S is also supporting the education of a destitute student in Zimbabwe.

As part of a federal exchange program, Ellen Gauthier, co-president of the H&S, went to northern Saskatchewan with 8 Second-

BAIE COMEAU H.S.

September was the month of new beginnings for both schools and different organisations. As usual, from day one, the teachers of B.C.H.S. planned a special activity to welcome the students. This year, weather permitting, students, teachers and parents spent a day at Pioneer Park playing skill testing games.

The day was filled with all kinds of games and activities. Parents are asked to participate and some parents are even asked to become chefs. Outfitted with chefs' hats and aprons, several parents barbecued and served over 400 weiners and buns. Parents who were not able to attend the games, came for lunch and were able to appreciate what the students had accomplished during the morning.

The 1993 Jeux du Québec mascot "Beco" visited us and cheered all the participants on in their activities. Other visitors, who surprised us, were various characters

from McDonald's. Students, teachers and parents all enjoyed the surprise visitors and cheered them on!

After lunch, the sun left us and we had to abandon Pioneer Park and head for the school gymnasium. The teachers who had organised the activities, had also thought of offering prizes to the participants. They held a drawing, where all the names of the students who had participated were put into a box and drawn at random. Among the prizes were: cinema tickets, "Le Kit" boxes, etc.

The day was a roaring success and we are looking forward to another such day next September. Until then, "Thank You" to all the teachers, students and parents who participated to make the day the success it was!

Charlene Metcalfe

EVERGREEN

Mon beau sapin

The school participated in the Hudson Santa Claus parade with its float "Mon beau sapin".

A student council was formed with elections taking place in November.

The Grade 3 and 4 choir was taped by CJAD as part of their annual Children's Choir Event.

Thanks to the donation of cement by Jack Crombie of Centre Do-It in Hudson, and the efforts of Steve Richards, Andy Langendorf and Mr. Lessard, the Principal, the school now has two new tether-ball poles in the primary section of the playground.

The first Book Fair, held on November 18th and 19th, was a great success. Thanks to volunteers Nancy Dakin, Cathy Oster, Pattie Vokurka, Jo-anne Maillet, Debbie Battaglia, coordinator Carrolle-Anne Wapen, and Suzanne Maloney of Mount Pleasant School, everything was well organized and efficiently run. Most of the books sold out!

THORNDALE

Grade 6 students have the opportunity to listen to a variety of guest speakers this year. The visitors will talk to them about their careers, quality of work, etc., keeping in mind the children's age.

Author Linda Granfield visited the school in November to speak to the grade 5 and 6 students. H&S donated \$150 for this event.

An Enriched Math Program is being offered to the grade 6 students. The Lunch Program is full at about 170, while the Day Care has 30 and the extended Kindergarten has 19.

The year's first issue of the school newspaper, *The Tigers Roar*, came out in October. There were lots of submissions from the students, plus the calendar of upcoming events.

October saw the beginning of the year-long food basket. Each month a different grade level is asked to bring in food. During December the teachers collected food from the whole school.

LINDSAY PLACE H.S.

Blunders versus Wonders

On Friday, October 16th, LPHS hosted a wheelchair basketball game to raise funds for the Cheshire Home charity. Various members of the staff and Student Council got into wheelchairs and played basketball against the Montreal Wheelchair Wonders.

The crowd of close to 200 were entertained by this novel activity and \$517 was raised.

The "Blunders" gave it their best but came up on the losing side to a much more experienced "Wonders" team.

For the 10th consecutive year, some 35 grads will be touring Europe — an experience of a lifetime. Between April 1st and 21st, their trip will take them to London, Amsterdam, Cologne, Rome, Berne, and Paris, among other places.

The History Department is planning an April trip to Ottawa to visit the Museum of Civilization and the House of Commons. They hope to see Question Period in action.

Congratulations to Matthew Horner, Tracey Luckow and Jessica Rosenblatt who represented the school at the 8th Canadian Student Leadership Conference in Kitchener-Waterloo. They were part of over 500 people in attendance and, as usual, demonstrated the leadership and enthusiasm that the school and the Lakeshore School Board are known for.

All Cycle 1 teachers participated in workshops in August and October. The purpose of the workshops was to give teachers the opportunity to discuss teaching strategies which will better meet the complex needs of today's students. Reality Therapy/Control Theory, Social Skills, Peer Mediation and Co-operative Learning, were the topics focused on.

Four adult trainers have trained 15-20 students to conduct peer mediation sessions between students who are in conflict with each other. All grade levels can participate in this project.

The Music Programme has undergone some really fantastic changes, keeping us all hopping. There are approximately 465 students enrolled in the Music Programme, with 10 different ensembles. The students are wonderful: well-poised, intelligent, responsible and respectful, and they work hard to make sure this Programme is a success. We are very proud of them.

Congratulations to Helen Archibald, winner of the Parents'

Committee Award of Excellence, in recognition of her many years of involvement at Northview and Lindsay Place.

Thanks to the H&S, the Library now has a new 6-volume set of *Lands and Places*, and a 10-volume set of *The Young Scientist Encyclopedia*. The 1992 edition of *Information Finder* (World Book) is on the computer and is a favourite reference source for the students.

Fourteen students from the senior Biology classes attended the biology field trip to the Huntsman Marine Science Centre in New Brunswick. This trip was a huge success as students were able to heighten their interests in the biological sciences by actually experiencing for the first time the excitement of studying marine life over a period of 5 days. They left the Centre better scientists as they were able to practice scientific work with live organisms in a variety of marine habitats. This situation could never be duplicated in the classroom!

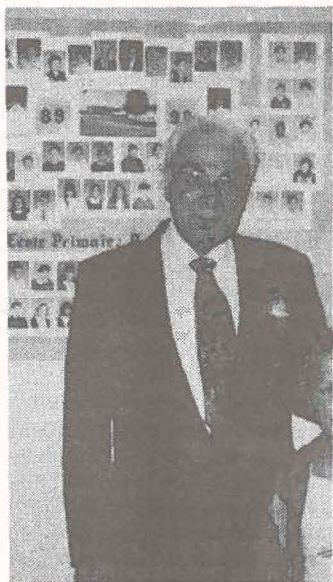
Once again this year, Luke Horne and 90 of his Economics students generously volunteered their services to rake leaves in the Pointe Claire area for our senior citizens. From the senior citizens to the students who participated: "Thanks for a wonderful service to the community!"

The H&S organized several evening meetings in order to discuss Violence, Drugs and Alcohol, and Keeping Our Kids in School.

FLASHES

John Rennie H.S. students raised over \$8400 for the Terry Fox Run. The total raised by Lakeshore School Board students was \$26,000. **Sunnydale H&S** renewed its \$3000 commitment to computers. The money is to be spent on upgrades, new printers and software. The H&S will also financially support the school's educational emphasis on co-operation, aggressive behaviour and discipline, and new science and math programs. At **E.P. Pointe Claire** a safety upgrade of the school yard will be made possible with a \$5000 donation from H&S. The **New Carlisle H.S.** H&S made \$900 from its annual Christmas Bazaar and supper held November 21st, despite the poor weather conditions. Twenty-five exhibitors displayed their crafts and home baking.

ÉCOLE PRIMAIRE POINTE CLAIRE



Goodbye to Principal Jacques

Staff, parents, and students have benefitted from the outstanding leadership of Mr. Ferdinand Jacques since the Lakeshore School Board opened École Primaire Pointe Claire in 1980.

M. Jacques accepted the position of vice-principal at École Secondaire Dorval Annex commencing Sept. '92.

M. Daniel Abergel has replaced M. Jacques and is ably assisted by

Mme Mary Ann Perrault as vice-principal.

E.P.P.C. Home and School honoured M. Jacques with a farewell B.B.Q. and gift presentation, as well as welcoming M. Abergel. E.P.P.C. students honoured M. Jacques with a tree planting ceremony.

E.P.P.C. gratefully thanks M. Jacques for his years of service and wishes him all the best in his new position.

Jill A. Johnson



MORE FOCUS

COURTLAND PK.

Again this year, students were asked to earn money by doing jobs around the house and in the community so that they could contribute to the Sleeping Children Around The World project. This is an ongoing project at the school. Each sleeping kit includes a mattress with built-in pillow and rubber sheet, two pairs of cotton pajamas, a mosquito net and a blanket.

The Country Fair was a huge success. The final tally is a profit of \$5,322. A big thank you to all those who donated their time, prizes, ingredients and baked goods.

DORSET

Parenting issues

At Dorset, we are continuing to look at issues related to parenting. To our "parents' section" in the library, we have added "Siblings Without Rivalry" and "How to Talk So Kids Will Listen and Listen So Kids Will Talk", both books by Adele Faber and Elaine Mazlish. On order are, "Winning at Parenting Without Beating Your Kids" — an excellent video by Barbara Colosso, a "Parents' Guide to 1st Aid and Safety" — a book put out by the Canadian Red Cross, and

"Your Choice — Our Chance": a one hour video on successful community strategies for prevention of substance abuse.

Nancy Hovey's parenting course received excellent reviews and we are hoping she will return for another session. Margaret Mitchell gave an excellent talk entitled "Changes and Choices — Building Self-Esteem in Children". We are looking forward to Ron MacFarlane in January or February speaking on "Parents as Chief Executive Officers and Gardeners".

We were able to send several more petitions against violence on T.V. to Virginie Larivière prior to her meeting with Prime Minister Mulroney. As well, we are continuing to collect signatures on Concordia's anti-handgun petition.

December brought us our Christmas Fair organized by our "C-team". There was a wonderful selection of international foods, lunch with Santa, gingerbread houses, bingo (presented by the Baie D'Urfé firemen), crafts for kids, artisans, a children's shopping center, mini-putt, darts, face painting and our new "hockey slapshot".

Safety a priority

Safety has been a priority for us this year. In conjunction with bus safety week, we initiated a "bus driver appreciation week". Drivers were met on Monday morning with coffee and muffins. Daily surprises included beaded seat-covers, thermoses with an assortment of coffees, soups and cookies. On the final day, we had an assembly in honour of our bus drivers, and they were each presented with a card signed by "their" students. It was a wonderful week and we feel it helped to foster respect and com-

munication between our students and drivers.

Susan Atkinson-Keene, a Canadian author and geologist visited our grades 5 & 6 classes in November. She discussed her book "Weekend in the Jurassic". This event was sponsored by H & S.

Sheridan Nurseries and MacDonald College of McGill University donated several small evergreen trees and seedlings. They have been "adopted" by some of our classes and we look forward to a planting "ceremony" in the spring.

Mrs. Barrett's grade 2 class, with help from Chris Tibelius, made a quilt to celebrate Canada's 125th birthday. The children submitted drawings which were transferred onto individual squares. Along the edging of the quilt, they all put their handprints. We are grateful to Madeleine Chretien of "Applique & Patchwork" in Kirkland for donating the fabric. The quilt will be on display in her store in the spring.

Shirley Straughton

SEIGNIORY

In October, we were very lucky to have Irene Lambert, a blind lady in our community, come to speak to all the children in our school. She brought her guide dog, Finesse, who was a big hit with all the children. She spoke to the children in small groups, and told them about many of the difficulties that people who are blind or have difficulty seeing face, the aids available to them, and most importantly, how to approach and/or help them if necessary. The children were able to ask questions, and everyone felt it was a great experience.

Extra-curricular activities seem to be in greater demand than ever this year. A committee was formed to look into lunchtime activities for our children, and have come up with some great plans. After some very hard work in research, they found out what the children were interested in, and what the parents would like to see offered. There will be a drama workshop offered

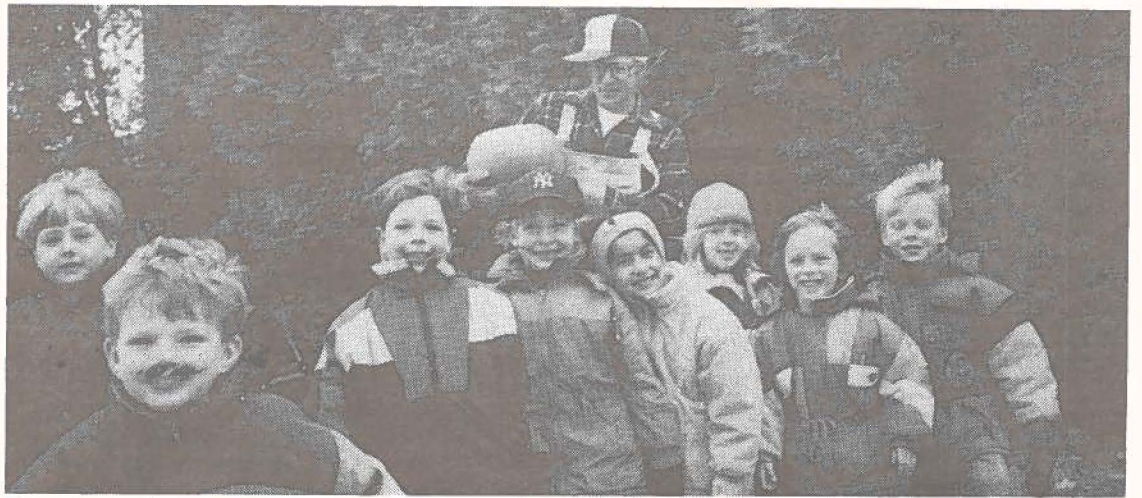
in January for grades 1-2-3 and 4-5-6, and hopefully more courses to come in the fall. The children and parents are very pleased to see this new facet added to school life at Seigniory.

It's More Fun to Give

November flew by, with everyone involved in preparations for our annual Santa Shop held December 3 & 4. On these two days, children are able to shop for Christmas gifts for their families, without their families knowing about the presents. All gifts are wrapped before being taken home and hidden away until the big day.

On December 16th, H & S organized a Pizza Lunch. Proceeds were donated to the Gazette Christmas Fund. Also, through the generosity of our school community, we were able to provide 6 needy families with Christmas baskets this year. Many, many thanks to all those who were so generous with their time and contributions for this very worthwhile undertaking.

Vikki Kouri



Some lucky Seigniory students visited Farmer Dave's Pumpkin Patch last Hallowe'en and chose their own pumpkins!

Social Affairs/Support Services Committee

by Pat Lewis

SMOKING: The latest national surveys show that teenage smoking is on the rise. Thirty-two percent of high school students smoke. Laws banning tobacco sales to minors are rarely enforced. (From Morbidity and Mortality Weekly Report).

What can you do if your child decides to smoke? In Canada, parents and anti-smoking groups protest against the introduction of "toddler packs" in Quebec and New Brunswick. These are \$2 packs of five cigarettes and are a temptation to children to smoke. The rate of smoking is going down for boys, but not for girls, as girls appear to equate smoking with being slim. For both sexes, smoking is still a sign of independence, a status symbol.

Schools are the most effective area for education about smoking. In many schools there is strong peer pressure not to smoke. Adolescents are sensitive to hypocrisy, and therefore, parents are most effective if they don't smoke themselves.

Cigarettes are creeping back into ads, causing worries that smoking will be seen as a cool thing to do. A number of major print advertisers whose products have nothing to do with tobacco are using cigarettes and cigars in ads.

Even some of the recent hit films are displaying advertising props of cigarettes. Example: a recent issue of Vanity Fair magazine ran several photos featuring Luke Perry of Beverly Hills 90210 smoking with gusto, and even showed a pack of Marlboro cigarettes sticking out of his pocket. Watch for next ads...

A hundred and fifty countries have agreed to ban smoking on all international flights by 1996. ICAO unanimously passed the butt-out resolution proposed by Canada. The Smokers' Freedom Society is now a front for the tobacco industry, and reported that smokers are no burden on society. But this study was terminally flawed. While the smoking population has an awareness that "smoking is bad for you," it has little understanding of the nature and magnitude of such risks. The study is worthless according to the Non-Smokers' Rights Ass'n.

There is now direct medical evidence that secondhand smoke can damage the lungs of non-smokers. Four thousand die every year of lung cancer caused by secondhand smoke.

The tobacco "police" in Quebec are being cut back in numbers, and this means that police officers will be restricted in their ability to curb smuggling of cigarettes.

TOYS AND VIOLENCE IN

SOCIETY: The Toy Testing Council has now rated many of the new toys for the winter season. And Toy manufacturers are starting their advertising blitz. Some commercials use rock music, computer-generated animation, clever camera angles and special effects to make toy cars, airplanes and dolls irresistible to children. The head of Consumer Reports Television said that "Many television commercials that target children exaggerate, deceive and mislead...and the kids suffer."

Quebec is the only place in North America where broadcasters are prohibited from telecasting toy commercials, BUT there is a loophole in the regulation which allows cable subscribers and antenna owners to tune to stations from outside Quebec's jurisdiction, such as WPTZ-5, WCAX-3 and WVNY-22. Audience figures show that a large number of Quebec children watch the spill-in of American cartoons.

A gun tops the list of 10 most dangerous toys — the Super Soaker 100. This water gun, made by Larami Corp., can cause eye or face injuries. Also, some youngsters load them with irritating chemicals.

Fisher Price Inc. had two products on the list: Creative Blocks which has wooden dowels that are a choking hazard, and the Puffalump Snuggle Light can burn an infant if battery leaks.

Other dangerous toys are: Moon Shoes; Terminator 2 Power Arm; Captain Hook Tri-Hook; Rudolph the Red-Nosed Reindeer doll; Surfboard-riding troll doll; Smart

Kids I Can Drive Car; Busy Boy Tool Chest.

Superhero play, based on characters such as Batman or Teenage Mutant Ninja Turtles, is boisterous and inherently violent. On Ninja Turtles cartoons, there are an average of 197 violent acts an hour. These appeal mostly to boys, but more girls are becoming involved.

Some suggestions for parents: 1. Help children differentiate between fantasy and reality. Watch programs with them; 2. Tell children to resolve conflicts through negotiation, not force; 3. Help them develop goals for superheroes to give their play some purpose; 4. Question what is happening and offer advice; for instance, helping children escape scenarios where chances of injury are high; 5. Help children de-escalate rough-and-tumble play; 6. Give children control over their lives; 7. Offer alternative play that will help children feel powerful, such as bowling.

ONGOING VIOLENCE: "Boy, 12, stabs his sister as they watch television; "Female bus driver seized, beaten by gang of youths;"

"Violence in school begins at home through child neglect" — these are some recent headlines in our newspapers. Dr. Peter Jaffe of London, Ontario, says that violent teenagers are being produced by sexism and racism among Canada's politicians, news media and justice system. The other side of the picture: Kids are not naturally racist; they become like that when adults show them the way, say some parents.

In addition, the Quebec teachers' unions are worried by an upsurge of racist activity in schools. They have published a 71-page booklet aimed at helping teachers tackle bigotry in the classroom. Every school in greater Montreal will have access to at least one copy of this book.

At the same time poverty among children has increased rapidly. Now one in every six children lives in poverty in Montreal, and a million Canadian kids live in poverty. Family violence research gets funding in Canada, but how about the cause? Is there funding for alleviating poverty among the children? Watch for more on this.

POSSIBLE RESOURCES OF INTEREST

For a report on toys: THE TOY REPORT is published by the Canadian Testing Council, and rates 1300 toys. Costs \$8.95 at major newsstands and bookstores.

For ordering T.V. Allowance: This is a television time manager, advertised in Homemaker's Magazine. Machine encourages kids to evaluate programs and make wise choices. Teaches children time management skills. When weekly TV allowance is used up, TV shuts off, and is renewed each Sunday. Cost is steep: \$129.95 including all taxes. To Order: 1-800-387-8288 or write: Tom Turner, TV Allowance Canada, Ltd., Box 49, RR #3, Simcoe, Ontario N3Y 4K2.

2/3 OF
CANADIANS
DON'T SMOKE.



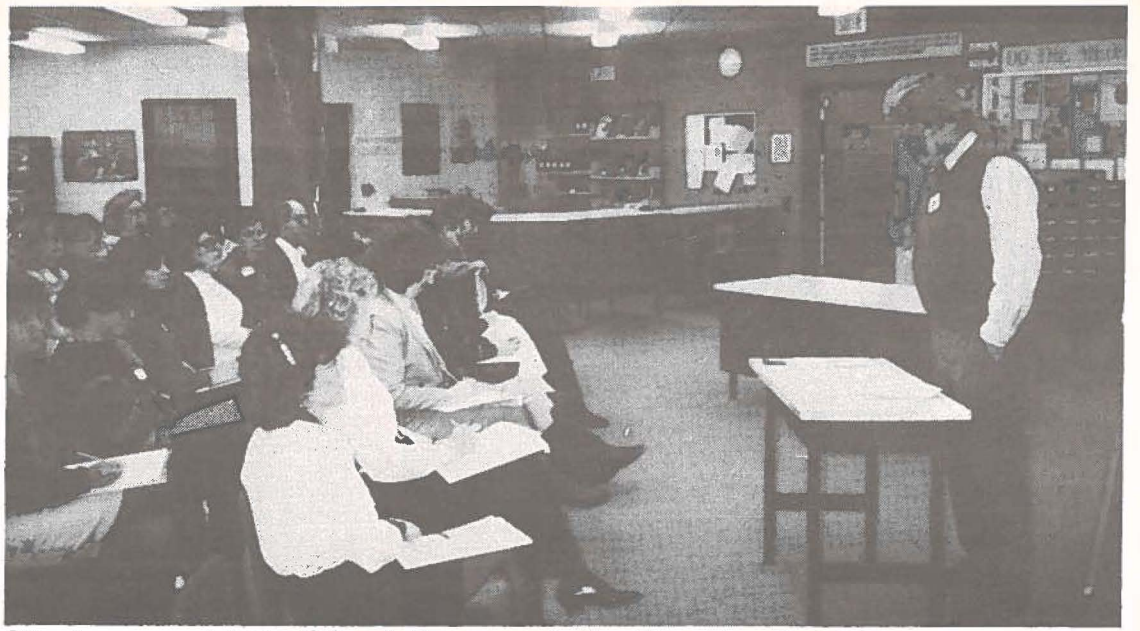
Quality of Life Symposium

On November 21, 1992, over 75 parents in the Jérôme Le Royer School Board attended a Quality of Life Symposium organized by the English Sector Parent Committee. The major goal of the Symposium was to provide parents with the opportunity to discuss, elaborate, and promote issues related to the quality of life of their children as experience in the school, the community, and family settings. Another important aim was to encourage participants to formulate specific recommendations that could be acted upon in subsequent planned follow-up activities dealing with the issues of parental involvement in the school and community settings.

The format of the symposium was structured in such a way so as to permit everyone present to participate in all of the four workshops offered. These consisted of the community school — open and

active (Ralph Ross), substance abuse (Gilles Lamoureux), children at risk (Dan Wiseman), and the school-home-community relations (Ralph Ross).

In his keynote address, Dan Wiseman, chief of social services at the Ottawa School Board and well known authority in the field of child abuse prevention, provided participants with a well animated and excellent overview of the many abusive conditions faced by children and how many of these (i.e. violence, sexual exploitation, etc.) are perpetuated by our mass media and become part of our general value system. Mr. Wiseman emphasized that parents must become actively involved in bringing about changes in attitude and behaviour in the home and school milieus if children are to be properly protected and if their quality of life is to be enhanced.



Gilles Lamoureux talks to Jérôme-LeRoyer parents about drug abuse by children.

The community school

The topic of the community school, one that is both open and active, was addressed by Ralph Ross, a long time principal at the PSBGM and presently involved as a speaker with New World Center. Schools, he stressed, have a natural tendency to be closed and

secretively run and administrators tend to want to keep matters that way. Parents and community members are discouraged from becoming an active part of the running of any school other than through the formal channels provided by school committees. Mr. Ross further emphasized the importance of establishing a positive open communication between the home and school (parents and teachers), one based on cooperation rather than intimidation. In the final analysis *students must enjoy going to school and schools must be open to accommodate their needs.*

Children at risk

In the two main workshops on "substance abuse" and "children at risk", participants were able to attend both sessions and were given the opportunity to ask questions and provide their input. Children according to Mr. Wiseman, are confronted by the risks of poverty, violence and low self worth, conditions propagated by our society in various subtle and overt forms. Children, as victims, need to be nurtured and made to feel safe and protected. Parents can do this best by linking with the school and community (i.e. police) to create a safer environment. School boards have a particularly important role of developing good preventive programs for their children and provide the necessary in servicing of their staff.

On the question of drug abuse,

Mr. Lamoureux informed his audience that most youths are not potential drug addicts and that only a small percentage of young people actually engage in serious drug use. Many experiment out of curiosity or because of peer pressure. What is important, he emphasized, is that "drugs" are an adult invention and their use and abuse is controlled by them, usually at an enormous profit. Parents, he strongly urged, should concern themselves with the quality of relationships and degree of communication they have with their adolescents who are often very confused, bored, and in need of love and attention. As well, our society, community, school system must provide these youngsters with more relevant and meaningful activities and programs that meet their needs.

The final sessions addressed the issue of school-home-community relations and how important it is to make the link, especially at the school level where parent-teacher interaction can greatly facilitate efforts to assist students in meeting their academic and non-academic needs. A panel of local community and school board based professionals reintegrated the message that the quality of life of young people can only be assured if everyone makes a conscious effort to work together.

Dominic D'Abate
Jérôme LeRoyer English Sector
Parents' Committee



The 1992 MRE Conference focused on "The Family, the School and a Changing Context". Sponsored by the Protestant Committee of the Superior Council of Education it was held Friday, October 23, on the South Shore. Conference participants included: (back row, left to right) Margaret Mitchell, MRE Consultant, Lakeshore School Board; David Daniel, member of the Protestant Committee; Harry Kuntz, Secretary, Protestant Committee; Rev. Glenn Smith, Chairman, Protestant Committee; Ross Davidson, Director, Protestant Education Services, MEQ. (Front row, left to right) Shirley Smith-Codère, member of the Protestant Committee; Betty Lou Manker, QFHSA MRE Chairperson; Ruth Eatock, Commissioner from the South Shore School Board; Helen Koeppel, Past President, QFHSA.

Picture taken by Adrien Hubert, Ministère des Communications (Québec).

Teenagers & Violence

Panel discussion held at Lindsay Place High School in Pointe Claire

On November 23, about 30 people from teenagers to seniors, came to Lindsay Place High School to hear a panel discussion on violence, the first of three discussion evenings planned by the local Home and School.

Constable Kake of Station 11 Youth squad spoke of the 99% of kids who are good and the 1% who are repeat offenders. Violence seems to be growing. Kids have always used violence to settle differences but now one punch isn't the end of it; a group of friends from a "gang" which seeks retribution. He criticized the Young Offenders Act. Repeat offenders are using the leniency of the Act. A 16 year old knows the difference between right and wrong.

Heather Parker of Ambcal, a West Island youth shelter, said the "gang" or group of friends a teen hangs out with, gives a young person tremendous power, status and

recognition. She encouraged parents who are having difficulties with their teens. Although it is not easy with unemployment, single parents, drugs and alcoholism and stress, the child is worth it, and the parent must be persistent.

Nathan Hoedeman, a YMCA youth worker, told how he listens to the young people he works with. Often the teens feel that their parents are judgemental. In his work he emphasizes alternatives to violent resolutions of conflict.

In the discussion following, one mother said she was forming a group among the parents of her daughter's friends who would give each other support in dealing with their teenagers. Another parent reminded the group that children have rights but also they have responsibilities.

A very worthwhile evening.

Mary Jane de Koos



Dimensions of Literacy in a Multicultural Society, conference held at Concordia University, Oct. 02-04. Marion Daigle, Quebec Literacy Director for QFHSA and Harold Spanier of NOMAD Scientists, gave a workshop on "Creating a Learning Environment: the Home — the School — the Community." Above are some of the participants: From left to right: John Ryan, Huntingdon Literacy Exchange; Marion Daigle, Literacy Director for QFHSA; Cristelle Audet, Concordia Students for Literacy; Lanie Melamed, Quebec Association for Adult Learning; Diana Jeans, West Island Reading Efficiency Services; Harold Spanier, NOMAD Scientists; David Roberts, Co-ordinator, Adult Education, Littoral School Board.

DYNAMIC DUO STRIKES AGAIN — ON THE LOWER NORTH SHORE



Plaque shows fishing heritage of the village.



Students at St. Paul's River School.



Meeting to discuss the economic development plans for the St. Paul's River area. Present at the eco-tourism meeting are: Lorraine McDonald, School Committee, Old Fort Bay School; Marion Diagle, QFHSA Literacy Director; Christopher Gascon, Quebec-Labrador Foundation; Carnella Maurice, Executive Director, Coasters' Association; Tony Roberts, Principal, St. Paul's River School.

Dateline: St. Paul's River

Once again the dynamic traveling duo of Marion Daigle, Quebec Federation's Literacy Director, and Harold Spanier, Executive Director, NOMAD Scientists, spent a stimulating and exciting four days in November on the Lower North Shore.

Working with parents, teachers, students and community leaders, Marion and Harold helped to organize a variety of activities and projects designed to stimulate literacy skills for young people through community involvement.

In addition, Brenda Henry, teacher at John Rennie High

School in Pointe Claire, wowed students with her open and frank message on 'dropping out'.

Sponsored by the Littoral School Board, Quebec Literacy Working Group, Literacy Partners of Quebec and the incredible hospitality of the community of St. Paul's River, the goal of creating a learning environment in the home, the school, and the community will be carried on by a dedicated group of volunteers who believe the St. Paul's River area depends on being 'united together for a better future'.



Discovery Tour. Space Commander Harold Spanier of the NOMAD Scientists and students from St. Paul's River School.



Remembrance Day celebrations at the cenotaph are an important event in St. Paul's River. Notice the flags and the Union Jack.



Marion Daigle leads the Action Committee on strategies for their community.

Helping Your Child Do Better in School



- Plan a book swap for your child's school. Admission: two or three used books. Give children a ticket for each book they turn in. Then allow them to exchange tickets for books other children have brought. This way, kids can pass on the books they've outgrown...and enjoy some "new" books at the same time.

- How can you tell whether a book is on your child's reading level? Some educators suggest using the "rule of thumb."

Have your child read a page of the book aloud. Have her hold up one finger for each word she does not know. If she holds up four fingers and a thumb before the end of the page, the book is probably too hard for her to read alone. But

it might be a great book to read aloud.

This tip comes from a series of six booklets which are full of ideas for parents who are interested in helping their children do better in school; topics include motivation, self-esteem, the importance of reading, building responsibility, reinforcing learning, and talking and listening to your child. In order to find out how to obtain these booklets, write to The Parent Institute, P.O. Box 7474, Fairfax Station, Virginia 22039-7474, U.S.A. (tel: 703-569-9842). There is a minimum order of 25 books (at 85 cents each, less if higher quantities of books are ordered), but you may mix and match titles.

Books for Young People

AGES FIVE TO NINE:

- The Monster Money Book** by Loreen Leedy (Holiday House; \$14.95), ages three to eight.
- The Man-in-the-Moon in Love** by Jeff Brumbeau (Stewart, Tabori & Chang; \$14.95), ages four to eight.
- The Rough-Face Girl** by Rafe Martin (Putnam; \$14.95), ages four to eight.
- Martha Speaks**, by Susan Meddaugh (Houghton Mifflin \$13.95), ages four to eight.
- The Girl Who Loved Caterpillars**, adapted by Jean Merrill (Philomel; \$14.95), ages four to eight.
- Greek Myths for Young Children** by Marcia Williams (Candlewick Press, \$17.95), ages five and up.
- Carmine the Crow**, by Heidi Holder (Farrar, Straus & Giroux; \$16), ages five to eight.
- Sundiata**, by David Wisniewski (Clarion; \$15.95), ages five to nine.
- Sami and the Time of the Troubles** by Florence Parry Heide and Judith Heide Gilliland; (Clarion; \$14.95), ages five to nine.
- Magic Fun**, by editors of OWL and CHICKADEE magazines (Joy Street/Little, Brown, \$14.95), ages six to ten.
- Your Pet Dinosaur** by Dr. Rex (Morrow Junior; \$15), ages seven & up.
- Morning Girl** by Michael Dorris (Hyperion; \$12.95), ages eight & up.
- The Adventures of King Midas**, by Lynne Reid Banks (Morrow Junior; \$14), ages eight and up.
- Drylongso**, by Virginia Hamilton (Harcourt, Brace Jovanovich; \$18.95), ages eight and up.
- The Widow's Broom** by Chris Van Allsburg (Houghton Mifflin; \$17.95), all ages.
- Alice** by Whoopi Goldberg; (Bantam; \$15), all ages
- An Angel for Solomon Singer** by Cynthia Rylant; (Orchard, \$14.95), all ages.

AGES TEN AND UP:

- Jim Ugly** by Sid Fleischman (Greenwillow; \$14), ages eight and up
- The Ancient One**, by T.A. Barron (Philomel; \$17.95), ages 9 and up.
- Barry's Sister** by Lois Metzger (Atheneum; \$15.95), ages 10 and up.
- Mariel of Redwall** by Brian Jacques (Philomel; \$17.95), ages 10 and up.
- The Clock** by James Lincoln Collier & Christopher Collier; (Delacorte Press; \$15), ages ten to fourteen.
- The Diary of Latoya Hunter: My First Year in Junior High** by Latoya Hunter (Crown, \$16), ages eleven and up. Real diary.
- Missing May**, by Cynthia Rylant (Orchard, \$12.95), ages 11 and up.
- Against the Storm** by Gaye Hicyilmaz (Joy Street/Little Brown; \$14.95), ages 12 and up.

ALL AGES:

- Inner Chimes**, selected by Bobbye S. Goldstein (Boyd's Mills Press, \$14.95), ages 3 to 12. Anthology of poems
- A Jewish Holiday ABC** by Malka Drucker; (Harcourt Brace Jovanovich, \$13.95), ages 3 to seven.
- Woody's 20 Grow Big Songs**, by Woody and Marjorie Mazie Guthrie (Harper Collins; \$16), all ages. (Also available as a book-and-cassette set, \$24.95.)
- The Girl from Away**, by Claire Mowat (Key Porter). Ages 9 to 13.

Reprinted from Parent Magazine, Dec. '92.

One World

One World, One Earth: Educating Children for Social Responsibility, by Meryll Hammond and Rob Collins; *Alternative Ed Books*, 20 Sunny Acres, Baie d'Urfé, Quebec, H9X 3B6; 160 pp, \$17.95.

One World, One Earth is, for the most part, a disappointing book. The lively photographs, which promise enthusiasm, vitality, and concern, are simply not matched by the dull text. The book is a veritable grab bag of writing styles. It fluctuates between being a source book, a teaching manual, a diary and a newspaper interview. All the information is jumbled together and lacks clarity and organization. The book is annoyingly repetitive — one can find the same activity described several times. The book is constantly referring back to itself! If something of interest is being described, we are inevitably referred to another book just as the item builds to a climax.

Although concerned with teaching children about social responsibility, the issues and problems discussed are largely those which are located comfortably far away — the Gulf War and deforestation of the rainforests can be opposed by blaming others and letter writing and not by changing one's own habits or taking responsibility for one's own consumer choices. The book contains a letter to President Bush written by 5 to 11 year olds which advises that we reduce our consumption of oil by having the government ration it. Where is the responsibility of the individual in this? The book never suggests that oil consumption could be reduced by a change in our lifestyle like taking a bus or walking.

The authors have a simplistic view of world affairs. They were confident that the war in the Gulf was concluded in 1991 — won with military might. If only the real world was this simple! The references to the Gulf War and the events which have occurred in the Gulf since early 1991 tend to make this book out of date and sadly unrealistic.

Many of the "Peace Games" focus on war — rescuing the wounded in Red Cross Rescue or chasing soldiers with guns in Peacemaker.

The authors have some questionable values as well. Inspired by one of the Peace clubs, a child made a sympathetic blockade in his driveway to support the "Oka Crisis". He is commended for his original and eloquent action, his pragmatism, and his good heart. Is this a desirable way in which to express concern? Will annoying or inconveniencing his parents make them sympathetic to a cause? How would this action have been interpreted had he decided to block a major intersection or the Peace Club leader's driveway instead?

Although it is advertised as appropriate for working with children between 3 and 15 years of age, the activities really centre on young children. One of their experiences with older groups is documented, but the results were not positive. The book has a fairly bleak view of how schools and parents respond to their programs. Exactly what the objections were was not clearly stated so others could avoid making the same mistakes. The interview with Pat Lewis who runs a Kids for Peace Club at Beaconhill Elementary School is one of the few highlights of this irritating book.

Anna Marrett

BOOKS ON REVIEW

by Kenneth Radu

Michèle Lemieux and Laszlo Gal, experienced and gifted picture book artists both, have recently chosen traditional Russian stories to illustrate, although *Peter and the Wolf* (Kids Can Press, 1991) is a Johnny-come-lately to the "folklore" scene. Originally written and set to music by Sergei Prokofiev, therefore timeless, Lemieux's version of the story is placed in eighteenth-century Russia.

Judging from the details of costume and architecture, one can see that she has researched the art of the era which has influenced her own canvases. With a palette restricted to greens, blues and browns, her paintings, although curiously stiff at times, portray a rural life still close to and surrounded by dark forests and wild animals.

The sprightliness and enchanting sounds of Prokofiev are of course missing, but Lemieux's illustrations deepen the emotional values of the story, compensating for the lack-lustre, perfunctory quality of the writing. As *Peter and the Wolf* is a simple story of childhood curiosity, courage and quick wits, the solid colours and luminosity of Lemieux's art contribute to a sense of emotion and of human values triumphant in the face of adversity.

Equally impressed by Russian costume and architecture, Laszlo Gal sets his illustrated retelling of *Prince Ivan and the Firebird* (McClelland & Stewart, 1991) in the time of the Muscovy Boyars. Gal's narrative, however, lacks the muscular directness and energy of less self-consciously literary versions like Aleksandr Afanas'ev's as translated by Norbert Guterman. This stylistic difference is apparent in Gal's opening lines:

A very, very long time ago, when the real world and the world of fantasy intertwined in magical ways, when beasts and people were still able to communicate with each other, when mythical creatures were more plentiful, and when enchanted gardens were not as rare as they are today, very, very far away, beyond the thrice-third land, there lived a tsar whose name was Vladimir Andronovich.

The next paragraph offers an unnecessarily prolonged description of the famous garden and the apple tree bearing golden fruits.

The beginning of Afanas'ev's rendering of *Prince Ivan and the Firebird* gets to the point directly, avoids extraneous detail, and assumes belief on the part of the reader or, remembering the oral quality of Russian folk tales, of the listener:

In a certain land in a certain kingdom, there lived a king called Vyslav Andronovich. He had three sons. The first was Prince Dimitri, the second Prince Vasily, and the third Prince Ivan. King Vyslav Andronovich had a garden so rich that there was no finer one in any kingdom. In this garden there grew all kinds of precious trees, with and without fruit; one special apple tree was the king's favourite, for all the apples it bore were golden.

Although Gal is faithful to the incidents of the story for the most part, there are questionable omissions in his version. The incorporation of proverbs and ritualistic formulae is part of the unique charm of Russian folklore which Gal generally avoids. "He rode near and far, high and low, along by-paths and by-ways — for speedily a tale is spun, but with less speed a deed is done — until he came to wide, open field, a green meadow" (Afanas'ev). In Gal's version, this special Slavic quality is absent: "For many days he travelled in the direction from which the Firebird had appeared that night in the garden. heavy clouds were almost touching the earth when he arrived at a vast meadow."

Unlike *Peter and the Wolf*, *Prince Ivan and the Firebird* is a complex amalgam of pagan images and motifs and Orthodox Christian belief as influenced by the Byzantine Church. When the sleeping Ivan is murdered by his brothers, for example, having won firebird, a wonderful horse, and a beautiful princess, he lie "dead" for 30 days before the great wolf, his mentor and servant throughout the story, restores his life. In the Orthodox Church calendar, the thirtieth day after the burial of a believer is crucially important, a feast day. The number 30 is spiritually significant. Gal reduces the time to a meaningless 10 days. Moreover, the wolf requires both the waters of life and death to "resurrect" the prince, but Gal makes do with the water of life.

Perhaps these objections are mere academic quibbles, but a retelling of any symbolic story so specifically connected to a region, a religion, or a people should endeavour to preserve what is culturally unique to the tale or all stories risk sounding like the homogenized narratives so beloved of Disney productions.

The real strength and beauty of this book, of course, lie in Gal's full-page pictures. Here the artist is superior to the writer and the illustrations truer to the Russian spirit. The style of pre-Romanov aristocracy, the details of interior decoration, the characters extravagantly costumed in Boyar robes, the mixture of pagan and Christian, are handsomely depicted in *Prince Ivan and the Firebird* by an artist-illustrator with a fine and delicate sense of colour and a remarkable sense of cultural detail. The firebird itself is especially handsome in its pinkish hues.

Previously published in *Canadian Children's Literature* (no. 67, 1992).

Resource Directory of English Adult Literacy

LPO

Literacy Partners of Quebec (LPQ), an umbrella group of English language reading councils, school boards, learners, educators and community organizations involved in literacy in the province, has recently published the first resource directory ever compiled of English literacy organizations and resource people in Quebec.

If you are interested in receiving a free copy of the directory write or call us at: Literacy Partners of Quebec, c/o The Centre for Literacy, 3040 Sherbrooke Street West, Montreal, H3Z 1A4. Tel. (514) 931-8731, ext. 1413, fax (514) 931-5181.

SAFETY SCENE

SAFETY SCENE

Winter Blues!

Many people are happy this winter, there is little snow to shovel! (for most Quebecers, that is). Others are unhappy, there is not enough snow to practice their favourite sport.

Looking over the material that H&S receives with regard to safety, two articles struck our attention. Even with little snow, the changing weather, as well as the cold weather, can be responsible for your car stalling. The Quebec Safety League offers good tips that the wise motorist should follow to assure surviving a winter break-down.

The other article should come in handy closer to spring, but which can be useful year-round. Come spring, many people will start their spring-cleaning. The League offers tips on safe disposal of garbage. (H&S NEWS would like to draw to your attention, where the League suggests you flush old medicine down the toilet, that many drug stores offer an old-medicine disposal service (helps keep our waters clean).

Don Smith, Editor "Safety Scene"

Emergency Kit can be a lifesaver

Even a well-maintained car can stall in winter weather. If your car becomes stuck in freezing temperatures, avoid the temptation to walk for help unless you are sure shelter and a telephone are a short distance away, advises the Quebec Safety League.

Instead, stay with the car, tie a coloured cloth on the antenna, and turn on your flashers. Then make use of your survival kit, which the League says should include:

- Flares or reflective triangles. Put one about five paces behind the car, and another about 120 paces back.
- A bag of cat box filler to provide traction under your wheels.
- A shovel so you can dig your car out.
- A windshield scraper and brush.
- Two wool blankets for warmth.
- Two large plastic trash bags. Poke a hole in the bottom seam for your head, and slip the bag over your body.
- A smooth rimmed coffee can, candle and matches. You can melt snow for water, and put the candle in the can to warm your hands and feet.
- Some non-perishable food for energy. Your body requires substantially more calories to survive in cold temperatures. Don't forget an opener for canned foods.

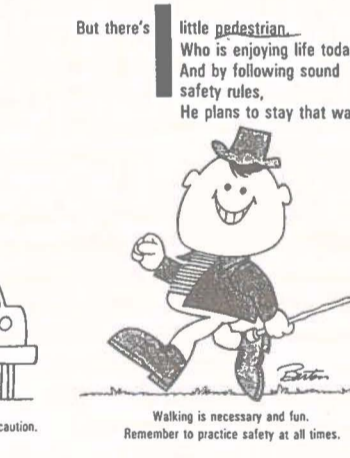
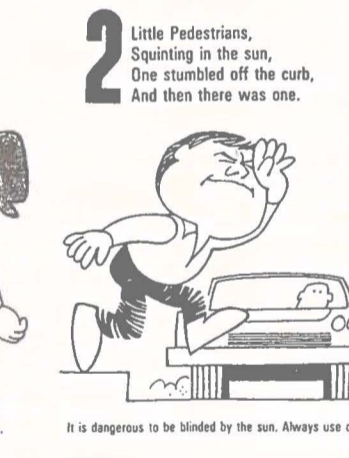
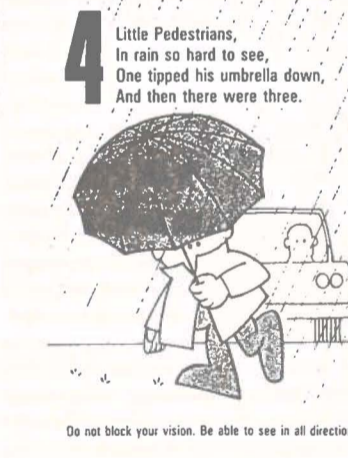
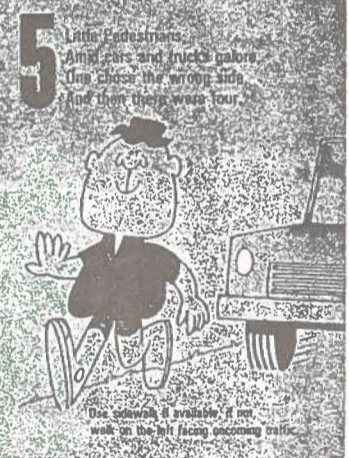
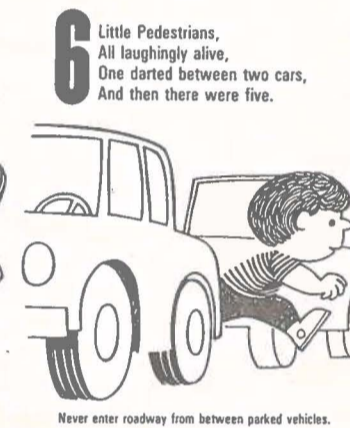
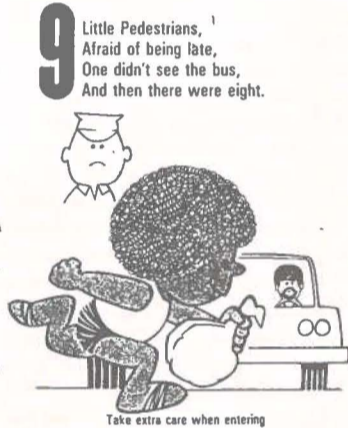
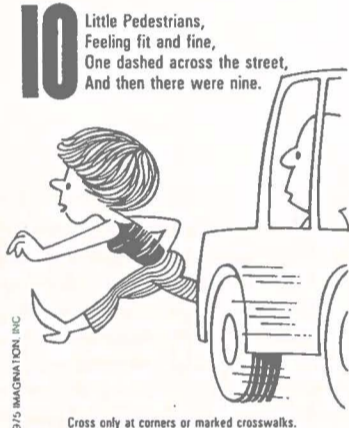
If you do find yourself stranded, be careful not to keep the windows rolled up while the motor and heater are running, cautions the League. Poisonous carbon monoxide could be entering your car if there's a leak in your exhaust system.

Tips for safe disposal of garbage

Careless disposal of garbage may result in injury to your family, neighborhood children or trash collectors. The Quebec Safety League offers these suggestions for safe refuse removal:

- Separating sharp items from the rest of the trash will reduce the chances of someone being cut. Place broken glass and jagged can lids in a paper bag and wrap the bag in newspaper before discarding. Wait until the last possible moment to set out large glass items, such as old TV sets, fluorescent light tubes and storm windows.
- Don't take a chance on poisoning a child by putting old medicines or cosmetics into the garbage — instead, dispose of these items by flushing them down the toilet.
- Before throwing away jars or bottles which contained poisonous or caustic chemicals, rinse the container thoroughly and replace the cap tightly. Check labels for special instructions when disposing of hazardous chemicals such as pesticides. If you're not sure whether a substance is hazardous, call your local solid waste disposal agency or environmental organization for advice.
- Unless you're certain matches and cigarettes are completely extinguished, dump them into the toilet, the garbage disposal or a covered metal can. When cleaning the fireplace or barbecue, make sure ashes are cold before removing them.
- Never use a fireplace or wood stove for burning trash. Many waste products are toxic when burned, and flames produced from burning quantities of paper can start a chimney fire. If you burn trash in an incinerator, never include non-burnable garbage. Aerosol spray cans, batteries, light bulbs and glass jars with the lids on may explode from intense heat.
- To keep small children from becoming trapped, completely remove the door of an old refrigerator or freezer before discarding it.

A WORD TO THE WISE: TEN LITTLE PEDESTRIANS



Safety Patrollers Care for Others share with others!

Windermere Safety Patrollers get some "perks" with their volunteer jobs. They get to have parties! They remember, however, there are people less fortunate, so they continue a tradition of giving to others. For every party, along with refreshments they bring to share, they also bring donations of non-perishable food to give to the needy. On October 29 the Patrollers had a super Hallowe'en party! As they they entered the gym for the party, they presented their donations, then got a stamped ticket which allowed them

entrance to the party. For those couple of students who forgot, they had to promise to bring in their donation the following morning. The patrollers plan their parties, and they make decisions about procedures for their organizational events. They are remarkably fair and practical! For assistance in getting a Safety Patrol started at your school, call Betty Lou Manker at QFHSA office, or home (514-697-1012). Safety Patrols are sponsored by Home & School. Betty Lou Manker



Member's commitment I promise to help children go to and from school safely.

Editor's Note: There is a lot of information on Safety Brigades available, in French or English, from our office. Plus Betty Lou will be glad to help you.

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