



QUEBEC HOME & SCHOOL

NEWS

"The Voice of the Parent in Education"

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INDEX

AGM Highlights
page 4,5

Focus on Locals
page 6,7,8

QFHSA goes to
Thetford Mines
page 81

BILL 107

Education act will uproot present school systems

The submission on Bill 107 (the new Education Act) by the Quebec Federation of Home & School Associations (QFHSA) is the eighth presentation it has made to a Parliamentary Committee on school reorganization.

It reflects the enduring concern of our members that they be active and responsible participants in the setting of the framework in which their children are educated.

In keeping with its long tradition of involvement in the reform and advancement of education, QFHSA, in 1981 formed a committee to study and respond to the issue of school reorganization.

The surveys we have conducted over the past five years indicate a much greater concern for quality education than for restructuring per se.

In detail these concerns are: student services — clearly the greatest concern — plus curriculum, quality French language instruction, special education, specialist teachers, class size. A major overhaul of education structures or changes in the role of parents in school life, as described in Bill 107, was never suggested in responses as a means of achieving quality education.

In our report to the Superior Council of Education on *The State and Needs of Education* in 1985, we concluded, on the basis of our surveys, that the solution to the issue of quality education was not structures but funds.

Given the concerns of our parents, the aspects of Bill 107 which we addressed in our Brief to the Parliamentary Committee were: quality education, parental participation, representative democracy and the constitutionally protected school rights.

The comments quoted in the Brief were from parents involved in Home & School Associations and School Committees, responding to our questionnaire on Bill 107.

QUALITY EDUCATION

The ultimate test of the quality of education is the quality of life experienced by the students when, eventually, they are mature adults.

Parents, in concert with educators, have the responsibility of charting the students' progress through continuing, constructive comment to see that quality performance is maintained.

Parent influence is most effective when it bears on the policy makers at the local school board

level. Quality education will be severely affected by the educational instability accompanying the structural changes proposed in Bill 107.

Bill 107 proposes to literally uproot the existing school system.

BILL 107 COSTS

The Minister of Education has yet to provide a single cost projection for his plan. It is inevitable that the costs will be high.

Can the residents of Quebec afford the costs involved in a project of this magnitude? No, in the opinion of many of our members.

PARENT PARTICIPATION

The role of members of QFHSA is a supportive one, one of volunteering time, talent, energy and resources to enhance and enrich the quality of education at the local school level.

We value our consultative role and we support the consultative process developed for school committees and parent committees. For many families time is at a premium and it is increasingly difficult to recruit volunteers.

ORIENTATION COMMITTEES

The proposed Orientation Committee's role may be mainly consultative, but the tasks assigned to it are monumental.

Not only must it give advice and make recommendations on numerous items ranging from the organization of services provided by the school board to the criteria determined for the selection of textbooks, but it is to receive 15 days notice of every proposed by-law of the school board in order that it may have the opportunity to react.

DEMOCRACY

Parents prefer that responsibility for far-reaching decision-making affecting children's education be delegated to school board commissioners representing schools in a ward system and democratically elected by all taxpayers.

These commissioners then represent the interests of the entire electorate and they are accountable to them. Parents are thus able to influence the education system through the democratic process at a level to which they can relate.

Parents are able to have direct

and personal contact with their school Commissioner.

PROTECTION

Many feel the Protestant school system represents the 'public' school system in Quebec because it is open to all, pluralistic and non-sectarian.

It is a belief that the Protestant system cultivates individual potential and growth, promotes democratic participation and has a deep respect for parental rights in education.

It is a system which has a rich tradition of openness which allows it to serve the needs of all.

boards is sufficient guarantee for the continuance of English education in Quebec we are plainly skeptical.

Will the proposed new English language boards have clearly defined constitutional guarantees for the control and management of their schools?

Will the proposed new English language boards curb the declining enrollment in English schools due to the restrictions of Law 101?

Will the new Education Act allow all children eligible for English schooling under Articles 23 (1)(a) and (b) of the Charter to attend English schools?

Will the proposed new English



MINORITY

The minority official language right is so hedged around by requirements (in deference to Quebec's Law 101) of citizenship, maternal language or Canadian schooling, and sufficient numbers, that all parents do not have unhindered freedom to choose from the official languages for instruction of the child.

Naturalized Canadians and aliens whose mother tongue is neither English nor French are denied constitutional protection under the right of choice. In Quebec, further, Section 59 of the Constitution excludes Quebec from the scope of Section 23 (1)(a) until such time as the Legislative Assembly or the Government of Quebec chooses that it come into force.

Consequently, in Quebec minority official language educational rights do not apply to naturalized Canadians and aliens whose mother tongue is neither English nor French, and also do not apply to naturalized Canadians and aliens whose mother tongue is English.

LANGUAGE BOARDS

The majority of our members come from English schools and when we are told that a law setting up French and English school

language boards have guaranteed provincial funding for French second language, especially immersion programs, province-wide?

Since all students educated in English schools must pass French to qualify for a high school leaving certificate, it is absolutely essential that quality French second language instruction be provided.

The loss of French language schools in Protestant Boards will mean the obvious loss of French language education services, normally shared by all Protestant boards in its network.

Will the proposed new English language boards be able to guarantee better education services to small English schools in rural areas? Bill 142, guaranteeing social services in English, was adopted in 1986, but in rural areas few of these services are available to date.

Will the proposed new English language boards be consulted and subsequently financed as required under the criteria of the federal government grants for minority language education and second language instruction?

It is our contention that Quebec society will not be best served by language boards. Much of the strength of the Protestant system of public education has been its ability to adapt to meet the needs

of its clientele, both English and French.

Having two distinct language systems of education widens the gap between the majority language, French and minority language, English, populations in this province.

English-speaking immigrants who choose to send their children to French Protestant schools are able to provide their children with a non-threatening means of integrating into Quebec society.

There is no guarantee that Quebec will be able to attract the expertise it needs if immigrant children are forced into a French language system from which many of their parents will feel alienated.

The confessional system of education is the fundamental compromise of Confederation and has served this province well by allowing two contrasting concepts of the school to co-exist.

THE REAL INTENT

The intent of the removal of the right of the Protestant community to its own elected school boards is unacceptable and will undoubtedly be constitutionally challenged.

CONCLUSION

QFHSA has always supported reforms in the educational system that are aimed at improving the educational, economic or social welfare of the child.

We will continue to support all sincere efforts at real educational reform; reform whose chief goals are the enhancement of the quality of education and the rationalization of educational services.

It is up to this Standing Committee and the National Assembly to protect the tradition of tolerance in this province and to restore tranquility, continuity and a sense of unity and common purpose in education.

QFHSA RECOMMENDATIONS

- 1) As a first step, QFHSA recommends the abrogation by the National Assembly of Section 59 of the Constitution Act, 1982, which would allow Section 23 (1)(a) of the Constitution to come into force in Quebec and thereby establish an equality of minimum minority official language educational rights for all the provinces of Canada.
- 2) As a second step, in light of the uncertainties of the intent of Bill 107 and the presence of constitutional constraints, QFHSA recommends that the Bill be referred, in its entirety, to the Quebec Court of Appeal after second reading, for a ruling on its constitutionality.

OTHER PEOPLES OPINIONS

Ms. Helen Koeppe
President
Quebec Federation of Home and
Schools Association

Dear Ms. Koeppe,

Just a note to say that Bonnie Hasan's three-year term as your representative on the Secondary Language Arts Advisory Council has expired.

Bonnie has been a marvelous representative and we all have benefited substantially from her knowledge, commitment and honesty.

I would like to invite you to submit the name of a representative who would serve on the committee until May 1991. Please let me know your representative's name no later than May 30, 1988.

I hope that all is going well and I look forward to hearing from you soon.

Yours truly,
Gayle Goodman
Coordinator of curriculum
English Language Arts

Editor's note: Bonnie is a parent and H&S member at Lachine High School.

AT BEACON HILL

Provigo applauds Kids for Peace

Provigo, Main Office
1611 Blvd. Cremazie East
Montreal, Que. H2M 9Z9

Dear Provigo:

We are a club of boys and girls at Beacon Hill Elementary School in Beaconsfield. We are concerned about all kinds of things about peace in our world. We saw your circulaire that came out during our Christmas holidays. This is the one with the picture of a dog and a number of children in which you had written, "Peace and happiness for all our children."

We wanted you to know that we thought this was great, and we were happy to know that such a big business as yours considers it important for all children to have peace, and we think you have helped us with your ad. Thank you.

Sincerely yours,
Raluca State, President
Alicia Barrett, Secretary
KIDS FOR PEACE
Beacon Hill School

February 5, 1988

Ms Raluca State
President
KIDS FOR PEACE
Beacon Hill School
170 Alton Drive
Beaconsfield, Quebec
H9W 2Z3

Dear Raluca:

Your letter of January 7, 1988 was brought to my attention. I want to thank you most sincerely

for having taken the time to write to us and express your appreciation for the message we had published in the Christmas issue of La Circulaire.

Our message was most sincere and heart-felt. It conveyed the deep feelings of everyone in the Provigo team: young and old. I can assure you that your letter was avidly read by all concerned. It was good to know that people and groups like yours also shared our dreams for a better world.

Again many thanks and do not stop pushing for peace in our world.

Pierre Lortie, Chairman & C.E.O.
Provigo

Dear Raluca,
Dear Alicia:

We were very pleased, at Provigo, to receive your wonderful letter dated January 7, 1988, and I wish to thank you sincerely for taking some of your time to share your feelings with us.

I would like to tell all the children from the Beacon Hill School Club that to work for Peace and Love in this world, by whichever means, is the best and most important accomplishment that can be, and I believe that we should all, children and adults, join hands to build a better future.

It is comforting to see that you are already participating to make this world full of Love and Peace.

You have given us a special gift for which I thank you and congratulate you all.

Yvan Bussières, President & D.G.
Provigo Distribution Inc.

Editorial . . .

Parents' role crucial in AIDS education

AIDS is an illness caused by a virus.

We know how the virus is spread.

We know that AIDS cannot be cured (as yet).

We know that AIDS can be prevented, through awareness.

We know that AIDS causes reactions of fear and panic.

We know that we must try and remain cool and objective and educate ourselves.

As parents, our role is crucial.

We MUST respond and act... for our children.

We MUST become informed.

We MUST help our children to become informed.

We MUST educate our children about AIDS according to their individual levels of understanding.

We MUST do all the above, even though we are not experts.

WHY? To put it simply, the stakes are high and the lives of our children could depend upon our involvement, NOW. No matter how busy we are, we MUST take the time to become educated about AIDS and to monitor our children's understanding about the prevention of this illness... especially our vul-

nerable adolescent children.

HOW? We MUST ask our teachers, principals, school boards exactly what EACH OF OUR CHILDREN is being taught about AIDS in the school curriculum.

We MUST acquire accurate information from community health clinics, family doctors, AIDS action groups, Canadian Public Health Association, recommended factual publications, etc.

We MUST dialogue with each of our children to discover what information, advice or support is needed from us, their caring parents.

We MUST remember that AIDS is a new phenomenon and that it takes everyone time to become informed.

Let us feel proud to say that we need to learn the accurate facts about this illness... for ourselves and for our children.

As parents, we have been presented with a disturbing but unique opportunity to demonstrate that we are the primary caregivers and educators of our children.

We CAN, and we MUST, seriously address this weighty responsibility.

THE BUCK DOES STOP AT OUR DESKS.

S. Adams

PROGRAMS ASSIST AIDS INSTRUCTORS

• **AIDS: What we need to know (1988) is a series of AIDS education materials designed to assist teachers in presenting effective instruction on AIDS.**

Level I is suited for grades 7, 8 and 9; Level II is suited for grades 10, 11, and 12.

The program was developed collaboratively by educator Nettie R. Bartel, Ph.D., psychologist John E. Orlando, Ph.D., and physician Roxanne L. Bartel, M.D., and addresses the cognitive, emotional, social and moral/ethical needs of adolescents.

The Instructor's Manual for each level contains detailed teaching plans including numerous charts and other graphics, as well as a complete glossary.

Also included is a complete set of 68 black line masters, easily made into transparencies or posters (Level I: 327 pages - Cost: \$43.00; Level II; 425 pages - Cost: \$52.00).

The Student Workbook for each level provides the essential information about AIDS in an easy-to-read format that is geared to the interests of adolescents and young adults.

Numerous cartoons, charts, illustrations, case studies and student activities are included. (Level

I: 69 pages - Cost: \$8.00; Level II: 94 pages - Cost: \$9.00).

The Parent Booklet - "Answers for Parents" is organized in simple question-and-answer format that addresses the basic facts about the disease as well as why students need AIDS education, and how to talk to your child about AIDS. (20 pages; Cost: pkg. of 5 - \$9.00.)

One of the authors is Canadian, and the materials include ample Canadian content. Available from: PRO-ED Publishing, 5341 Industrial Oaks Blvd., Austin, Texas 78735, (512) 892-3142.

• A new series of Canadian AIDS information materials is now available. Five Scriptographic booklets include "What Everyone Should Know About AIDS" (Available in French), "What Young People Should Know About AIDS", "About AIDS in the Workplace", "About Protecting Yourself from AIDS" and "Why You Should Be Informed ABOUT AIDS" (for health care workers), incorporate easy-to-read text and graphics in an expensive 16-page format.

Accompanying videotapes are also available.

For more information, consult Scriptographic Communications Limited, 150 Consumers Road, Suite 404, Willowdale, Ontario K2J 1P9, Telephone: (416) 756-1590.

Announcement

A new edition of the CPHA resource handbook: AIDS: What Every Responsible Canadian Should Know, will soon be available in English and French. Please call the CPHA Health Resource Centre to place your order early.

NEW BRUNSWICK is implementing an AIDS component as a pilot project in the grade 9-12 curriculum during the next school term and school boards have been asked to participate voluntarily.

The curriculum for the pilot project was developed by the Program Development and Implementation Branch of the New Brunswick Department of Education with advice from various groups including the Department of Health and Community Services.

Teachers will receive in-service training before teaching the AIDS component, which will be included in the present courses of human growth and development at junior high school, and in health and physical education, family living and biology at senior high school.

Parents must give their consent before a student may enrol in the pilot program, which will be evaluated at the end of the school year.

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School enrolment declines in 1987

STUDENT POPULATION: 201,068

A STUDY tabled by the Conseil's Economist-Demographer, Mr. Albert Côté, indicated total enrollment for the entire territory declined by 4,355 students (2.12 percent) between September 1986 and September 1987, to 201,068 students from 205,423.

This decrease is more accentuated than the one registered last year at the same time, mainly due to a large drop at the elementary level this year among Catholics after two years of slight growth.

The student population of the Island of Montreal is divided among the eight school boards in the following way:

School Board	1987	1986	Variation
Jérôme-Le Royer	19782	20292	-2.5%
C.E.C.M.	94840	98090	-3.3%
Sainte-Croix	8765	8876	-1.3%
Verdun	5244	5382	-2.6%
Sault-Saint-Louis	11377	11843	-3.9%
Baldwin-Cartier	17281	17217	+0.4%
PSBGM	31464	31751	-0.9%
Lakeshore	12315	11972	+2.9%
Total	201068	205423	-2.12%

EDUCATION IN UNDERPRIVILEGED AREAS: PUBLICATION OF THREE STUDIES

The Conseil has decided to publish the results of three studies, two of which were assigned to the CECM in 1984 and one to the PSBGM in 1985:

1. "Programme d'entraînement aux habiletés de leadership pour les élèves doués de milieux socio-économiquement défavorisés" (Leadership training programme for gifted students in underprivileged areas).

This programme is intended especially for students at the junior high school level, particularly gifted students from what is defined as underprivileged areas.

The document includes a pedagogical guide, a collection of activities and the report on the study's experiments.

2. "Écrire à tout prix" (Writing at all cost) can be categorized as the hors-d'oeuvre on the menu for elementary school teachers.

This teachers' log book is an experiment in training that has been integrated into the framework of the school.

3. "Problem Solving Skills" is the result of a study carried out between 1984-1986 with children in the fifth and sixth years of various schools of the PSBGM.

The question being explored was: "Do children from underprivileged areas necessarily perform less well in problem solving situations?" The study proposes ways and means of helping the student.

Reprinted from *Résumé* the newsletter of the School Council Island of Montreal



President's Message

Helen Koeppe

Bill 107 Brief A job well done

ON MAY 24, Quebec Federation of Home & School Associations presented our brief on Bill 107, "The Education Act", to the National Assembly Standing Committee on Education, in Quebec City. This brief was the result of the joint efforts of many people who have been involved and deeply interested in education in our province over the years.

Marion Daigle, a past president of QFHSA, who continues to be actively involved in Home & School, was chairman of the School Reorganization Committee which had the mandate to prepare the brief. She is to be congratulated for a monumental task well done. Thanks also go to her committee for their support and help. We are fortunate as parents to have such dedicated people involved in Home & School and available to represent us.

As well, Doreen Canavan, chairman of Edgewater School Committee, and a former executive member of QFHSA, deserves our unqualified and enthusiastic gratitude for her excellent defence of our school system at the Quebec City hearing. Home & School is an organization which ably demonstrates the dictum "the whole is greater than the sum of its parts".

We have found that there exists within our province a general misunderstanding of the true nature of Protestant Education. We need to re-examine our beginnings periodically not

only to clarify our aims and to reaffirm our objectives but to understand our roots and appreciate our traditions. Well done Marion and Doreen!

This year's Annual General Meeting was a huge success. The many new faces and lively conversation during the breaks proved to the organizers that they had produced a "winner". The evaluation forms indicated the difficulty many had had in choosing between such excellent workshops. There were many requests for these workshops to be repeated in the future.

Carol Ohlin, General Co-ordinator, and Angelika Redahl, Program Chairman, worked hard on our behalf to stage this new one-day format and were pleased that so many of you took the time to fill out the evaluation sheets and included so many appreciative comments. Hope to see you again at the Fall Conference.

The next task on the agenda was to represent Quebec Federation at the Canadian Home and School and Parent-Teacher Federation annual meeting held this year in Thunder Bay, Ontario. QFHSA Treasurer, Caspar Esselaar, and Sylvia Adams, Past-President, also attended on your behalf.

We all look forward to seeing old friends again and to making new ones within Home & School — doing together that which cannot be done alone — Canadian style.

FUTURE AT STAKE

OUR FUTURE IS AT STAKE. We know that the world could be destroyed in less than half an hour. Peace with justice for all is in the best interest of all human beings.

We, the "peace movement", like to think the human race is intelligent enough to forge a direction away from extinction and charred earth, to recognize the value of beating swords into plowshares, and missiles into mashed

potatoes.

Our goals include replacing violence with non-violence, indifference with caring, greed with justice, fear with courage, and despair with hope.

We, the "peace movement", represent such a broad spectrum of individuals, it is difficult to find a common denominator. No longer a subculture, the "peace movement" is composed of educators, parents, students, war veterans, doctors, lawyers, nurses, psychologists, farmers, artists, tradesmen,

truckers, and individuals from many community groups and religious organizations.

What we do have in common, is that we care sufficiently to stand up and be counted, and to do what we can to try to secure a future for our children and our planet.

Traditionally, the peace issue has had two camps — favoring either disarmament or deterrence. But now even high-ranking military officials are speaking out against the insanity of the nuclear arms race, and looking beyond war for means of settling conflicts.

With the current nuclear arsenal at least ten times the quantity necessary to destroy every human on earth, how many more warheads do we need? It doesn't matter who has the largest stockpile. There are no winners in a nuclear war.

Our North American Aerospace Defence (NORAD) warning computer is not foolproof. In one 18-month period (Jan. '79-June '80), NORAD had 152 false alerts. With the risk of computer malfunction, and the threat of terrorism, can we still afford to add 10 more nuclear weapons each day?



History has shown us a weapon built is a weapon used. The next nuclear war will not decide who wins or loses, but what is left.

So how do we attain peace? There are a thousand avenues. In education we start young. We don't scare children with the nuclear nightmare; we stress skills such as communication, cooperation and sharing.

All these help them deal with conflicts in a creative and constructive manner and hopefully resolve them.

This, intertwined with a sense of

appreciation of cultural differences, a respect for others, and an understanding of ecology, leads to a sane global perspective.

And when they do hear about the arms race, we must answer their questions and fears honestly, giving them the options so that they can have hope, and feel that they can be in on the decision-making for their future.

Not an easy task for any parent or teacher, but we, the "peace movement" are trying. Your contribution is not only valuable, but crucial!

SUMMER WORKSHOPS

- July 4-9:** International Institute for Peace Education: University of Alberta, Edmonton. Write Seanna Queresette, IPE '88, Rm 231A, Dept. of Sec. Education, U. of Alb., Edmonton, Alberta T6G 2G5.
- July 5-15:** Educating for Living in the Nuclear Age, Boston
- July 18-22:** Conflict Resolution Boston
- July 25-29:** Teaching for Social Responsibility K-12, Portland, ME.
- July 25-29:** Teaching for Social Responsibility 6-12, Lowell, MA.
- Aug. 7-21:** Joint ESR-Soviet Institute, Cambridge, MA
Info. on 5 workshops above:
Educators for Social Responsibility, 23 Garden St., Cambridge, MA 02138 (617) 492-1764

RESOURCES:

Special Issue on Peace Education
McGill Journal of Education (Fall '87, Vol. 22, No. 3)
\$10.00 from the McGill Journal of Education,
3700 McTavish St., Montreal, Quebec H3A 1Y2

FILMS FOR A PEACEFUL PLANET — A film and video resource guide
An NFB Education Update (March 1988, No. 10)
National Film Board, Complexe Guy-Favreau, East Tower, Room 102,
200 Dorchester Blvd. W., Montreal, Quebec H2Z 1X4 (514) 283-4823

1988 ANNUAL GENERAL MEETING

Kristal Dreams



A very novel idea was introduced at this year's Annual General Meeting.

The Youtheatre Company of Montreal, founded in 1968, presented a live theatre production entitled: "Kristal Dreams", to a full conference room.

The play dealt with drug abuse and choices young people have to make in today's society.

The five actors did an outstanding job and earned roaring applause.

A group discussion followed. Representatives from Aurora, a drug referral agency, were on hand to answer questions regarding drug and alcohol abuse and to lead an animated discussion period. Unfortunately we ran out of time.

Youtheatre plays to elementary and high school audiences and can be reached at (514) 844-8781 for further information or for bookings.

Irene Woods explains

How to tutor your child

THIS WORKSHOP WAS given by Irene Woods, Director, Westmount Learning Center, and Principal, Kells Academy. Mrs. Woods began by using graphs to show how a child using the tutorial type of learning, which matched his own individual learning pattern, outperformed a child of the same intelligence and learning pattern being taught in a conventional style classroom.

She then outlined strategies which parents themselves could use to be effective tutors.

It is important that good communication exist between the tutor (parent) and the student, the tutor and his teacher, the tutor and the school. It is essential, of course, to know what the curriculum requires, i.e., what the student is expected to know.

The student's learning type is a factor. What physical or environmental set-up does he learn best in and how much structure does he require? Does he need a straight-back chair and a desk and total quiet, or does he learn better lying on the floor with background music?

Also, which learning style is best suited to him? Tactile (touching), kinesthetic (doing), visual (observing), auditory (hearing), left-brain dominate or right-

1987/88 NEWSLETTER AWARDS

Beacon Hill
Cedar Park

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Seigniory
Sunnyside

Editor - Dale Palin
Editor - Ann Kasowski

We are indebted to READER'S DIGEST (Montreal) for providing some of the books used as awards.

By their work and dedication they show

KIDS ARE



Donna Sauriol, secretary of the Home and School office



Sonja Anderson, president of Canadian Home and School and Parent-Teacher Federation (CHSPTF)



Joan Doherty, Quebec MNA

Control time or it controls you

WHY DO TODAY what can easily be put off until tomorrow... or next week even! It's a question we all wrestle with daily and one that we inevitably end up feeling guilty about.

Barbara Goode, guidance counsellor with the Lakeshore School Board, presented a stimulating workshop that tackled the subject of procrastination head on. At the outset she warned the participants that she herself was not an ideal role model for the workshop and could readily identify with those among us who were forever rushing to get things done and inevitably ending up harassed and late.

From the beginning man has had a love/hate relationship with time. Barbara pointed to the many sayings that touch on the subject... "a stitch in time saves nine", "time and tide waits for no man", etc. We are always striving to control time and slow down the rate at which it inexorably slips through our fingers. In learning to deal with time we have to understand that there are some aspects that we can control to some degree, but that there are other aspects that we just have to learn to accept and be philosophical about. One of the realities of learning to manage time effec-



Barbara Goode

tively is recognizing that there just isn't enough of it.

Difficulties in managing time can be categorized as external and internal. The external ones are those impediments to effective use of time that exist out there in our environment. Inappropriate or outmoded organizational structures and a hectic social pace can sponge up our time as if there were no tomorrow. The internal problems are largely those that we inflict upon ourselves. We just don't know the techniques that would help us to use our time more

efficiently. We do too many things in a stereotyped, inefficient way... because that is the way we have always done it! We need to be more flexible and ready to change some of our entrenched habits that unnecessarily fritter away minutes and hours.

Two handouts were presented, each containing useful hints for better controlling the use of time in our daily life. The first entitled Guidelines for Scheduling Time suggested keeping a daily list and project log. Set daily/weekly/monthly/yearly goals and objectives... and refer to these daily; keep them visible and in the forefront of your mind. Keep a periodic time log as a check on how well you are able to stay on schedule... analyze it for causes of disruption and use it as an aid for more realistic future scheduling. We should also ask three questions about each task that confronts us. Could someone else do this? Could this be done later? (not to be confused with procrastination). What would happen if this weren't done at all?

The other handout dealt with useful techniques for creating momentum. It suggested using the "salami and Swiss cheese" techniques for slicing or punching holes in seemingly unmanageable tasks. Going public and making a

commitment to someone about a particular task is also an effective way of ensuring that you get it done on time. Strangely, Barbara suggested that practicing doing absolutely nothing is an effective technique for shaking off lethargy? If you sit and do absolutely nothing, you will usually find that after about 15 minutes you will be just dying to get up and do something.

Procrastinators tend to fall into one of four general categories (a considerable amount of overlap often occurs). First there are the "hurry ups". They are sometimes called type A personalities. They always want to do two or three things at the same time. They hate line ups and are always impatient to get things done. Their impatience and haste causes them to make less than efficient use of their time. Then there are the "please you's". They are so determined to see that other people's needs are met that they have a hard time saying no, as more and more tasks are piled upon their already overloaded schedule. They become so overwhelmed with the tasks to be done that they end up procrastinating.

Next there are the "be perfects". They take immense pride in doing a job well. It has to be exactly right, or it has to be done again and

again until it is. This provides a fine reason for procrastinating... as long as it isn't finished it can't be judged imperfect!!! And finally, there are the "be strong's". They can always carry the full load all by themselves. They are afflicted with the "Popeye syndrome"... if you want something done you have to do it yourself.

To understand and control your procrastinating habits it is helpful to identify which of these key tendencies apply to your own situation. As the final exercise in the workshop the participants divided up into groups, based on their own perceptions of which of these four categories hit closest to home. Each group listed problems in time management that their particular characteristic caused. The groups then switched positions and tried to suggest ways that another group could help to deal with some of the problems that they had identified.

It was an animated workshop, and everyone left with the feeling that they had picked up a few useful pointers that they could use in their life to give them better control of their daily 24 hours. Now, if only I could decide whether I should type up this report now or leave it until tomorrow... or perhaps next week even!!!

John Percy
Hudson High School

1988 ANNUAL GENERAL MEETING

Irene Woods explains

How to tutor your child successfully

A very novel idea was introduced at this year's Annual General Meeting.

The Youtheatre Company of Montreal, founded in 1968, presented a live theatre production entitled: "Kristal Dreams", to a full conference room.

The play dealt with drug abuse and choices young people have to make in today's society.

The five actors did an outstanding job and earned roaring applause.

A group discussion followed. Representatives from Aurora, a drug referral agency, were on hand to answer questions regarding drug and alcohol abuse and to lead an animated discussion period. Unfortunately we ran out of time.

Youtheatre plays to elementary and high school audiences and can be reached at (514) 844-8781 for further information or for bookings.

THIS WORKSHOP WAS given by Irene Woods, Director, Westmount Learning Center, and Principal, Kells Academy. Mrs. Woods began by using graphs to show how a child using the tutorial type of learning, which matched his own individual learning pattern, outperformed a child of the same intelligence and learning pattern being taught in a conventional style classroom.

She then outlined strategies which parents themselves could use to be effective tutors.

It is important that good communication exist between the tutor (parent) and the student, the tutor and his teacher, the tutor and the school. It is essential, of course, to know what the curriculum requires, i.e., what the student is expected to know.

The student's learning type is a factor. What physical or environmental set-up does he learn best in and how much structure does he require? Does he need a straight-back chair and a desk and total quiet, or does he learn better lying on the floor with background music?

Also, which learning style is best suited to him? Tactile (touching), kinesthetic (doing), visual (observing), auditory (hearing), left-brain dominate or right-

brain dominate?

Other factors to consider in developing teaching strategies are where to start in the curriculum (where are the problems?) and what physical aids to use — games, computers, books, worksheets, etc.

In diagnosing learning styles, determine the importance of certain stimuli — what noise level does he learn best in? What light level — bright, or not so bright? How hot or how cool should the room be? Does he work best alone, in a pair, or as part of a team? How does he respond to authority? What about physical constraints? Does he learn better if allowed mobility rather than sitting still and how about the best time of day for maximum absorption?

Is he an analytical type or Reflective? Impulsive? Which side of the brain is the dominate one? The left governs handwriting, writing, phonetics, locating details and directions, listening and auditory instructions. The right-side is responsible for shapes and patterns, colour sense, singing and music, creativity, intuition, feelings and emotions, and relationships.

Mrs. Woods concluded that the most significant thing to remember is that *success is the best motivator*. Teachers should set up a programme which motivates the student to succeed.

Nancy Peppy,
Norma Rennie, Win

By their work and dedication they show us...

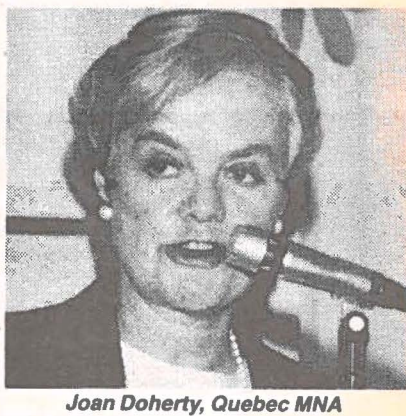
KIDS ARE WORTH IT



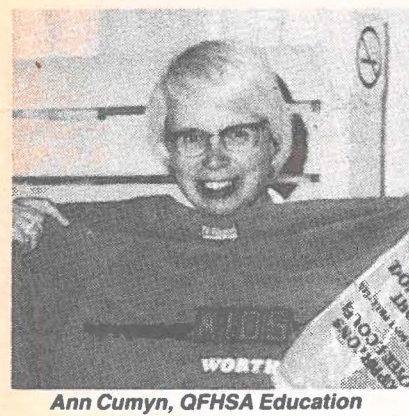
Donna Sauriol, secretary of the Home and School office



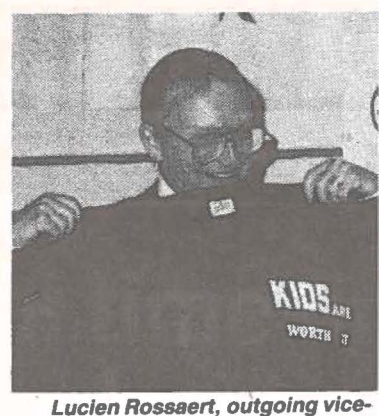
Sonja Anderson, president of Canadian Home and School and Parent-Teacher Federation (CHSPTF)



Joan Doherty, Quebec MNA



Ann Cumyn, QFHSA Education Committee Chairwoman



Lucien Rossaert, outgoing vice-chairman of the Superior Council Education

efficiently. We do too many things in a stereotyped, inefficient way... because that is the way we have always done it! We need to be more flexible and ready to change some of our entrenched habits that unnecessarily fritter away minutes and hours.

Two handouts were presented, each containing useful hints for better controlling the use of time in our daily life. The first entitled Guidelines for Scheduling Time suggested keeping a daily list and project log. Set daily/weekly/monthly/yearly goals and objectives... and refer to these daily; keep them visible and in the forefront of your mind. Keep a periodic time log as a check on how well you are able to stay on schedule... analyze it for causes of disruption and use it as an aid for more realistic future scheduling. We should also ask three questions about each task that confronts us. Could someone else do this? Could this be done later? (not to be confused with procrastination). What would happen if this weren't done at all?

The other handout dealt with useful techniques for creating momentum. It suggested using the "salami and Swiss cheese" techniques for slicing or punching holes in seemingly unmanageable tasks. Going public and making a

commitment to someone about a particular task is also an effective way of ensuring that you get it done on time. Strangely, Barbara suggested that practicing doing absolutely nothing is an effective technique for shaking off lethargy? If you sit and do absolutely nothing, you will usually find that after about 15 minutes you will be just dying to get up and do something.

Procrastinators tend to fall into one of four general categories (a considerable amount of overlap often occurs). First there are the "hurry ups". They are sometimes called type A personalities. They always want to do two or three things at the same time. They hate line ups and are always impatient to get things done. Their impatience and haste causes them to make less than efficient use of their time. Then there are the "please you's". They are so determined to see that other people's needs are met that they have a hard time saying no, as more and more tasks are piled upon their already overloaded schedule. They become so overwhelmed with the tasks to be done that they end up procrastinating.

Next there are the "be perfects". They take immense pride in doing a job well. It has to be exactly right, or it has to be done again and

again until it is. This provides a fine reason for procrastinating... as long as it isn't finished it can't be judged imperfect!!! And finally, there are the "be strong's". They can always carry the full load all by themselves. They are afflicted with the "Popeye syndrome"... if you want something done you have to do it yourself.

To understand and control your procrastinating habits it is helpful to identify which of these key tendencies apply to your own situation. As the final exercise in the workshop the participants divided up into groups, based on their own perceptions of which of these four categories hit closest to home. Each group listed problems in time management that their particular characteristic caused. The groups then switched positions and tried to suggest ways that another group could help to deal with some of the problems that they had identified.

It was an animated workshop, and everyone left with the feeling that they had picked up a few useful pointers that they could use in their life to give them better control of their daily 24 hours. Now, if only I could decide whether I should type up this report now or leave it until tomorrow... or perhaps next week even!!!

John Percy
Hudson High School

'Paterson' goes to Pat Baker



THE GORDON PATERSON AWARD is intended to honour an outstanding educator who has encouraged parent participation in the education of children through school involvement.

Greendale's Home & School Association nominated Pat Baker for this award, saying that Pat Baker's dedication to the students and their parents brought the parents of Greendale "back to school".

Pat has the unique ability to make parents feel part of a team; he believes that parent participation in the school leads to a more effective learning environment for all children; he is an enthusiastic supporter of Home & School.

Pat Baker, born and raised in Montreal, attended Sir George Williams University. He received B.A. and B.Com. degrees before continuing his studies at Macdonald College resulting in a Teaching Diploma and, subse-

quently, a career in education. Over the years, his tireless dedication in serving education has been influenced by continuous personal development and a high level of achievement.

His ongoing studies earned him an M.A. in Education and a diploma in Educational Administration.

Pat has been with the Lac Beauport School Board since 1960. He has served in various capacities of teacher, department head and vice-principal at Beaconsfield High School. He has been principal of four elementary schools: Thorndale, No. 1, Spring Garden and Greendale.

Pat Baker — husband and educator — has generously shared his many talents with his home, school and community. With his peers, his students and his parents.

For outstanding service to the education of children, the Home & School Associations salutes Pat Baker as a conscientious, creative and successful educator.

GENERAL MEETING

child successfully

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 Norma Rennie, Windermere

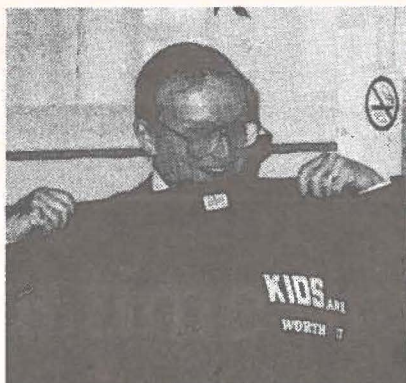


Irene Woods

US... WORTH IT



Ann Cumyn, QFHSA Education
 Committee Chairwoman



Lucien Rossaert, outgoing vice-
 chairman of the Superior Council of
 Education



Norma Rennie, Home and School
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Pat has been with the Lakeshore School Board since 1960 in the capacities of teacher, department head and vice-principal of Beaconsfield High School and principal of four elementary schools: Thorndale, Northview, Spring Garden and Greendale.

Pat Baker — husband, father and educator — has generously shared his many talents with his home, school and community and with his peers, his students and their parents.

For outstanding service to the education of children, Quebec Federation of Home & School Associations salutes Pat Baker, a conscientious, creative and successful educator.



LESLIE N. BUZZELL AWARD for outstanding service to Quebec Federation of Home & School Associations went to **CASPAR ESSELAAR** who has served the education community of Montreal with dedication and distinction.

As a parent in the Protestant School Board of Greater Montreal, he began his role as a volunteer while serving as Treasurer for the Stonecroft Elementary Home and School/School Committee.

He then served as Vice-Chairman of the PSBGM Major School Change Committee and Chairman of Region 2 of the Central Parents'

COMMITTEE CHAIRMEN	
Awards	Sylvia Adams Helen Koeppe
Book of Reports	Betty Brunet
Constitution	Gisela Amarica Barbara Milne-Smith
Displays	Diane Lacey
General Arrangements	Carol Ohlin
Hospitality	Pat Ito Betty Hermo
Kits	Gordon McGibbon
Nominations	Vi Minto
Photography	PhotoArt
Preview/Program Book	Angelika Redahl Donna Sauriol
Program Chairman	Angelika Redahl
Program Committee	Marion Daigle Ann Gagné Jon Percy
Publicity	Marion Daigle
Registration Chairman	Val Carpenter
Registration Committee	Wendy Bohn Bonnie Lecouffe
Resolutions Chairman	Barbara Milne-Smith
Resolutions Committee	Ann Cumyn Allan Locke Rose Kandalgaonkar

THE EXHIBITORS	
LIST OF EXHIBITORS	
Fundraising Canada	
Les Distributions Lamontagne Inc. (Lowney's Chocolate)	
Ministère de l'Éducation/Radio-Québec	
National Film Board	
Nomad Scientists	
Parfait Fund Raising Consultants	
Photo Art	
Prestige Fund-Raising	
Protestant Education Services	
Quebec Association of Children with Learning Disabilities (QACLD)	
Sunsweet Fundraising Inc.	
University Scholarships of Canada	
Thank you to Canadian National Railways for supplying pens and to PHOTO ART for taking pictures of the conference.	
Place mats provided by EDINBURGH ELEMENTARY (Montreal West), THORNDALE ELEMENTARY (Pierrefonds) and WILKINGDON ELEMENTARY (Notre Dame de Grace).	
Muffins provided by EDINBURGH ELEMENTARY (Montreal West), ROYAL WEST ACADEMY (Montreal West) and THORNDALE ELEMENTARY (Pierrefonds).	

Esselaar wins Buzzell Award

Committee.
 During the years that his two children have attended Beechwood Elementary and Riverdale High School, Caspar has served on the Board of Directors of QFHSA as Area Representative from Pierrefonds, as a Vice-President from 1982-83, and Treasurer for three terms, from 1983-88.

In June 1987 he attended the week-long Canadian Home and School Parent-Teacher Federation annual meeting in New Brunswick as a national delegate from QFHSA.

To serve as a treasurer of a provincial organization is a task requiring an extraordinary commitment of time and energy.

Among the many duties of the treasurer are the preparation of the monthly financial statements and grant applications.

As chairman of the finance committee, Caspar has been responsible for submitting the proposed budget to the annual general meeting and arranging for the yearly audit.

QFHSA has been exceedingly fortunate to have had Caspar Esselaar to lead us through these challenging years. As the voice of fiscal responsibility combined with his unique good humour, he has exemplified the essential role of a parent volunteer who gives so generously of both his professional expertise and his service to the community.

FOCUS_{on}LOCALS

WILLINGDON

Modern Fairy Tales

ON MARCH 8 the Drama Club, under the direction of Walter Aubie, performed four modern-day fairy tales. A terrific musical interlude was provided by the Instrumental Group, directed by Françoise Lamarche.

On April 8 the H&S hosted a family skating party at Confederation Arena, and over 500 people attended. There were races, a costume parade and lots of prizes and refreshments.

There was a strong feeling of "school spirit" and the H&S hope to make this an annual event.

AGAIN THIS year the children of Willingdon supported the Quebec Heart Foundation in the JUMP ROPE FOR HEART. There were 105 participants from grades 3-6 who raised \$3,493.30.

There was much excitement and plenty of skipping as Willingdon students demonstrated their skill and prowess and helped promote heart health.

Anne McNicholl-O'Connor
Ann Fagan

MEADOWBROOK

WE HAVE had a very successful year. Our Grade 6 students have enjoyed the Family Life Education Program sponsored by H&S. We have received many touching letters from the students thanking us for this wonderful addition to the curriculum.

The Christmas Bazaar was a huge success.

Funds raised were used to send out Christmas Baskets to the needy families in our school, to sponsor two children from Families for Children and to make a donation to the Tiny Tim Fund.

Our annual H&S dance on March 25 was great fun and all money raised from the dance was used to buy books for the library.

We are now starting to plan for our annual Bar-B-Q, to which the entire community is invited. It is a lot of work, but we all have a wonderful time.

SOUVENIR

THE SCHOOL held a most successful Casino Night on April 23. Blackjack, Roulette, 7, Over, Under were just a few of the attractions.

Dance contests, a sumptuous buffet and raffle and door prizes filled out the evening which ran until 1:30 a.m. The School Committee did a wonderful job making this an enjoyable evening.

R. Samsonovitch



From left, Douglas Hollingworth, Carolyn MacKenzie and Audrey Davies star in "Snow White and Friends".



MacDONALD

IT SEEMS incredible that we are almost at the end of another school year.

Adrenalin was flowing as the Graduating class prepared for their Graduating Exercises and Dance, held May 19 and 20 respectively.

The Grade 8's have chosen the experiential programme in which they wish to participate. There was a wide range of activities available from canoeing and white water rafting to armchair trips to Switzerland and Yugoslavia; from hiking, cycling and horseback riding to making a teddy bear.

These take place between June 13 and 22 and are a memorable way for the students to conclude their first year of high school.

For Pride Week, held Feb. 29 to March 3, a new Mac song was composed, a flag and new buttons were designed. The Drama Club's play, "Dance Your Heart Out", was previewed, and a lunch was served to the teachers by the students in the staff room.

Other activities included a Staff vs. Students tricycle race and basketball games.

A tea for the senior citizens was held on April 15, a nice way for students to serve their community.

The students' last dance of the year was held on April 29. It was a 'Hawaiian Night'. The students received a lei and had an opportunity to get their wildest summer attire out of moth balls.

Three students enjoyed an educational visit to the Terry Fox Centre in Ottawa. There were also students who attended the Camp Kinkora Leadership Conference at the beginning of May.

They came away with very positive comments and ideas to pursue next year.

On that note a pleasant and safe summer to all.

Susan Tweddell

SEIGNIORY

The sale of Seigniority sweatshirts and pants was a big success and made a profit of over \$500. Our next fundraiser was a Fashion Show on May 5.

On May 4 we held our Bicycle Rodeo and on May 11 our Book Fair.

The children in all grades spent a day at the Olympic Park, swimming and doing gymnastics to replace our cancelled Winter Carnival.

The grade 2's and 3's spent a week in April at a Farm in the Eastern Townships. The grade 4-5 French Immersion classes are planning a two-day trip to Quebec City in June.

Our school was granted \$500 from the Alternate Education Committee to run a special program. This project called "Kaleidoscope" devoted four Friday afternoons to special activities opted for by students, such as field trips, ceramics, cooking, painting and crafts.

Everyone seems to be enjoying it so far. An Open House will be held at the conclusion of this program.

All classes participated in a World Book Encyclopedia Read-a-thon last month and we were able to earn several sets of encyclopedias for our classrooms.

Cheryl Robinson

EDGEWATER

"THE WIZARD of Oz" is coming to Edgewater!

Over 150 students are participating in this musical production guided by Mrs. Linda Tae, our music teacher, who gets lots of help from administration and staff members.

The H&S plays its part as well. Mrs. Lynne Thompson has made sure all the costumes were designed and sewn. Mrs. Sheila Whitworth is directing and producing the event.

The H&S donated \$170 to the "I Love To Read" week. The funds were used to purchase book certificates for each classroom and to assemble a commemorative photo album of this event.

Our last fund-raising event for this school year will be a McGregor m.at sale. Some of the funds raised will go towards our new venture in the 1988/89 school year — a H&S supply store to be operated out of Edgewater school.

Angelika Redahl

FLASHES FROM THE LOCALS

Rita Cox, a storyteller who uses the rich oral traditions of the Caribbean to tell stories from all over the world, visited Dr. S.E. McDowell Elementary on May 25...

Allancroft H&S donated \$1500 to the library. Some library activities have focussed on Canadian authors during Canada Book Week. Students also made a visit to Beaconsfield Library to meet Jan Truss...

On Feb. 5, Arthur Birenbaum — a one-man show — entertained Beacon Hill students with songs, comedy and drama...

Northview has a Study Hall which is open Tuesdays and Thursdays until 4 p.m. for grades 4, 5 and 6. This enables students to do homework in the library with a teacher on duty who can offer assistance to those requiring it...

Lunchtime activities for students at Valois Park included Monday BINGO and Drama — a joint H&S/Lunch Programme production of "Alice's Adventures in Wonderland".

C.E. POULIOT GASPÉ POLYVALENT

EDUCATION WEEK was March 21-25 with a variety of activities involving students, teachers and parents.

On Monday, March 21 a large segment of the student body and even some CEGEP students attended a panel discussion on the theme "What is an Educated Person?"

Using the capable animation of Howard Miller, the forum was in the guise of an "Oprah Winfrey" style discussion.

Ten people representing the business, education, news media and student body sectors were on the panel and fielded questions by the animator and the student audience on the aspects of an educated person.

On Wednesday, 60 students from Secondary 3 organized a 50 minutes assembly. They were

responsible for the entire production, animation and technical aspects of the very successful show.

Thursday was devoted to "Reach For The Top" and Public Speaking" contests.

On Friday an Open House allowed visitors a chance to see the different student displays throughout the school and to see the students in session.

The technical co-ordination of the week was done under the supervision of Secondary 5 students John Lemieux and Scott Reeder along with their capable crew of workers.

Teachers were generally pleased with the week and remarked on the annual increase in student participation, but along with the student body, were a little dismayed at only a mediocre parent presence.

Art Jones, from the SPEC,
April 5/88

Gaspé celebrates teachers' week



From left, Anne MacWhirter, Area Rep., celebrates "We Love Our Teachers Week" with Director General Lyndon Bechervaise and School Commissioner Fern Howatson.

NEW CARLISLE

WONDERFUL PLANS — a Book Fair for Feb. 5th. Plans askew — Storm!

However, these things happen in the Gaspé and the sale was postponed until Monday. Students and parents had an opportunity to view the books and purchase their favourites.

In all, almost \$2,000 was spent on books. Proceeds were used to buy books for the library.

Forty-two students received free bookmarks for signing out and reading library books this year.

Ten ballots were chosen from boxes of mini-book reports submitted by elementary and secondary students. Those ten students were allowed to choose a book from the book fair.

The poster contest was held again this year. The winners also chose a free book as a prize.

A book exchange also took place with 15 students participating.

HOPETOWN/SHIGAWAKE, PORT-DANIEL

TEACHERS WERE saluted during Appreciation Week by gifts of corsages (compliments Laurie Hayes). Both schools were treated to baked goodies and a luncheon put on by parents. The Baby Picture contest winner was Mrs. Bertha Hayes.

Anne MacWhirter

NEW RICHMOND

REMEMBER THOSE New Richmond High School students who were reading to earn books for their school?

Well, they did it.

The students worked for and earned one World Book Encyclopedia set, two Childcraft series, two science encyclopedia sets and three sets of two volume encyclopedias.

And they improved their reading skills as well.

BEACON HILL MP Layton visits

MEMBER of Parliament Robert Layton helped Beacon Hill Elementary School celebrate both National Citizenship Week and National Book Week when he attended the assembly that was the climax of a week of intense activity at the school.

Mr. Layton and Principal Kathyne Phillips gave Canada flag pins to all the students at the school, and MP Layton also presented the school with a new Canadian flag.

During the week of April 17-23 the entire study body participated in silent reading periods each day for Canadian books. There were also puzzle contests about Canadian prime ministers, about provincial flowers and about Canadian animals.

Reports on Canadian books and

thoughts about citizenship were displayed on vari-coloured maple leaves throughout the gym.

Students created projects on famous Canadians, some of which involved life-sized figures illustrating the children's projects.

All pupils were asked to complete a map of Canada with the names of the provinces and the capital cities.

Well-known Canadian artists were discussed. All in all Canada Week at Beacon Hill was a time to remember.

Children from Grades 5/6/7 participated in the Lakeshore School Board Drama Olympics, and for the second year they won the event! Congratulations to players and producers.

On another stage our ever popular Choir and Ukulele Group took part in the LSB Music Festival. Thank you to teachers Janis Morrow and Judy Steiner for their dedication to these musicians.



MP Bob Layton and principal Kathyne Phillips present Canadian flag pins to Beacon Hill students.

March was Nutrition Month, and food tasting, an everpopular subject, was arranged — healthful lunches, foods from other nations and foods for celebrating special events. Does Pizza and Movie Lunch come under this heading? Well, it was a sure winner with our children on a chilly March day.

The Beacon Hill Challenge offers all students a chance to work

on a special topic. In early March most took part in the Writing Challenge.

Now, numerous projects and talent acts are being prepared. A varied selection will soon be presented to the whole school.

MORE FOCUS

National Citizenship Week was combined with National Book Week, with a special emphasis being put on Canadian literature.

A final note — our H & S arranged for a CPR course to be given at school. A number of parents attended, and all agreed that it is a most useful course. We now feel prepared to give the best help in an emergency.

Contact your Fire Dept. for details, so that you too can be prepared.

Rosemary Costaguta
Pat Lewis

CHRISTMAS PARK Peter Pan high-flying success

THE PRODUCTION of "Peter Pan" met with great success and all students, staff and parents involved are to be congratulated.

Congratulations also to the members of June Scarlett's Drama group who came in second in the Drama Olympics and to the student participants in the Battle of the Books.

Home & School and School Committee have submitted a brief to the government with regard to Bills 106/107. Joint consultations include Criteria for Principal, Aids Policy, Calendar and Attendance Areas. A Medieval Fair is being organized in conjunction with I Love to Read Week. H&S is organizing a Marketplace/garage sale, Bake Sale and Raffle at this time. There will be another McGregor Meat Campaign to allow families to stock up for the barbeque season.

A Bike Safety Rodeo is in the offing as well as a fingerprinting session. Several chess students participated in a chess festival. The Judo Tournament was May 18. Soccer Warm-Up has concluded, each student receiving a personal-

ST. VERONICA

SPRING MONTHS at the school are always quiet ones. Everyone is in "academic mode" with hardly any time left for much else.

The "I Love To Read" week was enthusiastically observed and our students were treated to a story teller who had them spellbound and thoroughly entertained for an afternoon.

Environment Week is coming up in Dorval and the school will be visiting the Community Centre to enjoy the various displays.

Three members of our School Committee attended the QFHSA AGM on May 7.

Everyone is gearing down now towards the end of the school year.

Alison Morin



ized athletic certificate. Violin and recorder lessons will continue to the end of school and students will participate in the school concert.

Junior Arts & Crafts and Senior Art have had a very successful session and were well-attended. Christmas Park has undertaken a Garden project and each grade planned and maintained a garden plot.

K. Greenfield-Zanti

THORNDALE

DURING TEACHER Appreciation Week parent volunteers took care of the classrooms so teachers could attend a special tea hosted by H&S. Some of those parents described what it was like to be a "teacher":

"...I knew only one student there so I felt slightly ill at ease — perhaps the students felt the same way about me. But for the most part, in spite of a few flying projectiles and some "boyish" behaviour, I left unscathed.

"I really admire and respect the ladies and gentlemen who are with our children five days a week. They do a great job for our children and with them too, as well as a lot of extras most parents don't even know about."

"I was asked to help in the kindergarten and grade 6 classes during the tea party. At first I was apprehensive about being respon-

THE H&S was proud to report that Awards of Merit were presented to G. McGibbon, J. Hammond, N. Bethge, and K. Greenfield-Zanti, at the "Certificate of Merit Celebrations '88", held recently at the Recreation Centre.

Again this year the H&S offered the Canada Safety Council's Babysitter's Training Course to all the Grade 7's.

The course was interesting and well-rounded, covering a broad range of topics presented by an impressive group of resource people. Games and activities for different aged children, Diane Brasseur and Joanne Lukacs, teachers of French kindergarten; nutrition and caring for the sick child, Janet Mundy, nurse and mother; rights and responsibilities of sitter; child development and behavioural problems, emergencies, child safety and basic first aid, Mr. Ted Davis.

sible for that number of children even for a short time, but the teachers had the children so organized and busy I needn't have worried.

I really enjoyed being part of a classroom from the "inside" and would gladly do it again. So would my assistant (my 5-year-old daughter!)"

"There is no doubt that teaching our youngsters is a demanding and challenging career; I wish I could spend more time in our classrooms!"

"I quickly lost any inhibitions I had in speaking French. The students were especially polite and very helpful while at the same time they saw humour in my mistakes.

"I respectfully appreciate the kindness and patience that are so characteristic of our teachers."

The Staff vs. grade 6 students, 2nd Challenge Game was held at lunch-time, on Feb. 8, in a game of Cosmo Hockey.

LINDSAY PLACE

'Grafitti' covers memories wall

ONE OF THE highlights of the school's 25th year reunion was a "memory wall" the grads, former teachers, and principals created on a wall in the hall.

With several colours of felt pens, nostalgic graffiti emerged, with drawings, quotations, charts of family histories, notes of thanks to former teachers, and even confessions of pranks played years ago.

Excerpt: "When I was a student here I couldn't wait to get out. When I heard about the reunion, I couldn't wait to return!"

Although graffiti is discouraged in the building, Mr. Harris, principal, said the school should preserve this sample of Lindsay Place.

Sue Ramer, president and 15-year member of the H&S, recently announced plans to "retire" from the H&S.

"I have enjoyed the work and the many friends I have made over the years, but feel the need to move to different ventures," she said.

Sue called on everyone in the school community to support the new president, Frances Kelman, by joining the H&S and learning more about Lindsay Place, and education in general.

For the second consecutive year, grade 10 and 11 students are taking part in a 3-month encounter with the annual Wilfrid Laurier University stock market competition.

There are presently five teams from the school involved in the contest, and each was given \$100,000 to invest in the TSC.

All teams must adhere to a rule book and stock/option list provided earlier to each team captain.

All transactions are carried out with the use of a modem which links us directly to the Wilfrid Laurier University terminal.

Once a week each team receives a Weekly Portfolio message indicating both regional and national rank, liquid assets and liquid value.

By the time April rolls around, all teams are frantically buying and

selling, hoping for a miracle. Competition is stiff, as over 1000 teams nationwide strive to come out on top.

The contest has not only allowed us "poorer" citizens to blow \$100,000, but also to familiarize ourselves with the use of transaction sheets, daily listings, possible sources of information, portfolio management, computer trading, the various types of investments and the degree of risk associated with each venture.

Through all the agony in seeing our shares drop like a pound of bricks, and all the celebration when shares leap to artificial highs, one very important skill is being developed: working as a team, says student Michael Harvey.

Grade 10 and 11 students proved themselves to be outstanding in their pursuit of Mathematics learning, according to the results of the Canadian Mathematics Competition.

At the Grade 10 level, Lindsay students ranked first out of 18 schools in their zone, fourth out of 92 provincially, and twentieth of the 1,046 schools competing nationally.

Grade 11 students place second of 19 schools, fifth of 92 provincially, and fortieth of the 1187 schools participating across the country.

SUNNYSIDE

ON FRIDAY, February 26, Grade 3 students from Sunnyside and Princess Elizabeth Schools held their own Winter Olympics including events like cross-country skiing, hockey, luge, figure skating and speed skating.

Medals and awards were given to winners and participants. Gold medals were awarded to Melanie Dostie, Robin Boomhower, Sonya Morin, and Andy Boutin. Silver medals went to Jill Catchpaw, Sonya Morin, Andy Boutin, Tony Belanger and David McKelvey. Bronze medals were won by Philip Cooney, Tammy Bennett, Melanie Dostie and Sonya Morin. Sunnyside won the gold in hockey.

QFHSA GOES TO THETFORD MINES

BY HEATHER AULIS

Chairwoman of
St. Patrick School Committee

ON MARCH 25 and 26, the St. Patrick's Elementary School Committee and the Andrew S. Johnson Memorial High School Committee and Home & School Association were delighted to welcome the Quebec Federation of Home & School Associations (QFHSA) to their two schools.

Because most of our young people are bussed to school from outlying areas, bus safety is a big concern to us. Luckily for us Don Smith, who writes the "Safety Scene" for the Home & School News and teaches at the Three Rivers Police Academy, made himself available to us all day March 25.

He arrived at St. Pat's in the

afternoon to show an excellent bus film to the older children and a street safety/block parent film to the younger ones.

The children really enjoyed his presentation which was very warm and friendly yet serious at the same time. There were lots of questions and experiences to share.

Don even managed to get over to the high school in the late morning and afternoon to show his films there as well.

On Friday evening the adults and their friends were invited to a Safety Workshop given by Don where he showed the films the children had seen and went into more depth on these and other safety issues.

On Saturday morning our parents gathered at the Andrew S. Johnson High to meet Mrs. Anne Board, president of the Quebec Reading Association (QRA); John Ryan, the incoming president of the QRA; Jessica Tertoolle, a vice-president of the Quebec Federation of Home & School Associations, and David Brodtkin, who represented Sunnydale Park Elementary School in Dollard des Ormeaux and is a member of the Lakeshore Regional Council of Home & School Associations.

After a brief introduction from me, Jessica welcomed us all and congratulated our efforts over the years.

She mentioned Mrs. Emma Bennett, who has been active in the Andrew Johnson Home & School since 1959, and is still busy donating her time and talents to help the students; Gerald Bennett, her son, who is membership chairman at Andrew Johnson Home & School, and Lawrence Allan, president of the Andrew Johnson Home & School Association.

Both Lawrence Allan and I were delighted to receive the Home and School pin from Jessica. She also presented two beautiful Canadian books to Mr. Whitcomb, our principal — one for each of the schools.

Anne Board and John Ryan then gave us a very lively and inspired workshop on reading and the new Language Arts Program, explaining the objectives of the program to us.

We thoroughly enjoyed this and we even participated by examining folders of young children's written work.

This helped us understand the rapid progression which young children make in school.



Safety Scene editor Don Smith makes a point at Safety workshop

Many of our anxieties and worries were dispelled and we gained some new insights and ideas on how to help our children and teachers.

The parents also appreciated the handouts and the book display.

At 12:30, the workshop people were invited for a homemade dinner. Members from the St. Pat's School Committee brought in casseroles, rolls, salads, and provided wine and pie for dessert.

I would also like to thank them, and Gerald Bennett, for providing coffee and doughnuts during our breaks, and Kathy Maxwell and her two daughters for warming the casseroles and getting everything ready for our feast.

The Quebec Federation of Home & School Associations and I received many enthusiastic thank you's from parents and teachers who felt that this was a very worthwhile round of workshops.

A thank you to all of you at QFHSA for all your efforts on behalf of our parents, teachers and, most of all, our children!

EDITOR'S NOTE: We at QFHSA want to thank Heather for the terrific job she did of organizing and coordinating the two sets of workshops, not to mention finding suitable overnight accommodations for us out-of-towners, sending explicit maps of where everything was, taking pictures of the workshops, etc. We hope we will be invited back again soon. It was lots of fun.

MORE FOCUS

COURTLAND PARK

BY ALL accounts, everyone had a fun carnival week. Our float was obviously impressive — bringing us 1st Prize — thanks to parents who decorated it and the children who braved chilly temperatures to be part of it.

We also won 2nd Prize for snow sculpture, thanks to Bob Bourbeau and his artists.

More winners! For the 1989 Carnival Button contest — 1st Prize to Erin Bessette, Grade 5 and 3rd Prize to Della Pike, Grade 5.

Although we did not win the broomball tournament, all the athletic men and women who played certainly provided the rest of us with some thrilling action.

The cheering section was led by the lusty vocal chords of Richard Boston and the energetic "Jackie and Her Girls".

Heather Allard's starting penalty made us all sit up and take notice while Julie Mather's "swan dive" called for an OUCH!

The survey taken recently to get everyone's opinion on having the free milk program at the school resulted in a majority voting "yes", though only 107 families out of 203 responded.

Despite the majority vote, the program will only run from October to May 1988/89 if there are 10 volunteers willing to count trays of milk to be served before recess each day. If there are not enough volunteers, the program will be dropped.

Award Winning Films Now on Cassettes

MORE THAN 400 NFB documentaries, dramas and animated films are now available on cassette through 26 NFB offices across the country for a modest rental fee of \$2 a day; viewers in remote areas may order by mail.

As well, 50 NFB titles will be commercially available for rental in normal video outlets. And the catalogue is expected to grow by 200 titles each year.

Home Safety

TO EMPHASIZE its traditional role as a responsible educator, the board has highlighted the launch of its video program with a new release, *Eugene Levy Discovers Home Safety*.

It features SCTV alumnus Levy as a self-confessed "walking disaster" who likes to overload sockets and rinse his electric shaver in the sink. In turn, Levy presents three award-winning NFB cartoons — each offering safety tips in the form of an entertaining morality tale.

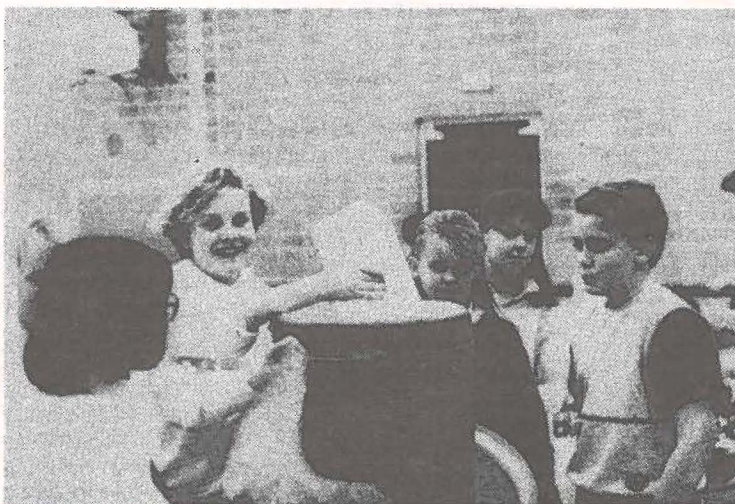
Child Abuse/Street-proofing

NFB's *FEELING YES, FEELING NO* is suitable for the whole family. An educational video about the sexual abuse of children, the tape is a frank guide to street-proofing, clearly divided into sections for parents and children.

There is also a Guide available for teachers wishing to use this program in their classroom.

SAFETY SCENE

PATROL PARTY



Kids enjoy safety patrol party at Windermere

BY BETTY LOU MANKER

Safety Patrolling at elementary schools involves considerable dedication on the part of those students who volunteer for this duty.

Patrollers are at school crosswalks before and after school to provide guidance to their fellow students as they cross busy intersections leading to school.

Patrollers often enjoy social rewards for this "care and concern" for others. Recently Windermere School hosted an after-school party for other Beaconsfield school patrollers.

St. Paul's School Patrol, under the direction of vice-principal Maria Baldassare, attended, as well as Allancroft School Patrol, under the direction of vice-principal Betty Teasdale.

Games, music and refreshments followed a welcome by Windermere Principal David Nadler. Mrs. Betty Lou Manker, supervisor of the Windermere Patrol, was assisted by Windermere volunteers Brenda Ferland, Rita Kennedy, Jan Darby, and Dulavi Raja.

Safety Patrols are yet another contribution to elementary school education by local Home and Schools, which provide funding and volunteers for the benefit of the school and the community.

It has been recognized that patrolling contributes to the moral development of students.

Anyone wishing further information on Safety Patrols, please contact Mrs. Betty Lou Manker at Windermere School in Beaconsfield, or at the QFHSA office.

Drinking Drivers

CHANGES IN government legislation do not, as a rule, alter social behaviour, but health promotion often does.

Over the next 20 years, the National Program on Impaired Driving is intended to change social acceptability of drinking and driving and encourage Canadians to not drive when they drink. It also complements criminal code amendments on impaired driving.

The health, social and economic consequences of impaired driving make it a major problem in Canada.

Sixteen to 24-year-olds, in the highest fatality risk group, are 165 times more likely to be killed than the average non-impaired driver.

Seventy percent of single-driver weekend accidents involve that group and 50 to 60 percent of all traffic fatalities in this age bracket are alcohol related.

What contributes to the situation is that people behave contrary to their beliefs. They say they support not driving when drinking, but, in fact, behave differently, which is what we're trying to change in the long run.

Using the catchy themes 'Play It Smart, in English and 'Moi, j'ai toute ma tête', in French, promotional campaigns are drawing attention to the program with a variety of items including t-shirts, buttons and posters.