

The Westmount Examiner's

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SCHOOL

SUPPLEMENT

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## INSIDE

★ **WINNING  
Essays**

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Mondays 6:30 7:00 p.m. (Beavers) • 6:30 - 8:00 p.m. (Cubs)  
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**RABBI DANIEL ELKIN, Director of Education & Youth**

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## Loyola High School



### ENTRANCE EXAMINATIONS

for all levels (Sec. 1-V)

**Saturday, November 13, 1993**

DEADLINE FOR APPLICATIONS FOR ALL LEVELS

**Wednesday, November 10, 1993**

All examinations will be held at:

**Loyola High School Building  
7272 Sherbrooke St. West**

FOR ADDITIONAL INFORMATION: 486-1101

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# TIPS for HIGH SCHOOL

• Be organized! Have a separate notebook for each subject, a folder for handouts, and case for pens, pencils, erasers and sharpeners.

• Keep copies of your schedule in several places—taped to a notebook, inside your locker, tucked into a wallet or purse. With so many classes, you need to know where you're going.

• Keep a special notebook for homework assignments. Write down homework as soon as it is assigned. Note due dates, especially for long-term projects.

• Make sure your locker is clean and organized. Don't leave your locker without checking that you have everything needed for the next class. Running back will make you late.

• Prepare for the next school day before you go to bed each night. Choose the clothes you want to wear. Put all books, papers and equipment in one place. Make sure your parents have signed permission slips or other forms.

• Pay attention both inside and outside the classroom. Each teacher will have his or her own expectations and style of teaching. Listen carefully. Take notes. Ask questions. Outside the classroom, check the bulletin boards for notices of upcoming events. Don't miss something fun or important just because you didn't see the announcement!

• Make studying a habit! Schedule a regular time for study each day. Set aside at least one hour for completing assignments and reviewing notes. Have a clean, well-lit, comfortable desk. Don't take phone calls or listen to the radio. After finishing your homework, take some time to review notes or go over difficult material.

• Participate in extracurricular activities. Whether you run track or join the choir, you'll make new friends, learn new skills, and start to feel part of the school.

• If you're having a problem with a class, another student or even a family member, talk with a guidance counsellor. He or she is there to help you. Guidance counsellors want to know how students are doing so don't be shy about dropping by the office.

• Remember, high school is a time of change and change is stressful! If you feel overwhelmed or confused, remember that you are not alone. Everyone feels scared and sad occasionally. Don't hide your feelings. Talk with your parents, your friends, a teacher or the school guidance counsellor.

# Next <sup>step</sup> HIGH SCHOOL

by KATERINA CIZEH

For David Beitel, schools are like sets of stairs. As soon as you get up one flight, you face another set all over again. And David and his friend, Cliona Taylor, both 12, will be facing new staircases at their new high schools this fall.

"We'll be on the first steps of a new flight again," says David, "The first set was elementary, and now it's high school. We were the big guys, and now we'll be the little guys."

"But it'll be different," interjects Cliona, "In kindergarten and Grade 1 kids cry. Now we're not scared. We're just wondering."

As the first day of school approaches, David and Cliona are wondering about new adventures high school will bring. "We talk with our friends a lot about what it'll be like," says Cliona.

They exchange details about bus routes and schedules and indulge in a little gossip. "We hear stuff about the teachers," says Cliona, "But I think most of them will be good. And the principal at my school is the best in Montréal," she exclaims about her new school, Westmount High.

"Westmount High is a real life school," adds David, "It really makes you feel at home. There's all cultures. Everyone's not in suits. Everyone's an individual."

David is also happy with his new school, Royal West, which chose him and 139 others out of 400 applicants. "It's a school where you have to be involved, and you have to work," he says. With his list of interests, including basketball, hockey, swimming, soccer, choir and piano, David looks like he will fit right in.



Cliona Taylor and David Beitel getting ready for their climb to high school.

PHOTO BY KATERINA CIZEH

David also has his own expectations of what his school should provide students. He says, "It's great when teachers have a sense of humour. I think we learn more when teachers make learning fun. It's boring when they just teach."

Cliona admits she tunes out in class when it gets boring, and she doesn't get too excited about homework. "I don't like math and science," she says, "I'd rather do more english and writing."

Both David and Cliona are glad they don't have to wear uni-

forms. David and Cliona's schools are both public, and they are pleased.

"There's no difference academically between private and public schools," notes David, "It's just the environment that's different. Like kindergarteners in uniforms. That's pretty unrealistic."

"Yeah, people used to think that because there was a uniform, the school had to be smarter," agrees Cliona, "but that was in the 50's. Now it's really

just reputation, just to prove you're rich."

They both beam when they talk about life after high school. David jokes "I used to want to be the president of the United States." Cliona outdoes him: "I used to want to own the United States. I'd ask for a different state each birthday."

Now they have less lofty ideals, and Cliona thinks being a diplomat might suit her, while David wants to be a sports broadcaster.

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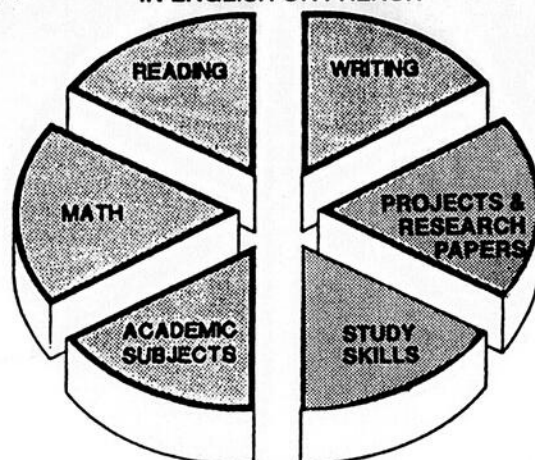
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Wednesday, October 13, 1993 at 9:00 a.m.  
Wednesday, November 10, 1993 at 9:00 a.m.  
Wednesday, December 1, 1993 at 9:00 a.m.

Application forms are available by calling the Admissions Secretary - Tel.: 937-8214

3635 Atwater Avenue  
Montreal, Quebec H3H 1Y4

## Does the CLOTHING MAKE the Child?

(SOP) Clothing and fashion form an increasingly important aspect of children's lives as they progress from the toddler years through adolescence.

Their selection of a particular style of dress, and even their battles with their parents over clothing, can provide insights into the developmental issues with which they are struggling.

From a child's perspective, having the right outfit, shoes or even shoelaces is far from trivial. And they can have profound implications on how adolescents are treated by their peers, and even how they view themselves.

For toddlers and preschoolers, selecting their own clothing has much less to do with peer approval or fashion than with having a chance to demonstrate their independence. This can be frustrating for parents especially when their daughter wants to wear her frilly dress and patent leather party shoes to the playground, or their son insists on sleeping in his galoshes.

At this age, explaining to children why their clothing choices are inappropriate usually doesn't help. From their point of view, the clothing selected is seldom as important as the freedom to make a choice at all.

For preschoolers, certain articles of clothing can be a type of security blanket. Their familiarity provides comfort at times of stress, like visits to the dentist or going to a new child-care program. The texture, smells and even the stains on an old shirt or a torn pair of pants can lend children courage when they need it most but cannot call on their parents for help.

During elementary and junior high school, children become more aware of the social implications of what they wear and carry. They recognize the opportunity to express themselves in ways they cannot do with words.

There's an irony to adolescents' intense interest in clothing. Their wardrobes are distinctly different from their parents', but similar enough to one another's to constitute a sort of uniform, reflection one of the developmental issues with which they're struggling.

They want to show that they're much more independent than younger children, but they also don't want to be saddled with adult responsibilities. They want to think of themselves as unique, but they worry that if they stand out in any way, everyone will notice.

# UNDERSTANDING *teen* SUICIDE

BY HEATHER COHEN

Teen suicide is not the first thing that comes to mind as the new school year approaches.

But according to Melanie Faille of Suicide Action Montréal, it's a good idea to address suicide before it becomes an issue. "Suicide needs to be dealt with openly," she says, "It's a part of teen reality."

The suicide rate for teens has quadrupled since 1960. The 1991 coroner's report for Quebec attributes 61 deaths of 15- to 19-year-olds to suicide, making it second only to accidents as the leading cause of death. And for every completed suicide, there are an estimated 300 attempts.

"Teens turn to suicide as a last straw," says Bruce Cameron of The Met, a Westmount teen centre, "They are feeling overwhelmed and depressed." Cameron suggests pressures from home, school and family as well as low self-esteem can be major issues for suicidal teens.

A recent study in Winnipeg points to another cause that receives little attention. The study points out "as many as 30 per cent of completed youth suicides are committed by gay and lesbian youth," and it blames negative responses to sexual orientation as the primary reason for attempting suicide.

"Teenage years are the most difficult period in a gay and lesbian person's life," explains Bill Ryan of Project 10, an outreach program dedicated to gay and lesbian youth, "and often, the very people these teens turn to are the ones who perpetuate the negative myths about being gay." He says schools and social service agencies often do not actively challenge misperceptions, and need to begin to affirm positive images of alternative sexual orientations.

"Many gay and lesbian kids are looking for people to talk to about it," he says. "We need to give room for these kids to feel comfortable about talking."

Faille notes that all teenagers are in a stage when they "ask what their link is with society. For gay and lesbian youth, a positive link is harder to find."

## Warning Signs

Faille runs the suicide prevention programs for high schools in Montreal, and suggests these signals are warnings for many teen suicides:

- sleep disorders
  - eating disorders
  - speaking about life and death
  - talking about death in glorifying ways
  - mentioning or alluding to "I won't be around in the future"
  - putting life in order "too much"
  - giving away important and personal things to close friends and family
  - talking or joking about suicide
- Faille notes these must be taken in context of the teen's regular lifestyle.

## Dealing with suicide pro-actively

Cameron says friends and family must always be sensitive to a teens' needs and reality. "Always keep the door open to communication," he suggests. He also notes that parents need to be able to separate the deed from the doer, even when the actions of a teen may be hard to accept. That way, teens can begin to feel supported for who they are, not what they do.

Faille recommends "not to confront the person, but rather talk to the person, and don't be afraid to use the word suicide." She also encourages seeking counselling both for the teen and the family. "You can't stay alone in all this," she says. "You can't help by yourself."

She says teen suicide is linked to issues of control. She points out that everyone needs to talk freely and openly about the issue so, ultimately, teens can help each other and themselves.

Cameron notes that society as a whole needs to deal with its homophobia if gay and lesbian teen suicide rates are to drop. "We need to put an end to the myths about being gay and lesbian. We need to legitimize the lives of hundreds of thousands of youths who feel they are alone, because they are invisible."

For more information about suicide, or to get help, call or visit any of the organizations listed below.

### SUICIDE ACTION HOTLINE 934-4504

Answered by volunteers 24 hours a day. Also offers information meetings every 10 days.



### MONTREAL CHILDREN'S HOSPITAL

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### PROJECT 10

Montreal gay and lesbian youth outreach program. Offers face to face and phone counselling. Also group meetings weekly. For info, call 931-8668, and ask for Project 10.



### WESTMOUNT CLSC

300 Victoria, 934-0354  
Offers Peer counselling.

### HEAD AND HANDS

2304 Old Orchard  
Counselling available 10am to 10 pm

### THE MET

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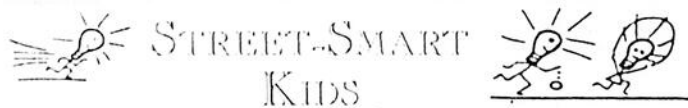
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For information please call:

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**FAST food & YOUR TEENAGER**

(SOP) Many parents give lunch money to their teenagers instead of a box lunch. The teenagers will often spend that money for a fast food lunch of hot dogs or hamburgers instead of in the school cafeteria. They are strongly influenced by what their friends do, and even though you've instilled good eating habits since early childhood, they cast them off in favour of eating junk food if that is what the others eat.

Unfortunately, avid hot dog and french fry eaters tend to be malnourished, especially if they don't also eat fruits and vegetables at lunch time. Fast foods are high in calories, high in fats (because they're usually fried), and high in sodium. And what's A, C and E, thiamin, folic acid, fibre, calcium and iron are very low or missing from fast foods. Fast foods are considered "junk foods" if they have too many calories and too few nutrients.

Teenage girls are among the most poorly nourished group in Canadian society (along with the elderly), because they are often dieting to stay slim.

(continued on page 7)



(514) 935-6357

**MISS EDGAR'S & MISS CRAMP'S SCHOOL**

525 Mount Pleasant Avenue, Westmount Québec, H3Y 3H6

# FAST food...

(continued from page 6)

They may skip meals, and when they are with friends, they nibble away at junk foods that provide them with little of the nutrients they require.

Fighting with your teenage daughter, or son, usually doesn't help. Teenagers are defiant and seek independence from their parents. So telling your teenager that french fries are bad for her might lead her to eat even more of them.

Nutritionists advise parents to try the following tactics:

- Encourage sports and active recreation. This burns up calories and makes your child hungry. If she is hungry, she is more likely to eat what you want her to eat.

- Provide good food at home. Leave the soft drinks and the cookies in the supermarket. Have plenty of juices, fruits and dairy products on hand.

- Set an example with your own eating habits.

- Provide "fast food" lunches for school. Pack a submarine sandwich or your own version of souvlaki. Make sure it is easy and fast to eat. Remember that teenagers eat and run.

- Involve your teenager in planning — and better yet, in making her or his school lunch. Draw up a shopping list with her and set that food aside in a special place in your fridge. Label the foods if necessary. Then she can make her own lunch every morning. She will eat it because she chose it and she prepared it.

## T.M.R. PRIVATE HEBREW SCHOOL

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MONTREAL WEST  
Wed., Sept. 8th, from 4 to 6 p.m.  
ST. PHILLIP'S CHURCH, 3400 Connaught Ave.  
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• Teachers must help girls develop positive views of themselves and their futures, as well as an understanding of the obstacles women must overcome in this society.

• School curricula should deal directly with issues of power, gender politics, and violence against women.

• Local schools and communities must encourage and support girls studying science and mathematics by showcasing female role models in scientific and technological fields, offering career information and "hands-on" experiences.

• General aptitude and achievement tests should reflect the fact that boys and girls do better at different types of questions.

• Woman teachers must be encouraged and supported to seek administrative positions and elected office, where they can bring insights gained in the classroom to making education policies.

For information or help, call: Centrale de l'Enseignement du Québec, Comité de la Condition des Femmes. Phone 356-8888.

Ministère de l'Éducation, Co-Ordination à la Condition Féminine. Phone (418) 644-2940.

You should also get in touch with the parent committee or the teacher union representative in your school.

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# A POLITICIAN'S Greed *by* RYAN LUDLOW

As I stared over the blackened rubble of my demolished home town, I remembered a time long ago when I was just a small boy growing up in a young and prosperous mining village. There were more jobs than there were people to fill them and wages were so high even the poorest of people were well off.

My father was the town mayor. He was an honest man and a hard worker unlike the majority of the council and its supporting bureaucrats. They were the most greed, untrustworthy and deceiving hypocrites imaginable. The deputy mayor, Gary Grasper, was the worst of them all. He had no concern for the town's welfare or the overall community. All his mean, avaricious heart desired was to make a fortune and retire a wealthy man in Florida.

Corruption was not tolerated under my father's administration and those who were caught red-handed at this crime would not be given the chance of acquittal by a judge, for they would meet justice at the end of a rope. Even the slightest dishonesty by persons in power was reviled and offenders might be found at the bottom of a river wearing cement shoes. This, my father thought, was the best way of deterring corruption, as the normal law process was too lenient toward such criminals. This is what caused Mr. Grasper to plot the mayor's death.

Mr. Grasper was a cruel and selfish man but his mind was a marvel of intelligence. He planned and executed my beloved father's murder so masterfully that no one ever suspected him of it. Afterwards, Cary Grasper became mayor. This succession sealed the town's fate.

As time wore on, Grasper became more and more obsessed with money and power. This diseased desire made him so miserable that even his spoiled and hated son despised him. His evil mind would resort to any means of making a profit no matter how heartless it was. He cared for no one.

His wife had run off with one of the bureaucrats, taking much of the town's funds with her. This was probably the reason he even noticed that she had left. Most of the council and bureaucrats retired to the Caribbean Islands.

Many of the replacements were even greedier than their predecessors. The honest politicians were incompetent and caused more damage than those who were caught.

The area's economy rapidly deteriorated along with the living conditions of the people. Poverty was a growing problem to the people of the town. Soon the community sank into total squalor. All the mines had closed and almost every company had shut down business. The majority of the population was accepting welfare (what they could get of it) and those refusing assistance in order to help the community were forced to sell all their possessions. All the transportation com-

panies had departed, which trapped the people inside the town. Even had there still been coaches available, nobody would have been able to afford them. Mr. Grasper's own income had decreased so drastically that he decided to plan his retirement. Mr. Grasper had a slight problem. He was unable to find a replacement to finish his term because the town had deteriorated into a vast slum. So he set it on fire. "I guess I solved that problem, ha ha ha." He chuckled aloud.



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THE WESTMOUNT EXAMINER'S BACK TO SCHOOL SUPPLEMENT LAYOUT & DESIGN / COVER PHOTO: KATERINA CIZEK

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