



QUEBEC HOME & SCHOOL

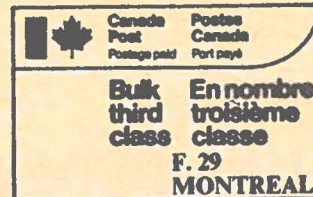
NEWS

"The Voice of the Parent in Education"

VOL. 11 NO. 3

MONTREAL

JANUARY 1974



Return Postage Guaranteed
Return to Publisher

QFHSA DELEGATION MEETS PIERRE MARTIN NEW DEPUTY-MINISTER OF EDUCATION



Pierre Martin, Deputy Minister of Education, listens while President William Miller, leader of a QFHSA delegation, describes to him parents' concerns in education today.

Mr. Pierre Martin, the newly-appointed Deputy Minister of Education for the Province of Quebec, received a delegation from Quebec Federation of Home & School Associations last December 3rd, in Quebec City, to discuss some of the principal concerns of parents in education today.

The delegation was led by William I. Miller, Q.C., President, and included Mrs. Betty O'Connell, Executive Vice-President; Mr. John Goodchild, Chairman of Resolutions and Policy; Mrs. Margot Bullen, Vice-President; and Mrs. Mary Hunter, an area representative and member of the Protestant Committee of the Superior Council

of Education. The time was spent in a very frank and free-wheeling discussion of many subjects and was held in a very cordial and informal atmosphere.

Among the major issues discussed was that of teacher reclassification. It was indicated to the Deputy Minister that although our Federation was aware of the long term approach of the Ministry to rectify the situation, we were most concerned about the absence of any short term solution to the salary cuts which had been put into effect. We pointed out that it was not only the teachers themselves who were suffering, but that in the final analysis,

Continued on page 4

Convention Reminder:

As a result of the amendments to Federation's Constitution & By-Laws at the 1973 Annual General Meeting, it is to be noted that every Home & School Association in good standing is now entitled to greater representation at our annual convention than in previous years.

According to Article V, Sec. 1, each Association is entitled to 3 delegates based on a membership of 75 or less AS AT MARCH 1ST. An additional delegate may be appointed for each additional 75 members.

ASSOCIATIONS ARE REQUESTED TO MAKE SURE THAT THEIR COMPLETE MEMBERSHIP LISTS ARE POSTED TO QFHSA OFFICE NO LATER THAN FRIDAY MARCH 1st, IN ORDER TO HAVE THE LARGEST NUMBER OF DELEGATES AT CONVENTION '74.

*Can you top this?
Yes we can!*

Wagar H & S Achieves Dramatic Membership Rise

The last issue of The NEWS carried a page 1 story of the great membership increase achieved by Beacon Hill Home & School Association in reaching a high of 91% and which asked, "Can You Top This?"

Now along comes Wagar Home & School Association who reports a membership increase over last year which can only be described as dramatic. Last year's membership totalled 114 members. Today, Wagar's membership Chairman, Mrs. Frances Kalnitsky and its President, Mr. S. Wigdor informed Federation office that current membership has now reached 375, and that they are now in the midst of a mid-year, second membership drive which they feel will bring in additional members to further increase their membership this year.

When asked to what he attributed their success, Mr. Wigdor replied, "It was just 'good, old, hard work'. We divided the whole school area, allocated sections to be canvassed on a door-to-door basis, and then went around and knocked on the door of nearly everyone of our parents. We asked for parents support, we asked them to join Home & School and they did. We also had a membership team at work in the school to sign them up when they visited the school.

Congratulations are indeed, in order, to Mr. Wigdor, Mrs. Kalnitsky and all of the other members who were involved in this very successful Home & School membership drive.

1974 Convention Plans Underway to Take Place May 9, 10 & 11

The 1974 Annual General Meeting and Conference will be held at the Hotel Bonaventure, Montreal beginning Thursday evening, Friday and Saturday, May 9th, 10th and 11th. General Chairman, Mr. Irving Gore, says that plans are well underway with a view to making "Convention '74" one of the greatest conferences we have ever held.

The change of locale from that of Sir George Williams University, which has been the site of our conferences during the past few years, to the atmosphere of the Bonaventure, is expected to add much more warmth and congeniality

to our annual get-together. In addition, the duration of the conference is being extended by an additional day so as to allow sufficient time for programming, business proceedings and social events.

The Convention committee is planning to issue a program book, the proceeds of which will assist in the financing of the convention costs. Local Home & School associations are being invited to participate in the program book project and further details are being forwarded to all associations via the mail.

The conference will commence with a keynote speaker on Thursday evening and registration beginning during the evening and continuing the following day. The business part of the proceedings will start on Friday and be concluded on Saturday. It is planned to have a wine and cheese party, as last year. A series of workshops, panel discussion, guest speakers and a host of other features is being planned for the three day event.

Mr. Pierre Martin, the Department



Irving Gore,
General Chairman,
Conference '74.

of Education's Deputy-Minister, has already accepted an invitation to participate in the convention and invitations are being extended to various other well-known educators.

A special effort is being made to set up a Housing Bank for out of town

delegates in an effort to reduce costs to a minimum for all delegates coming from outside Montreal. Another planned feature is a tour of specially selected schools in the Montreal area that will be of great interest to delegates.

Mr. Gore states that his committee presently comprises about 10 persons but with the ambitious program being planned, it will be necessary to involve many more home and schoolers in the various sub-committees including that of Credentials, Publicity, Displays, Programming, Finance, Registration, etc. It is hoped that associations will submit names of volunteers ready to work on the convention committee. Please call Federation office at 933-8244 or Mr. Gore at 273-2431 and leave your name.

The next issue of the NEWS will carry further details about the Convention but, in the meantime, associations are reminded to prepare for Resolutions, Nominations, Delegates since deadlines are rapidly approaching.

Editorial Comments

Guest Editorial

THE "SNOW JOB"

In our current pre-occupation with the English Teacher Classification scheme, and that latest example of bureaucratic zeal — Pupil's Cumulative Records, we appear to be overlooking the very disturbing shape of Montreal Island School Council developments.

As most are aware, the Island Council was established per Bill 71 with a mandate (amongst others) to plan the reorganization of School Boards on the Island of Montreal.

After two abortive efforts to introduce virtually instant unified School Boards, it might have been expected that the Quebec centralization syndrome, at least in matters educational, would have been cured. The disastrous consequences of centralization measures to date in the English speaking sector might have been expected to act as an additional curative in this respect, as even those who might subscribe to some possible benefits of centralization in the general case must have serious reservations regarding the wisdom of the same in a Quebec setting.

Not so however, the centralization or unification objective has again been launched, admittedly with greater finesse, under the plausible stratagem of an Island Council, which ostensibly will be representative of the various factions involved.

The acid test of intentions in this regard resides in the extent in practice to which this Council is truly representative in composition and proceedings. For example, a glance at the eight top bureaucrats, whom the Island Council has chosen to implement and, indeed, in some ways, help formulate policy reveals that no one is of the English-speaking community, and that six of the eight have very long established connections with the Montreal Catholic School Board, a board that is increasingly politicized and anti-English-language education in its philosophy.

The procedures and structure of the Council in no way reflect the 40% interest of English speaking residents of the Island of Montreal, and the presence of representatives from the two Protestant boards serves only to lend credence to a blatant "snow job", and to the appearance of acquiescing in the demise of the last vestige of English language educational control.

Anyone differing from this viewpoint is invited to obtain and study a copy of the Council Newsletter Vol. 2 No. 1 — Dec. 1973, and also ascertain from those close to the scene the actual extent in practice of the 40% English speaking representation.

Sidney Dutton,
President, Beaconsfield High H. & S.
Area Rep. Lakeshore.

TEACHER CLASSIFICATION

As teacher classification continues, two reactions become discernable. Where teachers have maintained a boycott of extracurricular activities as a strategy to keep parental pressure on the government, resentment is developing: resentment among the students whose school day is being diminished by the extra-curricular curtailment, and resentment from parents whose students are being used in a labour-management struggle.

No one likes the extra-curricular boycott, including the teachers, many of whom feel a sense of deprivation at the loss of personal contact with the students. After all, a student-teacher relationship is part of what education is about. But since they are forbidden by law to strike, the teachers see the boycott as justifiable, although undesirable.

What must not be permitted to happen is that teachers and parents wrangle with each other, concentrating their attention on increasingly hurtful recriminations, while the Department of Education, which imposed the unjust and inflexible classification system in the first place, escapes unscathed from parental pressure, and continues with teacher classification.

* * *

The second reaction is one of mystification: what is happening at the negotiating table? In October the government promised a satisfactory adjustment to some of the more unacceptable aspects of the classification. By late December government officials and some teacher representatives showed some optimism. Obviously, something was in the wind. But instead of a public announcement of a government offer, silence.

What has happened? Did the government make an offer in good faith? Is it government intransigence or dissension among the different components of the teachers' bargaining unit that is causing a delay? Although the teachers negotiate as a unit, that unit consists of the CEQ (French-speaking and nationalistic), PACT (English Catholic) and PAPT (English Protestant). Since the English-speaking teachers have suffered most from classification, is it feasible that a government offer was more than a majority CEQ was willing to accept, if it favored English-speaking teachers?

This is a hypothesis, based on nothing more than the silence from the negotiating table. Parents need to be informed: they should be told what is happening. Something upset the hopeful expectations that were current in December. But if it is dissension among the teacher unions rather than government that is causing the delay, what, then, is the justification for continuing with the extra-curricular boycott?

W.P.

Cartoon of the Month:



"... Mr. Minister, we can assure you that this Brief represents the consensus of our membership..."

Board of Directors Meeting Highlights

The last meeting of the Board of Directors took place on November 24th, 1973 at LaSalle High School. In attendance were 36 members of the Board, consisting of the Executive, Area Reps, Committee Chairmen and observers. Mrs. Dorothy Frankel and Mrs. Denise Arrey, two of our past Presidents were present.

The principal items of business were as follows:

- We were advised by Canadian Federation of Home & School that a meeting was being arranged with Mr. Hugh Falkner, Canadian Secretary of State, for the purpose of following up our Resolution dealing with the accountability of Federal grants to the Provinces for funding programs of bilingualism.

- We were invited to present a Brief to the Canadian Government on a newly proposed Immigration policy to be adopted in the near future.

- We were advised that two Home & Schoolers, Mrs. Mary Hunter of Hudson, and Mrs. Mary Jeffries of Arvida, had been appointed by Order-In-Council to the Protestant Committee of the Superior Council of Education.

- Ratified the following committee chairmen appointments:

Dorothy Chant, Membership Chairman
Mr. Irving Gore, 1974 Conference Chairman
Pauline Ashton, Publicity & Public Relations
Joan Riches, QAPSB Liaison
Allison Irwin, QACLD Liaison
Charlotte Steinberg, PACE Liaison
Colin Smethurst, Membership Awards.

- Heard Area Representative reports from:

North Island, Mrs. J. Katz.
Town of Mount Royal, Mrs. F.

Richardson

District of Bedford, Mr. Bill Clinton
Montreal West, Mr. F. Silk
Gaspé, Mrs. D. LesGresley
Lakeshore, Mr. John Goodchild
Dorval, Mrs. N. Thompson
LaSalle, Mrs. J. Healey
Châteauguay Valley, Mrs. R. Pidduck

Lakeshore, Mr. T.S. Dutton
Côte St. Luc, Mrs. C. Steinberg

- Adopted a Resolution to the effect that the mental ability and aptitude tests to be administered to Secondary V students not be entered on the students cumulative record.

- Adopted a Resolution requesting that Federation take steps to call upon the C.B.C. and the B.G.G. to bring about English language T.V. in the Saguenay-Lac St. Jean region, where none presently exists.

- Approved Richelieu Valley Regional High School to Associate Membership; Wentworth School Committee to Associate Membership; and LaSalle Home and School to full Membership.

- Approved setting up a Committee to deal with Immigration policies and a Committee to deal with Inner-City Schools.

- Received the report from Allison Irwin dealing with the Leadership Conference attended by well over 200 delegates and observers representing 62 Montreal Island Home & School Associations and 12 Off-Island Associations.

- Received a report from Mr. M. Kussner, concerning the preparation of a CEGEP Committee Brief which will be presented to the Superior Council of Education in due course.

- Members of the Board were given an inspection tour of the new comprehensive LaSalle High School by Mr. Ian Trassler, its principal, during an intermission of the day's proceedings.



The Quebec Home & School

NEWS

Published by the Quebec Federation of Home and School Associations,
4795 St. Catherine Street West, Montreal H3Z 1S8. Tel. No. 933-8244.

Winifred Potter, Editor
Legal Deposit Quebec National Library.

QUESTIONS AND ANSWERS: From The President

Although regularly held monthly executive meetings and quarterly Board of Directors meetings provide Federation's leadership with a broad, continuous flow of information from the grassroot levels, there is no substitute, of course, to observing Home and School activity at first hand. It was with this thought in mind that, in recent months, I accepted invitations to speak to parents in Home & School associations in different parts of the Province including Carlyle School; LaSalle High School; Beaconsfield High School; Sir Arthur Currie School; and, Westminster School.

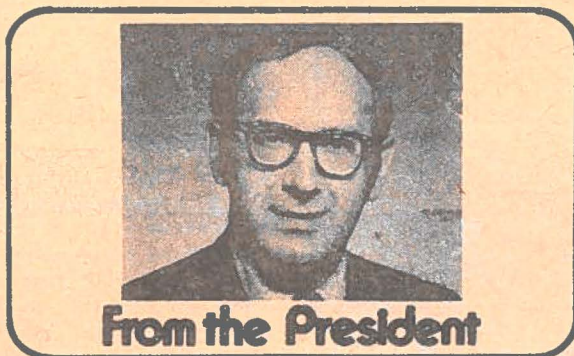
In this column I wish to share with you some of the more frequently asked questions, wherever I visited, and their answers.

Q. What is Home and School?

A. It is a voluntary organization of parents and others dedicated to the education, health and welfare of our children and youth. It provides a medium for the continuous interchange of ideas and information between parents, teachers, school boards, the education ministry, the government, and the community in general. Its raison d'être is *education* — both in and outside of the school; both for the student and the parent; the improvement of educational facilities and standards; and the enlightenment of public opinion to the end that any worthwhile cause in the field of education may not lack its support. Let's remember that a parent's interest in school activities sets the climate for their children's educational attitude.

Q. Why belong to Quebec Federation of Home & Schools?

A. There is no way that a purely local effort or a school can hope to affect or influence the major decision-making process in the field of education today, regardless of its strength and enthusiasm. This is particularly in the so light of the complex and highly centralized manner in which education decisions are arrived at. Only by uniting on a Province-wide basis in Quebec Federation, which is the only independent, autonomous body of English-speaking parents in the Province of Quebec, can we hope to continue to speak with one voice, strong enough to be listened to. If trends and direction that education takes in this Province are to conform to the wishes of the people, parents in particular must have some channel through which to express their views. Teachers, School Administrators, and School



Boards have strong, province-wide organizations; but only Quebec Federation of Home & School Associations has, during the past 30 years, undertaken to represent parents and others who are interested in improving the quality of education in the Province of Quebec.

Q. Since we now have school committees, do we still need Home & School?

A. School committees essentially were created to give parents a voice in matters of education, primarily in the French sector, where no parental involvement previously existed. At that, the idea was to give parents in each school a representative quality, that is to say, a group of between 10 to 25 parents were elected to act on behalf of the whole parental body as a form of liaison. Home & School was in favour of the idea and helped shape the regulations governing these school committees. However, we should not confuse these school committees with Home & School which seeks to actively involve all parents and even non-parents, on a continual basis throughout the year, on a myriad of activities provided in a Home & School program on a local, provincial and national level which a school committee could never hope to accomplish.

Q. How is Federation policy made?

A. Quebec Federation of Home & School Associations, as its name implies, is a federation, and is made up of some 130 local Home & School Associations. Policy decisions are made at the convention held in the month of May each year, at which time the delegates from each local debate and vote on the series of Resolutions which are submitted by the local associations prior to each annual meeting. Moreover, the board of Directors of Federation, comprising representatives from the 38 regions of the Province, together with the Provincial executive, meets at

William I. Miller, Q.C.
QFHSA President.

least quarterly, at which time the views and attitudes from the various regions are taken into account in formulating policy. Finally, in those cases where Briefs or Submissions are presented to Department of Education and other official bodies, the Local Associations are first canvassed in order to obtain the consensus of the membership at large.

Q. Who may join? Do I have to be a parent or a teacher?

A. Membership is open to anyone interested in the welfare of children and youth — parents, teachers, retired persons, non-parents, anyone in the community. In addition to individual membership, associate membership is available to groups or association of people, such as school committees, who are interested in promoting the same objectives as our Federation.

Q. What does Federation do with our affiliation fees?

A. 12½ cents of each dollar goes to Canadian Home & School Federation as your affiliation fee in that group; 40 cents of the dollar goes toward publication of the QFHSA NEWS which is mailed directly to every member throughout the Province; another 12½ cents reflects the cost of publications, leadership-development, conferences and workshops, preparation of briefs, membership pamphlets, handbooks, leaflets, etc.; The remaining 35 cents maintains the office, secretarial staff, postage, telephone, rent and taxes and accessories.

Q. Is the membership fee deductible for Income Tax?

A. No, but since January 1, 1974 our Federation has been granted charitable status by the Department of National Revenue which means that all gifts and contributions made to a local Home & School Association, the Quebec Federation of Home & School Associations, and to the National Federation, become tax deductible. We hope that this newly granted status will encourage many community-minded individuals and corporate groups who would not otherwise have done so, to make financial contributions to Home & School Federation.

Q. If I join, do I have to attend meetings?

A. We'd like to have your active support, but if this is not possible, your financial assistance as well as your influence (through increased membership) will help us expand and fulfill our efforts as a constructive force in education in Quebec.

Two New Vice-Presidents elected to QFHSA Executive Committee



Rev. Bill deWitt Clinton

Rev. Bill Clinton, a Vice-President on QFHSA executive in 1972 and again in 1973, who was unable to accept nomination at last year's Annual Conference, has once again returned as a Vice-President on the Provincial Executive, having been elected on December 3, 1973 at the monthly executive meeting to complete the term of Mr. C. Valentzas who had resigned.

Rev. Clinton has children at Heroes Memorial School and Massey Vanier High School. He has served on Heroes Memorial Home and School Association executive. Born and educated in Quebec, he attended McGill University, Bishop's University and the University of Vermont.

During his terms of Vice-President,



John Goodchild

he has represented Federation at several conferences on Religious education in schools and served on Resolutions Committees. He is currently Chairman of Federation's Teacher Classification Committee which has just completed a Brief on the subject.

At the monthly executive meeting on January 7, 1974, John Goodchild was elected vice-president to the QFHSA Executive Committee to complete the term of Suzanne Klag who has resigned.

A resident of the Lakeshore, Mr. Goodchild has three children, ages nine to fourteen, who attend West Island schools. He has served Home and School in various capacities: as vice-president and president of Northview

QFHSA to Submit Brief on Student Cumulative Record Regulations Changes

As a result of the request made by our Federation and various other groups, the deadline for presentation of Briefs to the Department of Education on the issue of student cumulative record regulations has been extended to March 22, 1974. Federation had originally been called upon by the Department of Education to submit our views, opinions and suggestions on this critical issue, by no later than January 15th, but it was felt that there was insufficient time in which to conduct a reasonable survey of our associations within the specified time limit. The extension will now enable all Associations to forward their comments to Federation office and to allow sufficient time to prepare our brief.

Home and School Association; as area Representative for the John Rennie District, as President of the Lakeshore District Council, and for the past three years as chairman of QFHSA'S Resolutions and Policy Committee. He has represented the Quebec Federation of Home and School Associations at other provincial Home and School conferences, and has been a member of several QFHSA'S delegations to different provincial ministries and commissions.

Currently he is engaged in chairing QFHSA'S Committee on Cumulative Records.

Mr. John Goodchild, newly-elected Vice-President of the Executive Committee, is the chairman in charge of presentation of our Brief. Locals are requested to communicate with Mr. Goodchild and convey to him their views on this very contentious question, by no later than Friday, February 22nd.

A delegation from Quebec Federation expects to meet in the near future with Mr. Jean-Guy Godbout, Director of the Measurement and Evaluation Service, of the Department of Education, to examine all aspects of the student cumulative record concept and the possible amendments which are contemplated for the existing regulations.

•••

ENGLISH LANGUAGE T.V. FOR SAGUENAY

A resolution requesting English language T.V. service for the Saguenay-Lac St. Jean area was passed at the November meeting of the QFHSA'S Board of Directors. Letters containing this resolution have been sent to the C.R.T.C., the C.B.C., the Federal Department of Communications, and the Quebec Ministry of Cultural Affairs.

If local associations would like to write to their local Federal M.P. on this matter, copies of the resolution can be obtained from the Federation office.

QFHSA Delegation to new Deputy Minister



John Good Child, QFHSA Resolutions Chairman, Pierre Martin, Deputy Minister of Education, William Miller, President, QFHSA, Margo Bullen, QFHSA Vice-president and Mary Hunter, Area Rep, are all smiling for the photographer — QFHSA Executive Vice-President, Betty O'Connor.

(Continued from page one)

the students and parents, were the ones who were bearing the brunt of teachers' withdrawal and abstinence from extra-curricular activities and the like.

The Deputy Minister replied that the Study Commission set up to re-study the whole teacher reclassification issue has been at work, researching the matter in all of Canada's provinces and in 32 of the United States and that it would be ready to begin hearing of briefs in January 1974. Its Report was expected in June 1974. He indicated further that they were in the midst of conducting new negotiations with School Boards and Teachers' Unions and he was optimistic of a short term solution to the pay cut problem.

Our delegation reminded the Deputy Minister that Quebec Federation was presently in the process of preparing its Brief for presentation to the Study Commission and that in line with our policy, we were canvassing all of our Home & School Associations to gain a consensus on the issue.

The second major item of importance raised with the Deputy Minister was the whole concept of the Student Cumulative Record. He stated that his Department was taking "a whole new look" at the matter and that the thorough review was being undertaken by Mr. Jean-Guy Godbout of his Department. The Minister suggested that our Federation arrange to meet

with Mr. Godbout to convey to him our viewpoint on the matter and that our views would be taken into account in a reconsideration of the Student Cumulative Record concept.

Other issues discussed with the Deputy Minister included Cross-Board Educational Facilities (which formed the basis of our Resolution No. 1 at our last Convention — 1973) and the hiring of sufficient number of Technical and Vocational Teachers. On the first item, we were instructed to submit to the Ministry a detailed review of these situations and the Deputy-Minister promised to look into the matter himself. He appeared to be concerned that although the number of students involved was small, that the prejudice caused to them was very great, and he felt that something might be done to alleviate this problem. As regards the latter item, we were informed that it was being taken into account in a review of the overall teacher reclassification problem.

The meeting ended with the suggestion being made by the Deputy-Minister that we meet with him twice a year, on a regular basis, once at the beginning of the school year and again during our Convention time. In this connection, the Deputy-Minister accepted our invitation to be our guest at our 1974 Annual Meeting and Conference.

Two Home and Schoolers Appointed to The Superior Council Of Education Protestant Committee



Mary Hunter



Marion Jeffries

Mrs. Mary Hunter of Hudson and Mrs. Marion Jeffries of Arvida, the two new appointees to the Protestant Committee are both Home and School members. Mrs. Hunter was born in England, obtained a nursing degree there, emigrated to Canada in 1954 and married a Canadian biologist in Fisheries Research. She has been a public health nurse at Frobisher, Baffin Island, and has two children both at

Hudson High School. In 1970-72 she was an elected School Commissioner for the Hudson Protestant School Board; at that time she acted as liaison between the Board and the Hudson Home and School Association; in 1970-72 she was chairman of the Lakeshore Regional School Board; in 1972 to June 1973 School Commissioner of the Harwood School Board. She is a member of the Hudson Home

School Committees Eligible for QFHSA Associate Membership

School Committees throughout the Province are being reminded that they are eligible for associate membership in Quebec Federation of Home and School Associations as a group. Whether there is a Home and School Association in the school or not, school committees can avail themselves of a section of QFHSA's Constitution which provides a category of membership, called Associate membership. It enables the school committee, for a nominal fee, to keep in contact with the only provincial-wide federation of parents in the Province by receiving its mailings, news releases, reports and also has observer status at the annual convention.

William I. Miller, Q.C., QFHSA President declared that "the chief advantage in such associate membership with our Federation is the oppor-

tunity to work together towards Province-wide goals. No school committee, regardless of its strength or enthusiasm, can ever hope to achieve on its own the type of objectives which we all seek in attaining effective quality education for our children and youth in this Province. However, in joining with our Provincially oriented Federation, these school committees, new to the educational scene, can channel their views through our province-wide organization.

An ever increasing number of school committees have obtained associate membership status since last year. School committees interested in such affiliated are requested to contact QFHSA office at (514) 933-8244 or write, Quebec Federation of Home & School Associations, 4795 St. Catherine St. West, Montreal 215, P.Q.

IT'S THAT TIME AGAIN — Resolutions for the Annual General Meeting

The Chairman of the Resolutions Committee has written to all association presidents requesting them to send their resolutions to the Resolutions Committee by MARCH 1st.

Standing rules and the date of the Annual Convention require that the LAST DATE for the receipt of submissions will be NOON, MARCH 14

for resolutions, and APRIL 25 for amendments.

Since the Resolutions Committee has such a short time to process the resolutions, no extension to these dates can be permitted unless the matter is one of an urgent nature, as referred to in Standing Rule number 9.

President's Award To Be Given For Best Bulletin/Newsletter

With a view to stimulating the increased growth and development of local Home and School Communications, an Annual President's Award will be given to the Home and School Association with the best Newspaper/Newsletter/Bulletin during the year. The publication can be printed, mimeographed or duplicated in any form, and in order to qualify, an Association must have circulated a minimum of 2 issues during the year.

The contest deadline is April 15th, 1974. Associations are requested to send 1 copy of each of their 2 or more issues to Quebec Federation office by the contest deadline, clearly marked, CONTEST. The Editor of The News and two other judges will judge the winning bulletins.

The trophy to the winning Association will be presented at the 1974 Annual Conference being held at the Hotel Bonaventure in May.

PREMIER PASSBOOKS

It's not too late for Home and School members to enjoy good dining at reasonable prices with Premier Passbooks. At \$8.50, it's still the same price as last year, but this year's passbook offers you more choice. Some of the additions are interesting eating places such as Le Vieux Amsterdam, Katsura Japanese

Restaurant, La Baratte, and Auberge La Belle Poule in Old Montreal. If you want more information, 'phone or write Federation office. For your own pleasure, or for a birthday or anniversary gift, order premier passbooks from Federation Office, enclosing \$8.50 per order.

and School Association and reports that she has attended four Federation Annual Meetings in the past five years. At present she is an Area Representative for the Lakeshore in QFHSA.

Mrs. Marion Jeffries was born and educated in Alberta and holds a BSc from the University of Alberta. She married a Quebecker and raised a family of five. In 1968 she began a second (or third?) career as a chemistry teacher at Saguenay Valley High School. She obtained a B.Ed degree from the University of New Brunswick in 1971. She is a member of the Saguenay Val-

ley Home and School Association.

The Protestant Committee consists of the following: Mr. William M. Munroe, chairman (Granby); Rev. Keith H. Eddy (Bedford); Mr. L. V. Fuller (Three Rivers); Mrs. Marion Jeffries (Arvida) Rev. Robert S. Jervis-Read (Lennoxville); Mr. John C.T. Johnson (DeWittville); Mr. Alan W. Jones (Lennoxville) Mrs. Constance Middleton-Hope (Hudson Heights); Dr. Alana Reid-Smith (Montreal); Rev. Dr. John A. Simms (Montreal) Mr. Francis W. Slingerland (Quebec) Mr. Lloyd F. Somerville (Richmond); Rev. W. Nelson Thomson (Montreal).

DEADLINE FOR THE NEXT ISSUE: FEB. 28, 1974.

Associations — send in your news, Home and School Members, send in items of interest. Photos to accompany your text are always welcome.

CHILDREN OF THE INNER-CITY

by
**MATT CRAIG, Principal of
 Devonshire and Strathearn.**

When I walk into the basement of Devonshire School at the opening of the school day the ping pong tables are in full use. Children run to hold open the fire doors and they sing out, "Good Morning!" Some parents have already arrived and they huddle in small groups, frequently clutching younger offspring who have yet to take the giant step into membership in the inner-city school.

Mind you, we start them early at Devonshire. One mother was registering her four-year old son when the older daughter turned and said,

"I don't know why you would want to take my brother into school yet. He doesn't even talk."

The mother gently put her hand on her daughter's arm and quietly rebuked her.

"You didn't talk at that age either."



Nadine Huggins, Steven Greenaway, and Peter Paraskevopoulos develop social skills as they play house.

THE PRE-KINDERGARTEN CLASS

The pre-kindergarten class is strangely quiet when you compare it with the lusty lungs of the older children. But we are optimistic that this one change of starting inner-city children one year earlier will have far reaching effects. The adjustment to school is so much happier, that attitudes, learning problems, and dropout statistics should all be favourably affected.

The school busses arrive. Two of the teacher aides lead the way, glad of the ride with their children. At the same time they offer free supervision for the harrassed bus driver.

The bell rings, but not always when it should because children take turns at the office and they don't tell the time too accurately. And we all understand how important it is to have your turn as office monitor. The bell has lost much of its authority. The silence and the military lines have disappeared. The children, laughing and talking, make their way to the classroom where the teachers await them.

THE MOST IMPORTANT FACTOR

I believe that the quality of the teaching staff is the single most important factor in the success of the inner-city school. It requires a staff of mature, experienced teachers who want to work there — teachers who are understanding and warm — who will hug a child when he cries and not cringe at odours and lice and the odd cockroach. But they must be serious about motivating children to learn, have an abundance of enthusiasm and not be easily discouraged. A strong nervous system is essential but it must be tempered with love and humour. Inner-city teachers are like that. They work too hard, worry too much and go home exhausted. But they like it. They feel challenged and needed and they choose to stay on.

Teachers in the inner-city plead for many things but at the top of their list is the crying need for fewer children in each classroom. Some consideration is given at the present time but it is not nearly enough. Children who live in the centre of the city need more contact with adults. There are

other ways of increasing the adult population in our schools and these must be exploited. Teachers must learn how to work with other adults, giving these non-teachers the opportunity to assist and contribute according to their own skills and talents. Social workers, university students, volunteers, parents, teachers in training, local initiative projects, CEGEP students and high school students are able to help and should be encouraged to do so.

PARENT AIDES

One of the most exciting innovations in the inner-city schools has been the hiring of parents from the community to work as teacher aides and monitors. The latter group has been in existence for several years and has had a substantial effect on supervision at noon hour. Teacher aides are being used on an experimental basis but they have already proven their worth. Communication between school and community is helped considerably by the presence of these parents in the schools.

Parents in the inner-city need to have a voice in their schools. Indeed the first step in involvement should be a belief that the school belongs to the parents and the community. Secondly there should be a friendly atmosphere that encourages parents to spend time in the school.

SAFETY AND PLAY AREAS

Safety is usually the first issue that parents wish to discuss. Traffic control is badly needed. Reduced speeds in school zones, with more stop signs and crosswalks would help. Less parking would also give greater visibility for children and drivers. There is a growing awareness that some suburban communities and other metropolitan areas do take greater precautions to protect their children.



Four year old Betty Lou Quienty learns to work with crayons.

Closely related to traffic is the provision of adequate play area. School yards are rarely large enough, and the cost of land is much higher in the centre of the city. Blocking off streets, sharing parks with municipal authorities and expropriating buildings near schools are possible and being done in individual cases. A more active planning by city and school officials in consultation with local community groups would do much to improve conditions. We just could develop some plans for combining parking areas with play grounds, shaded green areas with solid play structures for little children, and maybe even use roof tops for flowers, fresh air, and relaxation.

INNER CITY TEENS

Parental participation dwindles as problems become less concrete and as children grow more independent. The young teen-ager has outgrown the



Helen Boutsarakis rests a moment while playing with a truck.

elementary school but is not yet ready to make his way in a large high school dominated by older students. The gap between parent and child seems to widen at this point and the young adolescent develops strong ties with his peers. He is also frequently strongly influenced by some adult who becomes his instant idol.

Strathearn School with a population of less than four hundred students at the Grade Six and Seven levels, is able to set its program specifically to meet the needs of the early adolescent. Growing independence is promoted by offering students freedom to move from class to class. A high school timetable is in operation, but the students remain in the same group for a large part of the day. They are well known by the homeroom teacher and the size of the school makes communication within the staff very easy.

Students at this age are highly impressionable and some idolize their teachers. At the same time many students need to improve their self-image. Who is in a better position to give a student a sense of worth, a confidence in self-expression, or a willingness to be creative than the professional educator?

Adolescents in the inner-city are exposed to many temptations. The giant department stores display their abundance of material goods, yet these products of an affluent society are not readily available to the poorer members of society. A strong school and community program is necessary to offset these bad influences. The segregation of young teen-agers in a small school setting such as we have at Strathearn, is helpful. It is interesting to note that other sections of the inner-city are requesting small local junior high schools. This may be a way to reduce dropouts.

THE EVOLVING SCHOOL

Inner city schools are changing. The regimented prison-like atmosphere has gone forever. Buildings are becoming much more colorful and open. Social and educational needs are being met more effectively. The school is more child-centred, more human, more ready to accept each child and to make a place for him. Many deficiencies come from factors outside the school. Poor housing, unstable incomes, broken homes, poor health, mental disease, alcoholism cannot be wiped out in the twinkling of an eye. But there is a growing hope that the evolving school will play a larger part in changing our society. To those who work in the inner city schools this conviction is more than a dream, and the pleasure of serving these children doubles the reward.

As the day draws to a close I see teachers leaving the building arm in arm with children — some helping to carry things, others wanting a final hug or kiss. From the gym come shouts of vigorous competition. A few parents drop in to the Montreal Children's library to join some children

Continued on page 7

QFHSA TEACHER CLASSIFICATION BRIEF RECOMMENDS SCRAPPING EXISTING SYSTEM:

HOW SHOULD A CLASSIFICATION SCALE BE MADE?

It is acknowledged that an effective teacher needs a general education, knowledge of what is to be taught, training in the techniques of teaching and practical experience in teaching.

Our Federation recommends that the above four dimensions be taken into account in the construction of any new teacher classification system and scale of remuneration as follows:-

1. That the principle of years of scholarship be abandoned; individuals take varying periods of time to attain the same levels of academic and practical preparation; the superior student has frequently been able to complete his studies faster than the average;
2. That the principle of academic (or trade) objectives attained related to the dimensions of general education and the field of teaching together with professional training constitute the basic placement of a teacher on any scale, i.e., academic (or trade) degrees and teacher certification; specific recommendations in respect of technical and vocational teachers will be developed in Section B following;
3. That salary depend upon years of experience — in teaching, and a proportion of years in related fields, to an outside maximum of 15 years;
4. That some criteria be sought for in order to reward or provide incentives for professional development and professional effectiveness;
5. That incentives outside any salary scale be provided to encourage teachers to be willing to offer their services to isolated areas according to need.

HOW SHOULD TECHNICAL AND VOCATIONAL TEACHERS BE CLASSIFIED?

Teachers of Technical and Vocational (Trade) Skills and Subjects have special classification problems, because many of them left school quite early to learn their trades. Despite their years of on-the-job experience which would seem to be a prerequisite for teachers of such subjects, they receive no recognition in the "Manual" for much of their training.

The "Manual" seems to assume that universities are the only institutions where preparation appropriate to teaching takes place. This assumption is manifestly wrong, most obviously in respect of teachers of technical and vocational trades and skills. Furthermore, a university degree is no guarantee of wisdom or of maturity.

Just as our schools become polyvalent, so our teachers will have varied skills, but in human terms, the teachers of pupils who do not proceed to university are in a very real way as important as teachers of those who are university oriented. In fact, competent teachers whose orientation is non-university can make a positive contribution to their students by this very orientation.

In view of the above, our Federation submits that for the present there should be a classification system in respect of Technical and Vocational (Trade) Teachers which is quite different from that of Academic Teachers.

It should have built into it recognition of relevant trade training and relevant on-the-job experience. Noting that many who have entered the teaching profession from the trades or technologies are masters in their field and foremen or managers in their former employment, it seems appropriate that such positions should be taken into account in reckoning their placement on any scale of scholarship.

Further, our Federation recommends that great flexibility should be allowed in placing teachers on any scale — with a substantial degree of discretion being allowed Boards in deciding how much on-the-job training and experience should be applied to the "Scholarship" co-ordinate and how much to the "experience" co-ordinate of the scale.

Further, salaries should be such as will attract competent applicants from the trades and technologies to the teaching profession — and to retain them.

Our Federation realizes that the construction of a

PREAMBLE

The Quebec Federation of Home & School Associations at its Annual General Meeting held in May 1973, passed two resolutions on the issue and conflict arising in respect of Teacher Classification to be directed to the Minister of Education.

The first referred to "declassification" of teachers; the second referred to the classification of Technical and Vocational teachers. These resolutions were submitted in due course to the Minister.

This Brief to the Commission of Study on the Classification of Teachers constituted by the Minister represents the continued interest, concern and involvement of our Federation in the very serious issues which have a direct effect on the quality of education of our children.

Quebec Federation of Home & School Associations includes 122 member associations with a total of 15,000 family members. This Brief is based on answers to a questionnaire sent out to all associations; 89 questionnaires were returned, representing 74 associations, or 61% of our membership. This Brief has received the ratification of the Executive of our Federation and thus represents its consensus.

It is the belief of Quebec Federation of Home & School Associations that it has a responsibility to concern itself in the issue and problem of Teacher Classification for several reasons:

1. The present dispute affects the quality of the school life of our children; "declassification" demonstrably undermines the morale of our teachers. Teachers, like everyone else, need to

feel that their work is proper for other people. In Quebec, right or wrong, we feel that their employer, the government of the province, has given them due recognition for their work. In many instances, "declassification" comes as a most serious blow to a teacher's dignity — a strain on a lifetime of dedicated service to the children.

2. Preoccupied by disputes over "declassification", the government, Board of Education, cannot concentrate on what is its primary concern — the satisfaction of the children's needs and the improvement of the quality of education.
3. The School Boards and the Minister of Education of the Province — the employers of the teachers allegedly have no right to answerable to voters, including those who elected their membership.
4. The money paid to teachers comes from us, the taxpayer. The present system of democratic government is derived from the concept of the citizen's right to know how his tax money is being spent. The Minister of Education has invited the submission of briefs and recommendations — and the Quebec Federation of Home & School Associations hereby addresses its response to the invitation.

scale to correspond adequately to the needs of the Technical and Vocational area is exceedingly difficult, that correspondence between various fields is very difficult to determine, that workload and pressures unique to certain fields may require consideration. But it is completely inappropriate to attempt to simplify the complexities of the situation or to solve the problem by impressing such teachers into an Academic Classification system which is irrelevant.

THE TREATMENT OF "DECLASSIFIED" TEACHERS:

Many teachers have been "declassified"; that is, they have been degraded from the classification into which their school board employers had placed them on entering service because of the directives contained in the "Manual."

In respect of some teachers, "declassification" was effective from the time pertinent sections of the "Manual" were issued when Boards reclassified them in accordance with it, and salaries were frozen until they corresponded to the salaries set forth in the new, lower categories.

In other instances, notwithstanding the "Manual" directives, some Boards were able to sustain the salaries to which these Boards felt their teachers were entitled. When such Boards were no longer able to keep up payment of salaries beyond what was allowed according to the "Manual", the salaries of the now "declassified" teachers were actually reduced — to salaries comparable to those of their colleagues who had been "declassified" previously.

Our Federation recognizes the following:-

In principle, common criteria should be applied to all, and thus "Declassification" would seem appropriate and fair where criteria for a given classification are not met.

However, it is to be noted that such instances of

teachers inappropriately classified in the "Manual" were discovered of the "Manual" were issued.

Seemingly many such teachers were in good faith for several years.

All teachers' expectations are based on the minimum previously determined classification. It is assumed financial obligations inherent in such classifications.

Also, the previously determined classification together with the remuneration in respect of the teachers as has been said, "acquired" teachers —, and on the part of the employer, at least morally, contractual obligations of earnings and anticipation of "declassification" in the face of mounting expectations.

Finally, since the Minister of Education has invited the submission of briefs and recommendations — it is evident that decisions on the directives contained in the "Manual" are rendered tentative.

In view of the foregoing, our Federation recommends until the Minister of Education receives the recommendations of the Commission of Study that it

1. That no teacher shall be degraded from the classification into which he or she was placed and except in those cases where the loss is obvious and flagrant the original classification shall be restored to the teacher.
2. That all teachers who have been "declassified" shall have their original classification restored to them.
3. That monetary loss suffered by teachers who have been "declassified" be restored to them.

Our Federation further recommends that the Commission of Study that it

deal with cases of teachers

CLASSIFICATION BRIEF

CRAPPING EXISTING SYSTEM:

Brief Presented to Commission
of Study on the Classification of

PREAMBLE

The Quebec Federation of Home & School Associations at its Annual General Meeting held in May 1973, passed two resolutions on the issue and conflict arising in respect of Teacher Classification to be directed to the Minister of Education.

The first referred to "declassification" of teachers; the second referred to the classification of Technical and Vocational teachers. These resolutions were submitted in due course to the Minister.

This Brief to the Commission of Study on the Classification of Teachers constituted by the Minister represents the continued interest, concern and involvement of our Federation in the very serious issues which have a direct effect on the quality of education of our children.

Quebec Federation of Home & School Associations includes 122 member associations with a total of 15,000 family members. This Brief is based on answers to a questionnaire sent out to all associations; 89 questionnaires were returned, representing 74 associations, or 61% of our membership. This Brief has received the ratification of the Executive of our Federation and thus represents its consensus.

It is the belief of Quebec Federation of Home & School Associations that it has a responsibility to concern itself in the issue and problem of Teacher Classification for several reasons:

1. The present dispute affects the quality of the school life of our children; "declassification" demonstrably undermines the morale of our teachers. Teachers, like everyone else, need to

feel that their work is properly appreciated by other people. In Quebec, right now, they do not feel that their employer, the government of the province, has given them due credit or recognition for their work. In many instances "declassification" comes as a most severe blow to the teacher's dignity — a strange reward for a lifetime of dedicated service to his pupils.

2. Preoccupied by disputes over pay which have been embittered and exacerbated by "declassification", the government, Boards and Teachers cannot concentrate on what ought to be their primary concern — the satisfaction of children's needs and the improvement of education.
3. The School Boards and the National Assembly of the Province — the employers against whom the teachers allegedly have a grievance are answerable to voters, including ourselves, who elected their membership.
4. The money paid to teachers — or not paid — comes from us, the taxpayers; our whole parliamentary system of democratic government is derived from the concept that the taxpayer has the means of determining and the right of knowing how his tax money is being spent.
5. Finally, the Minister of Education has called into being the Commission of Study on the Classification of Teachers. This Commission has invited the submission of studies, comments, briefs and recommendations — and to this Commission, Quebec Federation of Home & School Associations hereby addresses this Brief in response to the invitation.

scale to correspond adequately to the needs of the Technical and Vocational area is exceedingly difficult, that correspondence between various fields is very difficult to determine, that workload and pressures unique to certain fields may require consideration. But it is completely inappropriate to attempt to simplify the complexities of the situation or to solve the problem by impressing such teachers into an Academic Classification system which is irrelevant.

THE TREATMENT OF "DECLASSIFIED" TEACHERS:

Many teachers have been "declassified"; that is, they have been degraded from the classification into which their school board employers had placed them on entering service because of the directives contained in the "Manual."

In respect of some teachers, "declassification" was effective from the time pertinent sections of the "Manual" were issued when Boards reclassified them in accordance with it, and salaries were frozen until they corresponded to the salaries set forth in the new, lower categories.

In other instances, notwithstanding the "Manual" directives, some Boards were able to sustain the salaries to which these Boards felt their teachers were entitled. When such Boards were no longer able to keep up payment of salaries beyond what was allowed according to the "Manual", the salaries of the now "declassified" teachers were actually reduced — to salaries comparable to those of their colleagues who had been "declassified" previously.

Our Federation recognizes the following:-

In principle, common criteria should be applied to all, and thus "Declassification" would seem appropriate and fair where criteria for a given classification are not met.

However, it is to be noted that such instances of

teachers inappropriately classified according to the "Manual" were discovered only after pertinent sections of the "Manual" were issued.

Seemingly many such teachers had been so classified in good faith for several years.

All teachers' expectations as to salary and pensions are based on the minimums established by their previously determined classifications, and many have assumed financial obligations dependent upon the security inherent in such previously determined classifications.

Also, the previously determined classifications, together with the remunerations attached thereto constitute in respect of the teachers, acquired rights — not, as has been said, "acquired advantages" over other teachers —, and on the part of the employing Boards, at least morally, contractual obligations. Further, the loss of earnings and anticipated earnings as a consequence of "declassification" results in grievous hardship in the face of mounting costs-of-living.

Finally, since the Minister has ordered that the whole issue of teacher classification is to be restudied, it is evident that decisions as to classification, including the directives contained in the "Manual" itself are thus rendered tentative.

In view of the foregoing, our Federation recommends until the Minister acts upon the completed recommendations of the Commission of Study:-

1. That no teacher shall be declassified;
2. That all teachers who have already been declassified shall have their original classification restored — save and except in those cases where there has been an obvious and flagrant previous misclassification;
3. That monetary loss sustained by teachers already declassified be restored to them.

Our Federation further recommends to the Commission of Study that it formulate procedures for dealing with cases of teachers whose classification may

have to be altered to the sequence of the establishment classification. Such procedures, including the following principles, including the following:

1. That no teacher shall be remunerated on a basis of earnings based on a reclassification, subject to their original classification time.
2. That any "declassified" teacher who have failed to correct their qualifications, subject to their original classification time.
3. That anticipated remuneration that of the new classification who have failed to correct they improve their qualifications of time determined;
4. That the intent of the provide professional income credit chase.

THE ROLE OF THE TEACHER NEGOTIATION INCLUDING CLASSIFICATION

Since 1966, the province the negotiation of teacher until it now has assumed questions of classification

The classification system as a consequence can only

The entry of the provincial area of teacher negotiation problem we face at the present

It must be admitted that boards to teachers have guaranteed by the provincial provincial participation to improve their services and tion more equal across the the provincial government construction and application or systems, but with plained below.

The "Manual" has classification. It has not overcome administrative complications the whole procedure; it has led to new irresponsibility. The "Manual" existence though it has grown and is still growing as new hundreds. As its size is And, after three years or teachers still await their tion of scholarship"; though attestations contest them.

Therefore, our Federation Provincial government e

1. That the provincial government from the whole area of contracts, including with ticular from the classification
2. That local Boards and restored to them to wo
3. That the provincial provide guidelines and and salary scales.

In any event, the declassification should be kept at the government suspects system of audit by the Minister to teacher classification

WILLIAM I. MILLER
Quebec Federation
Associations

FR. WILLIAM D.
Quebec Federation
Association's Teaching
Committee.

Brief Presented to Commission of Study on the Classification of Teachers

...y appreciated by
...now, they do not
...government of the
...credit or recogni-
...stances "declassi-
...vere blow to the
...reward for a
...his pupils.
...pay which have
...ted by "declassi-
...rds and Teachers
...ught to be their
...sfaction of chil-
...nt of education.
...tional Assembly
...rs against whom
...a grievance are
...g ourselves, who

...or not paid —
...our whole par-
...tic government
...at the taxpayer
...and the right of
...ing spent.
...ation has called
...f Study on the
...his Commission
...udies, comments,
...and to this Com-
...Home & School
...this Brief in res-

...classified according to the
...nly after pertinent sections
...chers had been so classified
...as to salary and pensions
...established by their pre-
...cations, and many have
...ons dependent upon the
...viously determined classi-

...etermined classifications, ton-
...ns attached thereto consti-
...rs, acquired rights — not,
...d advantages" over other
...of the employing Boards,
...bligations. Further, the
...ated earnings as a conse-
...results in grievous hard-
...osts-of-living.

...ter has ordered that the
...fication is to be restudied,
...to classification, including
...e "Manual" itself are thus

...g, our Federation recom-
...acts upon the completed
...mission of Study:-

classified;
already been declassified
classification restored — save
...s where there has been an
...ious misclassification;
ained by teachers already
them.

...recommends to the Com-
...formulate procedures for
...s whose classification may

have to be altered to their disadvantage as a consequence of the establishment of any final scheme of classification. Such procedures should reflect certain principles, including the following:

1. That no teacher shall suffer actual loss of present earnings based on a restored salary.
2. That any "declassified" teachers shall continue to be remunerated according to their original classifications, subject to the requirement that they shall bring their qualifications up to the level of their original classification within a reasonable period of time.
3. That anticipated remuneration shall be reduced to that of the new classification in respect of teachers who have failed to comply with the requirement that they improve their qualifications within the period of time determined;
4. That the intent of the principle of up-grading is to provide professional improvement — not to launch a credit chase.

THE ROLE OF THE PROVINCE IN TEACHER NEGOTIATIONS INCLUDING CLASSIFICATION.

Since 1966, the provincial government has directed the negotiation of teachers' contracts including salaries, until it now has assumed complete control over all questions of classification and salary.

The classification system imposed upon teachers as a consequence can only be categorized as rigid.

The entry of the provincial government into the whole area of teacher negotiation has resulted in the major problem we face at the present time.

It must be admitted that the salaries paid by school boards to teachers have in fact been derived from or guaranteed by the provincial government, and that this provincial participation has enabled smaller boards to improve their services and to make the quality of education more equal across the province. Thus it is right for the provincial government to continue as a party to the construction and application of any classification system or systems, but within reasonable limits, as explained below.

The "Manual" has not simplified the process of classification. It has not abolished inequities. It has not overcome administrative inefficiency. It has in fact complicated the whole process; it has created new inequities: it has led to new delays, indecision, and plain irresponsibility. The "Manual" has yet to justify its existence though it has grown to gigantic proportions, and is still growing as new pages are added to it in their hundreds. As its size is gigantic, so is its complexity. And, after three years or more of growth, thousands of teachers still await their final classification or "attestation of scholarship"; thousands who have received their attestations contest them.

Therefore, our Federation recommends that the Provincial government establish a new policy as follows:-

1. **That the provincial government withdraw partially from the whole area of the negotiations of teachers' contracts, including working conditions, and in particular from the classification of teachers;**
2. **That local Boards and Teachers shall have the right restored to them to work out their own contracts;**
3. **That the provincial government shall continue to provide guidelines and limits to classification systems and salary scales.**

In any event, the documentation for teacher classification should be kept at the local level. In cases where the government suspects irregularity, there could be a system of audit by the Minister of local dossiers pertaining to teacher classifications.

WILLIAM I. MILLER, President
Quebec Federation of Home & School
Associations

FR. WILLIAM DE WITT CLINTON, Chairman
Quebec Federation of Home & School
Association's Teacher Classification
Committee.

Children of the Inner City;

Continued from page 5

from the community or students from Devonshire who are doing homework, looking up some project or just reading. The silence of the upper hallways is broken by the sonorous voice of a Greek teacher as he proudly instills a love of language and culture in the offspring of his fellow countrymen. And, as I step to the door, children from the Boys' and Girls' Club look up from their games and shout:

"Good-bye! See you tomorrow!"

Anthony Moore (left) and Christos Genovezos (smiling) wait their turn as Peter Chung returns the serve at Strathearn School.



A crowd of young teen-agers gather in the Strathearn cafeteria at recess.



HELPING

How can parents from other areas help in the inner-city?

1. **Understand problems facing the inner-city and be prepared to give a sympathetic hearing when in reality you have to understand that anything extra for the inner-city comes from your taxes and in effect limits the school program for your children.**
2. **Work within your own area for the betterment of inner-city schools by collecting material things such as clothes, skates, dolls, toys, educational games, books, crayons. Sometimes organizations send money for specific purposes such as expenses for a children's party run by the parents in the evening or to help a needy family.**
3. **Volunteer some time each week on a regular basis to work within the inner-city school. This is possible during school hours directly under the supervision of a teacher or with the club activities in the late afternoon or early evening. This can be anything from listening to one child read to baking a cake with six helpers.**

Editorial Note: Among Home and School members there is a growing concern for the educational and social problems of the children of the Inner City. In a sense this concern crystallized in the Discussion Seminar "Inner City Schooling" held at our Annual General Meeting, May 11, 1973. The able record by Mrs. K. Whittaker of the discussion in this seminar served to confirm the need for Home and School involvement in Inner City problems. Later, speakers such as John Gardiner and Ian Trasler at our Leadership Conference in October, 1973 reinforced this belief.

At the last Board of Directors' Meeting, held in November, 1973, the Board approved the setting up of a Committee on Inner City Schools.

ARE YOU CONCERNED?

DO YOU WISH TO PARTICIPATE IN THE WORK OF THE COMMITTEE ON INNER CITY SCHOOLS?

If you wish to belong to this committee, please inform Federation office.



QFHSA BRIEF ON CEGEPS RECOMMENDS CHANGES



ACADEMIC CURRICULUM

1. We found a lack of co-ordination and communication between High School and CEGEPS. High schools should be made more aware of CEGEP programs and requirements. Many academic deans expressed concern in this area. They referred in particular to the inadequacy of many students in math concepts and English language skills. This, despite the fact that many of these students had obtained satisfactory grades in these subject areas in High School.

2. We recognize the fact that a much larger percentage of students, who perform at a lower academic level and who formerly would have dropped out of high school immediately into the labor force, are now graduating into CEGEPS. Society and our educational system have raised the goals and desires of these students. However, they are finding difficulty with present CEGEP programs, which are oriented towards students capable of meeting academic requirements for specific university and vocational careers. The market for unskilled labor is shrinking. Since these students will be required to have broader basic skills in the future, CEGEPS should continue in their efforts for more general courses meeting the varied needs of these 17 to 19 year olds to reduce the rate of failure and better prepare them for life.

CAREER PROGRAM

1. We support the goals of CEGEP career programs. In particular, Dawson College and John Abbott College provide an excellent choice for students who wish to enter a three year

This Brief was prepared by the CEGEP COMMITTEE of QUEBEC FEDERATION OF HOME & SCHOOL ASSOCIATIONS. Our Committee is composed of sixteen members who have been actively involved in Home & School over the years and have children in or going into CEGEP system of education. The committee members are:

Mrs. C. Amarica, St. Laurent
Mrs. P. Ashton, Westmount
Mrs. D. Chant, Ste-Anne de Bellevue
Mrs. R. Gliserman, Cote St. Luc
Mrs. J. Goldberg, Mount Royal
Mrs. F. Herman, Cote St. Luc
Mrs. B. MacGillivray, Verdun
Mr. C. Parfett, St. Lambert
Mr. R. Pilkington, St. Bruno

Mrs. R. Quance, Lachine
Mrs. D. Rebner, Mount Royal
Mr. L. Roberts, St. Lambert
Mrs. M. Rosen, Cote St. Luc
Mr. H. Wainwright, Pointe Claire
Mrs. B. Winter, Mtl. (Snowdon)
Marvyn Kussner (Chairman, Mount Royal.

In order to become more knowledgeable about the five English language CEGEPS (DAWSON, VANIER, JOHN ABBOTT, CHAMPLAIN REGIONAL, and MARIONOPOLIS COLLEGES) our Committee arranged interviews with the Academic Deans, teachers, and student representatives.

We submit, to the Superior Council of Education, the following Brief based on the information gathered from these interviews.

career program. There are however, areas of concern:-

- (a) There is difficulty in attracting good technical teachers to CEGEPS because of the lower salary rates offered compared to salaries in industry. We recommend a two-tier approach to salaries. Whereas teachers of academic subjects are rated on a basis of years of scholarship, the years of technical training and job experience should be taken into account when rating the vocational-technical teachers making them comparable to industrial rates.
- (b) Career programs could be enriched with experienced guest lecturers

— and experienced men and women from industry could lecture on a part-time basis.

- (c) Greater speed is needed to develop and adapt career programs to keep them relevant to changing employment situations. A closer watch should be kept to:
- (i) **Not-over-produce** students for limited career areas.
- (ii) **And to produce** students for emerging career areas.

PUBLIC RELATIONS AND GUIDANCE

Proper guidance should be provided allowing students to make a smooth transition from High Schools to CEGEPS to University or career programs.

Our Committee found that High School students are NOT being provided with adequate information and guidance about CEGEPS courses and particularly career programs. This lack of knowledge has created uncertainty and misunderstanding about the role of CEGEPS among students, parents, and High School administrators. Since CEGEP is now a pre-requisite to enter Quebec Universities, High School guidance departments MUST offer better guidance to help their students choose a program that takes into account the students' motivation, tastes and talents and the needs of the Society of tomorrow.

An adequate public relations budget should be provided to the CEGEPS so they can properly inform the high schools and the community of their programs.

This same concern for guidance should be given to CEGEP students about university and career program requirements.

PARENT COMMITTEES

This committee recommends more parent participation at the CEGEP level. At present, four parents are elected to each CEGEP Board of Governors. Most academic deans interviewed saw a need for parent participation in an advisory or voluntary capacity.

This participation could be in the form of a recognized "Parent Committee", approved by the Department of Education, which would also have liaison with Parent Committees at the High School level. This could increase the flow of information and co-operation between the two systems.

FACILITIES

This committee is aware of the gigantic strain put on the CEGEP sys-

tems over the past six years to meet its physical requirements. But now that the CEGEP is an accepted part of the Educational system, "MAKE-DO" is not good enough.

This committee was appalled at the lack, in most CEGEPS, of adequate lounges, cafeterias, library, study and physical fitness facilities. We deplore the lack of athletic programs as well as the lack of athletic facilities.

In the case of Vanier College (Snowdon campus), the short term leased and unfinished premises could create instability and affect student performance and staff and student morale.

Concern was expressed over the large enrollment of students at Dawson College and the make-shift arrangement of buildings for their accommodation. The upkeep of these numerous, old and unsuitable buildings scattered throughout the city, must be uneconomical.

Immediate attention should be given to improve the physical facilities of the CEGEPS for the smoother execution of their programs.



Marvin Kussner Chairman QFHSA CEGEP Committee

REMARKS

Our Committee plans to continue studying and evaluating the CEGEP system for the information of parents at the Home & School level. The CEGEP committee of Quebec Federation of Home & School Associations found much to be praised in the aims and philosophy of the CEGEP system of the Province of Quebec. This system, although relatively new, has great potential in meeting the education and vocational requirements of today's students.

WILLIAM I. MILLER
President
MARVYN KUSSNER
Chairman
CEGEP Committee

Editorial note: Plans for further study of the CEGEP system have already been made by Mr. Kussner and the CEGEP Committee. Guidance programs available to High School students who continue to CEGEP will be studied. At the end of January, a meeting has been arranged with the CEGEP Committee and liaison officers of the English language universities to consider the Committee's brief and compare its findings with the opinions of university officials.

Mr. Kussner reports that there is still much work to be done, and Home and School members who are interested in becoming active members of the CEGEP Committee are very welcome, and should contact him. Attendance at the January meeting with University officials will, however, this time, be limited to those already on the CEGEP Committee.

Sir George Williams Liaison Office

The Liaison people at Sir George welcome enquiries about the university from parents and students.

If you would like to visit or tour Sir George, on your own or as part of a group

If you would like to discuss programmes with an academic advisor

If you would like to attend a class or a lecture as a guest

Please call our Liaison Office at 879-4233 where Ken Battersby, Eleanor Bentley or Norman Manson our High School Liaison Officer, will be happy to help.

SGMU

1455 De Maisonneuve Blvd. W.
Montreal H3G 1M8

Education Round About ...



IT'S GOOD TO KNOW what our sister provinces are doing about student records. In Ontario, School Record Cards are open to parents or to a pupil of legal age. These records cannot be shown to prospective employers or other people without the "owner's" written permission. The regulations also contain provision for possible removal or modification of any comments which the pupil or parent considers unfair. Some educators fear that these changes in the O.S.R. Card will make it more difficult for them to help students who have behavioral or other difficulties. Most parents and older students, however, are pleased that they can know exactly what is on the Record and can control its use.

.....

One very important federal minister has made it known to the High School in his riding that he wants a visit from students. When students in his riding have visited the federal capital before, he's sometimes seen them, and sometimes been too busy-- he is, after all, a very important Minister. But this time he has offered to pay part of their bus transportation costs. **SURE SIGNS OF A COMING FEDERAL ELECTION!**

.....

IT'S HARD TO BELIEVE BUT the PSBGM is considering incorporating a **SECRET BALLOT** into its rules of procedure whenever one third of the board ask for it. This would run contrary to the Board's professed philosophy of becoming more accessible to the general public. Such concealment of voting policies would also call into question the accountability of the individual board member to the parents who elected him. We hope the Board has second thoughts about this.

.....

WHERE DO ALL THE SALES SLIPS GO?to buy special equipment for the children in the Peter Hall School. This is the largest special education organization in Montreal for multi-handicapped children, English and French speaking, between three and a half and 18 years of age. The care that the children receive at Peter Hall is motivating, rather than custodial; youngsters are given the opportunity to achieve as independent a level of functioning as possible, within the framework of their recognized limitations. In 1972 the collection of Dominion sales slips provided for four gym mats, one walking board, and an adjustable table mirror. Wheelchairs are needed, and these are the next items to be purchased from the sales slips. So **BOUQUETS TO ALL** who have been sending in those sales slips; keep up the good work, and mail them to Mrs. Denise Arrey, 11700 Elie Blanchard, Montreal 390.

.....

A VERY SPECIAL BOUTONNIERE TO Matt Craig, principal of Devonshire and Strathern Schools, who wrote the article "Children of the Inner City" and took the photos which accompany it. "When you get around to reading the article," Mr. Craig wrote the editor, "you will quickly realize that I'm enjoying what I'm doing and that it was fun to write the article."**AND BOUQUETS TO** the people on the North Shore who were so helpful to our Executive Vice-President, Betty O'Connell, when she visited them recently - to George Scott of Bay Como, Mrs. Duperrault of Port Cartier, Mr. Tata and Alice Martin of Seven Islands, and many others who arranged school visits and meetings where Mrs. O'Connell was able to talk with parent groups. We're pleased that Seven Islands has reaffiliated and that Port Cartier has joined

Federation. Hopefully Bay Como will do so too. To all of you, our thanks for receiving our Executive Vice-President so warmly with her Home and School message.

.....

A DATE TO REMEMBER is March 16, 1974 at 8 P.M. when Logan Home and School Association hold their Annual Dance and Auction. It's the big money-raising event of the year for Logan, and Mrs. B. Greenstone, Secretary of the Association, invites any who need aid in setting up a similar fund-raising event to come along. At three dollars per person, orchestra and refreshments included, how can you go wrong?

.....

From the CBC comes news of a new T.V. series dealing with **FITNESS FOR CHILDREN**, scheduled to begin on Tuesday, February 5 at 4:30. The series came about when it became known that Canadian children are among the least physically fit in the world, and Canadian schools have fewer hours devoted to physical education than do schools in many other nations. This series of nine programs gives instruction in tennis, badminton, skiing, and other sports; it visits swimming classes, gives tips on diving, and features exercises where the viewers can test themselves to see how physically fit they really are.

.....

Also from the CBC, a service which might benefit programme chairmen looking for field trips with a French exposure -- why not arrange to have students taken on a guided tour of the TV and Radio studios in the new Radio Canada Building on Dorchester Boulevard? The CBC offers guided tours to the public, in French, and can take a large number on such a tour. High school students, especially, will be fascinated by the technology involved.

.....

From Leatrice Kaplan of the Bill 71 Committee comes **A CALL FOR MORE OBSERVERS** to attend the meetings of the Island Council. "Since all of us who have children in the school system are and will be affected by the recommendations and decisions taken by the Island Council, it is essential for us to attend these meetings." Regular meetings take place the third Monday of each month at St. Jude's School, 9900 Rue d'Auteuil, Montreal North, easily accessible by Metro or the Metropolitan Boulevard..... Can it have been a **FREUDIAN SLIP** when Mrs. Kaplan in her typewritten note wrote "Rue d'Accueil" which means street of hospitality instead of "d'Auteuil"? There's little hospitality at the Island Council: no facilities such as proper acoustics and documentation for the general public with which to follow the debate, and for the 40% English-speaking parental body, no linguistic acknowledgment of our existence.

.....

One of the more important tasks of the Island Council is to plan the restructuring of the School Boards on the entire island of Montreal, but we've heard that **RESTRUCTURIZATION ON A SMALLER SCALE** is being discussed informally between the PSBGM and the Lakeshore School Boards. It seems that the PSBGM has a declining school population in Ward 10 and right next to it is the Lakeshore territory that needs more schools.

What better to do, than to have Ward 10 of the PSBGM or part of it join on to the Lakeshore - or that's the thinking.

.....

WE'RE WONDERING, now that the winter snows are on the roads, how the children in the Gaspé area who attend the Bonaventure Polyvalent school are faring; the long trip under hazardous conditions, and the time involved must leave their parents wondering too..... **WE'RE WONDERING TOO** about one of our M.N.A.'s asking his constituents what they think of repealing Bill 63 and leaving Catholics and Protestants with their separate school systems, as they have now, and providing a third system for the "others" Non-Catholic, non Protestant children would be channelled into a third system, French language, of course. Included among "other" would be the Greek orthodox and other immigrant children neither Catholic nor Protestant. Was he just trying out this idea to see the reaction? People didn't like it, and told him so.

Constitutionally, tho', it would be possible, since the B.N.A act provides for Catholic and Protestant education in Quebec, and would not be contested. Educationally and socially it would create a third class category of citizens -- and who like to be third class? It's enough that English-speaking Quebecers are often made to feel second class in la belle province.

.....

Home and schoolers in the St. Lambert Association are concerned about the delay in the receipt of books for some of the courses in the Chambly County High School -- especially in the new English program which they were so instrumental in having adopted at the school. The programme was accepted by the Department of Education some time ago, but the centralized purchasing policy of the Quebec Government means not only an increase in the cost of school books, but also much slower service.

The St. Lambert Association won't feel any better, but they should know that they are not alone. Not only schools but also libraries are suffering from tardy deliveries. A study done at Sir George Williams University on the effect of the government policy based on a set of 100 arbitrarily selected orders sent simultaneously to both government accredited booksellers and directly to the publishers (as used to be the case) showed that delivery time was an average of 65 days for the accredited bookseller compared to 26 days for the publisher or publisher's agent. And the number of orders not filled from the government accredited bookseller was 30% as compared with 4% from the publisher.

.....

When the new Mount Royal M.N.A., Mr. Ciaccia, is the guest at a general meeting of the Mount Royal High Home and School Association in mid-January, parents will want to know what's happening in the teacher-government negotiations over teacher classification. There's a general feeling that the public is being kept uninformed and in the dark. And meanwhile the students are denied their extra-curricular activities.

.....

AND A HAPPY NOTE - what a sunny bulletin from the Morison Home and School Association - the Mori-sun, full of community news, school happenings, poems and prose from the children, jokes and riddles, along with the activities of the Home and School Association and of Quebec Federation. To Doreen Paine, President, and Mrs. K. Robinson (who asks in the Mori-Sun for comments, cheers, jeers, etc) we send **A LOUD CHEER!**

FOCUS... on the locals



WAGAR HIGH HOME AND SCHOOL

In order to give our students more than the minimal norms offered by our education system, Wagar Home and School Association needs money for special projects. We need money for our brand new Resource Room. Wait until you have seen the new room—it's purple! It will be stocked with paperback books for students. We have requests from the teaching staff for new Audio-Visual teaching aid, for example, tapes, film strips. We need money for eight scholarships which are given each year to the Wagar students who are outstanding in participation in school activities. The scholarships are not for academic achievement.

Wagar home and School needs money for its basketball team. Did you know that Wagar High's team won the

interprovincial championship? The team was partially financed by the Home and School Association on its out-of-town trip. We need money to bring two concerts by the Montreal Symphony to the school body.

Among programs planned, there will be a panel discussion in February to explain the pros and cons of French immersion. In early March, there will be a vocational guidance workshop with outside resource people speaking on various vocations. Also being planned is a Judaic Studies program for the school year 1974/75. It will be an integrated Social Studies program concentrating on "The Family" with a Judaic background. This is a new type of approach and we have teachers who are qualified to teach this course.

WILLOWDALE HOME AND SCHOOL

Willowdale Home and School organize an active volunteer program. Volunteers participate in the E.D.L. reading program, for children experiencing reading difficulties; this helps improve reading skills through film strips and prepared material.

Children with learning difficulties receive valuable individual attention with a volunteer, who works with them on prepared material.

Sewing and crochet classes are in progress for grade 3 to 6 girls, and our library is able to remain open all

day and every day through the help of our volunteers.

In the French classes we have teacher aids and many mothers assist in outside projects in both English and French classes. Mothers also work on a rotating basis in lunchroom supervision.

Here at Willowdale we have approximately 60 volunteers already this year, helping to make the educational experience for the children as rich as possible.

AHUNTSIC HOME AND SCHOOL

"Parent involvement, parent co-operation." — We hear so much about this and all associations and schools are working to this end. It can be done. As an example Ahuntsic School have just held another successful Christmas Bazaar and Bake Sale. Successful because of the co-operation of parents, teaching staff and pupils, who worked together at making many

beautiful eye-catching articles and baked goods. There were so many original ideas, some even under the heading of 're-cycling,' a very prominent project everywhere at this time. With everyone lending a hand, right down to the younger grades, we couldn't help but have a very enjoyable and successful evening.

SOMERLED HOME AND SCHOOL

Our annual Meet the Teacher Night took place on November 1st with the boys and girls bringing their parents to school; we feel that at least a majority of parents came. Refreshments were served in the gym during the evening.

A Holiday Bazaar, held on December 6th, was enthusiastically supported by both children and parents, both of whom donated and bought the wares. As a result we made \$130.00

profit which will be used for various Home & School activities.

We are glad to announce that having lost our very able fulltime librarian, new arrangements have been made for a librarian two days a week who will be helped by a team of volunteer parents. The library was, unfortunately, closed for three weeks and we are all most anxious to get it back into operation; we wish our new librarian and her helpers success.

LINDSAY PLACE HOME AND SCHOOL

Thanks to all the students in the Music Department and the "Swinging" parents who participated, the Square Dance held last November 9th by the Home and School Association was a real success. Everyone had a good time, and a stack of "notes" was collected for the benefit of the LPHS band.

We are pleased to announce that a new Keep Fit class is beginning in January. The classes are co-ed, but will be limited to those aged 20 or over. Jogging, aerobics, and conditioning of all kinds will be offered. Weights, bars, trampolines, and other

equipment will be available, as well as games such as volleyball. The course should be fun and very worthwhile in these days of concern about physical fitness.

Mrs. F. Stewart, our Program Chairman, reports that the committee is working hard on a number of projects; in January a meeting about our CEGEPS and an evening of workshops to cover Professional days, the New Island Council, and the students' cumulative record.

A reminder: volunteers are still needed in the library!

STONECROFT HOME AND SCHOOL

Stonecroft Home & School held its first general meeting October 15, 1973. Mr. Albert van Buren Wight, School Commissioner for Ward 10, was the guest speaker. Mr. Wight spoke on various aspects of the position of school commissioner; this was followed by a lively question and answer period.

On November 26, 1973 the second general meeting offered a sports panel with the topic "Pros & Cons of Organized Sport". The panel consisted of Peter Harding, Physical Education specialist at Stonecroft, Gerald Robertson, Director of Sports & Recreation for the city of Pierrefonds and moderator, Rudy Hamilton, president

of Stonecroft Home & School Association. Such questions as "Is it right to enroll your 5 year old son or daughter in organized sports?" "Is there too much pressure from adults on the child to win?" "Does the child who is athletically inclined benefit from more coaching?" were vigorously debated.

Once again the Home & School is sponsoring a noon hour French conversation classes. It is proving to be successful as in previous years. There are 12 children per class; each class is a half hour long, and run five days per week. Our thanks to Mrs. Cote, Mrs. Chimisso and Madame Gerard, the teachers of the noon hour program.

NEW CARLISLE HIGH HOME AND SCHOOL

At the October meeting of our association, Mr. Lynden Bechervaise, Director of Adult Education, Mr. Campbell McBurney, Director of Media and Student Aid, and Mr. Doiron, in charge of Social Service, spoke about children with problems and children who needed special training. Many

questions were asked, such as, "What can be done to help these children when they reach school leaving age" — and several suggestions were offered.

The meeting was an extremely well attended and worthwhile one.

DISTRICT OF BEDFORD HOME AND SCHOOL

A very successful meeting was held at Heroes' Memorial Elementary School, Cowansville, on November 20. Two new records were established—the meeting got underway by 7:45 P.M. and "Business" was reduced to five minutes! Some of the school children members of the Trinity Church Junior Choir honored us with three selections. Our appreciation is extended to Canon John Peacock.

Mr. Ian Trasler, Principal of Lasalle High School, spoke inspiringly on "Home and School: Why? Where? What? When? and How?" Then the meeting broke into six informal workshops on Family Life, The School Board, School Finances, School Projects, Community Services, and Teacher Classification, reconvening later for coffee and informal reports from the workshops.

AYLMER-EARDLEY HOME AND SCHOOL

A general meeting was held on October 18th and was well attended. The guest speaker, Michael Cooper, outdoor consultant for the Greater Hull School Board, gave an interesting talk and was well received. This was followed by informal discussions and parents were able to meet principals, teachers and Commissioner George Ritchie.

On November 16th a 'Pub Night' was held. Once again we danced to Bob Handforth and his Tradewinds band. About 250 attended and we raised \$400 for the Association. Many thanks to all those who made this event successful.

On November 20th a meeting was arranged to discuss the questionnaire sent by the Federation on the subject

of teacher re-Classification. Those attending included members of the School Board, School Committees, other Home and School Associations, parents, teachers and the local P.A.P.T. representative. The evening proved to be most successful since it enabled us to clarify the issues at stake, and to make a more positive contribution to the Brief.

November has also our Gold Bond Stamp drive month. The books collected will be traded for audio-visual aids. Members of the Association are currently constructing Cléary Equipment for both schools. Plans for 1974 include a raffle and a series of workshops to be attended by both children and parents.

MACDONALD HIGH SCHOOL HOME AND SCHOOL

The first meeting of the school term was held on Tuesday, October 16, 1973. On the agenda was the election of this year's School Committee, an introduction of the new staff members, and the presentation of awards and bursaries to students with honour standing in the June examinations.

Twenty-four students in last year's graduating class made an average of over 80% in their final examinations.

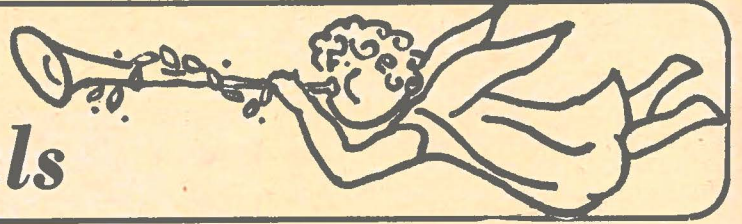
Robert Eaton, with an average of 90.1% was presented with a gold medal, and Heather Maclean, with an average of 87.9% received a silver

medal.

For her outstanding achievement as membership chairman Mrs. Betty Scholefield was presented with an award from the Home and School Association, and the parents present were encouraged to sign a telegram to the Minister of Education stating that the Association was behind the teachers in their declassification dispute.

After the meeting in the gym, parents and their children adjourned to meet with the teachers in their classrooms.

FOCUS... on the locals



"Aesop's Fables" performed by Youtheatre. Algonquin Home and School Association, with money earned from a White Elephant Sale and a Book Fair, were able to sponsor three Youtheatre performances for over 600 children at Algonquin School.

SIR ARTHUR CURRIE HOME AND SCHOOL

This year is one of re-organization as eleven of our twenty-two member executive are new and this is only the second year on the executive for our President & Vice-President. We are fortunate in that three of our executive are on the School Committee, one being its Chairlady.

Following this we put our energies into finding volunteers for the school. We now have 31 parents in such varied activities as library, Wednesday afternoon hobby-activity program, the teaching of English to new Canadians, enriching the French program, as teacher aides and working with students who have difficulties. After Christmas we may have an additional two or three parents in the Wednesday afternoon activities.

The chocolate bar sale in April

ELIZABETH BALLANTYNE HOME AND SCHOOL

On November 12, our President Dr. G. Weinlander chaired our first general meeting for the 73-74 session. The meeting was well attended by interested parents.

Dr. John A. Sims School Commissioner for Ward 5 of the PSBGM spoke on "The Continuing Crisis in Education in Quebec." Mrs. Doreen Richter spoke on the Quebec Student Intro-Exchange Programme and showed a film; Mr. J. Messenger outlined what the School Committee would do in 73-74; and Mr. P. Desjardins, advisor on the local Creative Opportunities Project in Education (COPE) spoke on Resource Information on Learning Disabilities.

Children's activities planned by Mr. Michael Brooker include early Morning French with Mme Briere, Recorder with Mrs. Trethewey, and Art with Mrs. P. Hopkins.

November 21st we put on a recess sale for the school; cookies, squares, cupcakes and candies were brought in by the children for the sale. Also in November, a very successful clothing drive was held under the convenorship of Mrs. W. Sewell.

At our recently held Used Skate and Ski Sale there were bargains galore and many happy little faces, both from sellers and purchasers. We had a large attendance at our "Meet the Teachers" night on October 15th. This meeting

brought in \$800. We donated \$500.00 to the library, \$70. graduation dance, \$100. (this September) so our grades 4 & 5 could participate in a Montreal Symphony Orchestra program. A rummage sale in November brought in \$220. to be used for field trips.

On January 8, 1974 we held an Aims and Objectives meeting, William Miller, President of Quebec Federation of Home and School Associations, spoke to our meeting on the need for a strong Federation to voice parental priorities and needs in a time of increasing centralization by government authorities.

Later, on January 21st, Mr. Harvey Weiner from M.T.A. will speak to a general meeting about declassification of Teachers.

was combined with nominations for School Committee Members, and nine were elected. We are pleased to report that our Membership Drive to date has been very gratifying, despite a lower enrolment this year.

Thanks to regular, generous contributions to our Used Clothing and Food Depots, we have been able to provide a necessary service for the needy families in our School. Arrangements were also made to distribute several well-filled Christmas Baskets to some of these families. The children in our School collected \$156.15 for U.N.I.C.E.F. and on November 14th we held the first of our regular monthly Movies, and were very pleased with the large attendance.

Presently, we are in the midst of our Chocolate Bar Sale, which is our big fund-raising event of the year. Sales so far have exceeded our expectations, due to the children's enthusiasm. We look forward to a substantial profit, which will be used mainly for the children's benefit, such as field trips, etc.

In lieu of our regular business meeting, a social party was held in December with all the parents and children of our school invited. Entertainment, singsongs and light refreshments were featured, and we are sure everyone had a good time.

MALCOLM CAMPBELL HOME AND SCHOOL

Since all of the Home and School executive at Malcolm Campbell also serve on the School Committee, the two groups have agreed to meet on the same evening to promote effective co-ordination of their efforts. The meetings run consecutively.

Mrs. Dorothy White, membership chairman reports that all parents attending the meeting to elect the School Committee also supported their H & S membership drive. The participation of these interested parents is important and we need more representation of a broader cross section of the parent body to maintain a close tie between home and school.

Four scholarships from our H & S were given at graduation October 26. Mrs. Dorothy White presented the awards to Karen Stefko, Jack Noodelman, Patricia Lee, and Robin Young. Both parents and students appreciated the way our principal, Mrs. Schlutz kept a very personal atmosphere for each student in the graduation ceremony.

Parent interview Day provided a

chance to collect memberships and sell refreshments to earn funds for more scholarships. Mr. Ayad of the art department provided very attractive posters to liven up the foyer and promote our projects.

During the parent interviews, H & S arranged for students to act as interpreters for anyone with a language difficulty in communication with teachers. The Greek liaison officer, Mr. S. Asimacopolous, was at the school to assist parents as well. Further to this multi-language problem our group sends notices home in Greek as well as English and French.

Our group is proud to note that our former president and now acting chairman of our School Committee, Mrs. Denise Arrey, has been named chairman of the Central Parents Committee of the PSBGM. Her many years of work with parent groups concerned about education in Montreal and Quebec will add much to the furtherance of the progress of this newly formed body.

CHRISTMAS PARK HOME AND SCHOOL

A very successful Get-Acquainted Evening was held at the school on Tuesday, September 18. New parents of kindergarten pupils as well as parents from Beaconsfield Elementary School whose children are attending the French program were invited. It gave the parents a chance to hear Miss Brayne and Mr. Bowen speak about the School and Marjorie Roluf speak about the role Home and School plays at Christmas Park. Then a tour of the school was conducted and afterwards an informal coffee time gave the chance to greet teachers and new neighbours in attendance.

This evening was followed by Meet the Teacher on October 2nd. Judging by the large turnout, this was another successful event. At the meeting Mar-

jorie Roluf spoke and appealed for parents to volunteer, especially in the area of French, as volunteers are needed at every grade level for this important subject.

The volunteer Co-Chairmen, Glenda Lightbody and Janice Bailey, have been busy phoning all the parents who responded to the call for volunteers. A Family life Program started in October, partially subsidized by the Home and School Association, and prior to the October election our Association was busy gathering support for the teachers in their struggle against declassification and in getting parents to express their concern on this matter to our local MNA, to the Minister of Education, and to the Premier of Quebec.

DUNRAE GARDENS HOME AND SCHOOL

The Book fair, held on November 20, was very successful, realizing more than \$300. Of this \$200. was contributed to the Mount Royal Learning Project. A much needed dry-copying machine has been purchased second-hand from the PSBGM by the Home and School, and a donation of \$25 has been sent to the Montreal Symphony Orchestra. Grade five children from Dunrae Gardens attend special children's concerts given by the

M.S.O.

At present parents at Dunrae are concerned by the Island Council's decision to discontinue noon hour bussing in September 1974. This will cause over 200 students to have lunch at the school, although there is neither space nor supervision for any large scale lunch program. A letter of protest is planned to the Island Council and to the PSBGM.

New Appointment for QFHSA Past President.

At its meeting on October 30th, 1973, the Central Parents' Committee of the PSBGM elected Mrs. Denise Arrey, immediate Past President of QFHSA, Chairman of the Central Parents' Committee. QFHSA takes pride in the fact that Mrs. Arrey has been so chosen, and wishes the PSBGM Central Parents' Committee and its new chairman a successful and satisfying year.



28 Associations Increase Memberships; Vye For Federation Membership Awards

The current membership drive, which began early last summer with the Mail-A-Ways campaign, and resulted in close to 2,000 membership renewals, is now in high gear. On the basis of Association membership lists received at Federation office by January 1st, 1974, 32 Home and School Associations report an increase of their membership over that of last year. Their names appear in the Honour Roll published in this issue of The News. This number compares favorably with that of 7 Associations which, at the same period last year, had attained membership increases.

The next issue of The News will again include the Honour Roll of Associations who will have reported membership increases as at publication date in March. Also, those Associations whose names are published in this issue will have their name repeated in the event that they report additions to their membership.

Mrs. Dorothy Chant, Federation's Membership Chairman, advises that there is a discernable trend toward membership increase right across the Province, and it is hoped that most Associations will make a determined bid to get their names included in the Honour Roll and thereby make themselves eligible for the Federation Awards which, beginning with last year, are given to those associations with the best percentage of increase.

Associations are reminded that al-



Dorothy Chant,
QFHSA Membership Chairman

though their membership drives have taken place in October or November, that this is the time to canvass all parents in the school with a view to getting them to join Home & School. "Until you have the vast majority of parents as members, your membership campaign cannot be said to be over," says Mrs. Chant. "Please remember that membership starts with one but is not completed until you have every one." Just ASK parents to join and you will probably be surprised at the number of positive responses you get.

Q.F.H.S.A. Membership Honour Roll

(Continuing the custom which was established last year, The News will publish, commencing this issue, the names of all Home & School Associations which have increased their membership over that of last year. All Associations who will have achieved an increase of their membership by Convention time will be eligible to receive Federation Membership Awards at the forthcoming Annual Conference. The present list comprises Membership Lists which have been received at Federation Office as of January 1, 1974.)

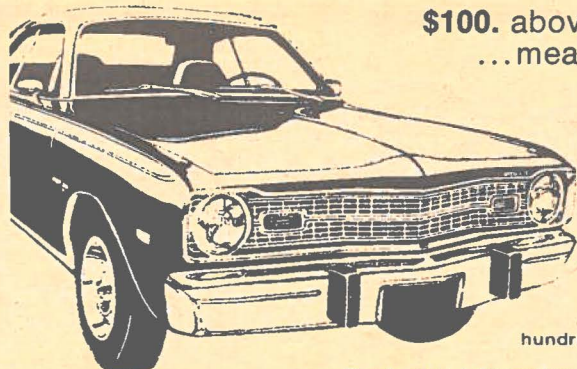
ASSOCIATION	PRESIDENT	MEMBERSHIP Chairman	1972-73	1973-74
Allancroft	Mr. David Hill		158	236
Aylmer-Eardley	Mrs. Quarterman	Mrs. Hopkins	60	76
Beacon Hill	Mr. Hay	Mrs. Butler	208	245
Beaconsfield High	Mr. T.S. Dutton	Mrs. Lukanovic	67	83
Beaconsfield Elem.	Dr. R. Margoese	Mrs. Beutel	41	76
Briarwood	Mr. Drummond	Mrs. Bagchi	65	95
Carlyle	Mr. D. Pryde	Mrs. Long	82	101
Cedarpark	Mrs. Strudwick	Mrs. Vost	157	226
Chelsea	Mrs. F.E. MacIntyre	Mrs. Jessen	41	47
Courtland Park	Mr. G.F. Perry	Mrs. R.A.J. Thomas	140	144
District of Bedford	Mr. M. Hauser	Mrs. M. Riordon	58	68
Dorset	Mrs. Luthi		54	113
Dunrae Gardens	Mrs. A. Klassen	Mrs. I. Bossons	219	222
John Rennie	Mr. F. Parnell	Mrs. N. Bartlett	158	172
Lachine High	Mr. Mobley	Mrs. Hanusiak	137	245
Lakeside Hts	Mrs. J. Adams	Mrs. J. Coghlin	223	303
Lasalle High**	Mrs. Brierley	Mrs. M. Douglas	-	53
Laurentian Elem.	Mr. R. Stansfield	Mr. W. Smith	72	77
Lindsay Place	Mrs. P. Lewis	Mr. K. Wright	149	183
Mount Royal High	Mr. R. Peck	Mrs. C. Harris	195	214
New Richmond**	Mrs. E. McColm	Mrs. J. Fessenden	-	30
Oakridge	Mrs. C. Johnson	Mrs. K.R. Stewart	40	69
Saguenay Valley	Mr. D. Fern	Mr. K. Haun	135	164
Somerled	Mrs. V. McFall	Mrs. J. Snitzer	91	92
Sunnydale Park	Mrs. D. Vilagos	Mrs. G. Batten	293	306
Valois Park	Mrs. E. Newbigging	Mrs. B.R. Johnston	112	116
Wagar	Mr. S. Wigdor	Mrs. F. Kalnitsky	114	375
Westhill	Mr. G. Fink	Mrs. P. Gardiner	61	84
Westminster	Mrs. C. Tissenbaum	Mrs. L. Keller	399	487
Westmount Park	Mrs. S. Hoof		110	153
Lachine Rapids	Mes. A. Lee	Mrs. F. Dobbs	120	168
Stoncroft	Mr. R. Hamilton	Mrs. Langlois	125	132

**Lasalle High and New Richmond Associations have become affiliated with QFHSA this year.

Mrs. Dorothy Chant,
QFHSA Membership Chairman

UBS CARS

\$100. above dealer's cost
...means a good deal



As a member of QUEBEC FEDERATION, you are entitled to buy, through UBS, new current model automobiles — including some imports — at \$100. above dealer's cost. This can mean a personal saving of hundreds of dollars, depending on the car.

For further information, and your UBS Purchase Certificate (there is no obligation to buy), please call or write:



United Buying Service

P.O. Box 73, Mount Royal, Montreal 304, Quebec. 735-5219

"We recommend placing your car order before March 31st".

QUÉBEC SAIT FAIRE

1. December 15, 1972 — Quebec imposes a health insurance plan on teachers.
2. January 1, 1974 — The plan goes into effect.
3. January 1, 1974 — Premium deductions are made, but no services are provided since there is no insurance company, or, at least, we don't know who it is.

**PROVINCIAL ASSOCIATION OF
PROTESTANT TEACHERS
OF QUEBEC.**

Home and School Receives Charitable Status

Following an extended period of communications with the Department of National Revenue, Canadian Home & School and Parents-Teachers Federation has been granted charitable status on November 16, 1973. In receiving its registration number, Home and School on a national, provincial and local level can receive donations for which it will be able to issue official receipts enabling donors to deduct their contributions from their personal income tax returns.

This privilege, of course, is only applicable to Home and School Associations which are in good standing with the Quebec Federation. It is hoped that the privilege of charitable status will greatly enhance and facilitate the work of Home and School both on a local, provincial and national level. Instructions will be issued to our locals in the very near future as to the mechanics to be followed in exercising this newly acquired status.

QFHSA SPONSORS HOSPITALITY SUITE AT PAPT CONVENTION



On November 8 and 9, QFHSA entertained teachers, Home and School members and parents at the hospitality suite they maintained during the PAPT convention at the Queen Elizabeth Hotel. Seen in the QFHSA hospitality suite (left to right) are Mr. Andy Ouelette, a parent from Bay Como, Mrs. Betty O'Connell, QFHSA Executive Vice-President, William I. Müller, QFHSA President, Mr. Sparkes, a teacher in Bay Como, and Jack Johnson, President, PAPT.