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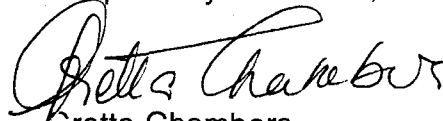
**REPORT TO
THE MINISTER OF EDUCATION
OF QUEBEC**

JANUARY 1992

We consulted widely in the course of carrying out our mandate. Had we not done so, our work would have little credibility in the very areas it is aimed at addressing and redressing. We have done our best to provide a faithful synthesis of what we heard and of the conclusions drawn by the combined experience of our members and those from whom we asked advice. I hope you find food for thought and action in the following recommendations and proposals.

They are, in our judgement, a fair evaluation of the needs of the English Education Community. They represent, we believe, a true assessment of and reasonable solution to the problems we were asked to study and, as such, should be acceptable to all the parties concerned. They are a package more than a series of recommendations each standing on its own, and I beg you to consider them in that light.

Respectfully submitted,


Gretta Chambers
Chair

GC:kdd
Encl.

Task Force on English Education
Groupe de travail sur le réseau scolaire anglophone

February 5, 1992

Mr. Michel Pagé
Minister of Education

Dear Minister,

I enclose the Report of the Task Force on English Education which you set up at the beginning of September 1991.

The membership of the Task Force proved to be a consistent source of wisdom and commitment. The people named to serve in the fulfilling of our mandate, with their wide knowledge of Quebec education and their deep roots in its English language sector, developed a remarkable team spirit. This enabled them to arrive at a consensus in no way assured at the outset by their respective professional interests. Such a successful effort at rising above particular positions to find overall solutions is eloquent evidence of much good will and the recognition that the problems we were asked to address transcend sectorial approaches. Their collaboration and cooperation, as well as the amount of time they so willingly devoted to the task, were both impressive and productive.

The contribution of the ex-officio members of the government, the Ministry and your office has been of great assistance. Mr. Russell Williams, MNA for Nelligan, Mrs. Janyne Hodder, Director of les services éducatifs aux anglophones and Mrs. Theresa Arbour, your political attachée for anglophones, have been helpful and constructive at all times.

I would also like to take this opportunity to thank the members of the Secretariat for their personal and professional support. Mrs. Gaby Ostro, Executive Director, Dr. Norman Henchey, Research Director, and Mrs. Kathy Danik, Secretary, have not only kept the Task Force running, in every sense of the term, their knowledge and expertise have provided all of us with invaluable data, documentation and logistical back-up.

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Task Force on English Education

**REPORT TO THE MINISTER OF EDUCATION
OF QUEBEC**

January 1992

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Task Force on English Education

1. Mandate

In order to support the school boards' efforts to ensure that quality educational services are provided in the English sector in kindergarten, elementary school and secondary school, in order to find ways, using the resources within the school system, of encouraging young anglophones to stay in Québec, the Minister of Education has created the Task Force on English Education. Its mandate is:

- 1) to study the decline of the English school population and its effects on the quality of educational services;
- 2) to take a closer look at the situation of small schools and make recommendations aimed at maintaining the quality of educational services;
- 3) to examine the accessibility of vocational education to young anglophones, as well as their readiness to enter the work force, and make appropriate recommendations;
- 4) to analyze the exodus of young anglophone Quebecers, determine any education-related reasons for this exodus and submit recommendations that fall within the mandate of the school system.

2. Deadline

The Task Force is expected to submit its report at the end of January 1992.

Presentation: Jean-Pierre Proulx (Le Devoir): the Quebec education context in the 1990's.

Presentation: Tom Blacklock (Consultant) - Demographics, What's ahead?

Tour de table on the following:

- School Board Organization (management)
- Services (e.g. psychological)
- Schools, especially small schools (structure, culture)
- Curriculum (régimes pédagogiques)
- Special programs (e.g. vocational, gifted, handicapped)
- Teachers and teaching (roles, training, assignment)
- Resources (funding, facilities, textbooks and materials)

Sub-Committees: - Rooms are available on the following dates:
October 8th, and 9th.

Visit to Quebec City: October 4th.

Visit to Townships: October 10th.

4. Oct. 17: **THE QUALITY OF EDUCATION**

- Questions:
- (8) How good is English education in Quebec ?
 - (9) Is there anything "distinctive" about English education in Quebec ?
 - (10) What innovations are taking place in English Education ?
 - (11) What have been the major effects of English language-arts curriculum and French Immersion programs on English education, especially other curriculum areas and the learning environment of schools ?

Presentation: Sylvia Chesterman, MCSC; Micheal Thomas, PSBGM

Working Groups

- Quality and effectiveness of English curriculum
- Effectiveness of French Immersion programs
- Culture of English schools
- Effect of French Immersion on English schools

Sub Committees - Rooms are available on October 21st.

Visits to: Laurentians, October 22nd; Gaspé, October 25th and 26th.

Round Table: Parents, Special Education, October 30th at Dawson College (7:30 p.m.)

5. Oct. 31: **CAREER PREPARATION**

- Questions:
- (12) How well prepared are graduates of English schools to begin careers ?
 - (13) What access do English-speaking students have to vocational training ?
 - (14) How competent are graduates in the thinking skills, language skills and social skills needed in the modern labor market in Quebec and elsewhere ?
 - (15) What is the extent and the cause of the exodus of young English-speaking Quebecers and to what extent, if at all, is English education a contributing factor ?

Presentation: Noel Burke, specialist in vocational education

Working Groups

- Effectiveness of vocational programs
- Effectiveness of academic programs for career preparation

Sub-Committees - Rooms are available on the following date:
November 6th.

Round Table: Teachers, Professionals - November 4th. at Dawson College (4:30 p.m.)
Adult Educators - November 5th, Concordia (4:30 p.m.)
Administrators - November 7th at John Abbott College (2.00 p.m.)
Business - November 8th, Montreal Board of Trade (7:30 a.m.)
CEGEP, University representatives - November 11th, McGill (1 p.m.)
Students - November 11th, McGill (4 p.m.)
Commissioners - November 13th, Vanier College (7:30 p.m.)

6. Nov. 14: **ENGLISH EDUCATION IN DIFFERENT REGIONS**

- Questions:
- (16) What are the common challenges facing English education in all regions of Quebec ?
 - (17) What are the particular needs of individual regions ?
 - (18) What initiatives are being taken in different regions to improve English education ?

Reports by Working Groups on visits and interviews:

- Montreal Metropolitan (CECM, PSBGM, etc.)
- West Island
- North Shore, South Shore
- Laurentians
- Western Quebec (Hull)
- Eastern Townships
- Eastern Quebec (Quebec City)
- Gaspé
- Common patterns and regional variations

Sub-Committees - Rooms are available on the following dates:
November 18th, 19th, and 21st.

Visit to Montérégie - November 19th

Teleconference - Lower North Shore - November 21st

7. Nov. 27: **PRIORITIES, PROPOSALS AND STRATEGIES**

- Questions:
- (19) What are the major challenges facing English education during the rest of this decade ?
 - (20) How can the quality of English education in Quebec be preserved and enhanced ?

Working Groups' Proposals related to:

- Access to English schools
- Goals, philosophy, public image of English education
- Programs
- Special problems of small schools
- Career preparation
- School Board organization
- Improvement of the quality of learning

Plenary session

- Priorities for recommendations
- Major strategies

Forum - PAPT/PACT November 28th

Sub-Committees - Rooms are available on the following dates:
December 2nd, 3rd, 4th, 5th, 9th, and 10th.

8. Dec. 12: **DRAFT REPORT**

- Reports of Working Groups
- Review of Draft Report

9. Jan. 8: **2ND DRAFT REPORT**

10. Jan. 15, 16: **APPROVAL OF 3RD DRAFT**

11. Jan. 28: **READING OF FINAL REPORT**

12. Feb. 5: **PRESENTATION OF REPORT & PRESS CONFERENCE**

Task Force on English Education
MEMBERS

MEMBERS/MEMBRES

Gretta Chambers, Chair / Présidente
McGill University

Francesca Arpin, FCPPQ

Dr. Donald Burgess, Alliance Quebec

Ann Cumyn, QFHSA

John Dinsmore, Corporate Higher Education Forum

Al Fitzgerald, QACSA

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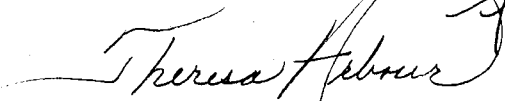
Russell Williams (Ex Officio), Membre de l'Assemblée Nationale

STAFF/SECRETARIAT

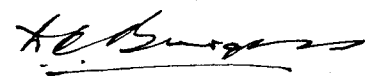
Gaby Ostro, Executive Director/Directrice
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Kathy Danik, Secretary/Secrétaire

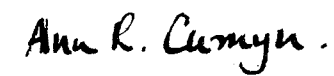
Task Force on English Education
Le Groupe de travail sur le réseau scolaire anglophone



Gretta Chambers, Chair

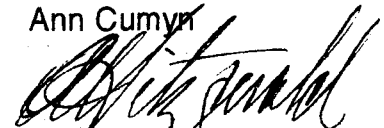

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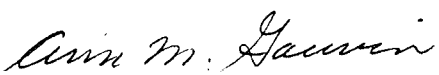

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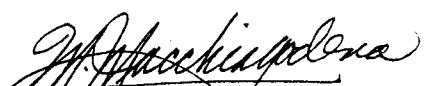

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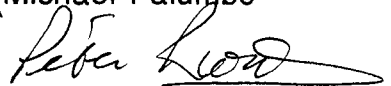

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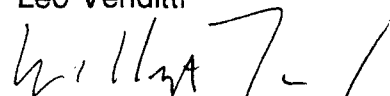

Michael Palumbo


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PART 1

FOREWORD

A community's education of its young is one of the building blocks on which its future is founded. If it leaves the education of its young people to others, others will eventually define its cultural values and choose its social priorities. The Task Force on English Education has approached its mandate from this perspective, a perspective it shares with the country's French-speaking minorities and especially with Quebec's French-speaking majority. A public school system is a fundamental instrument in the forging of a cultural, social, and economic identity.

English-speaking Quebec is no exception to this rule. Its future is tied to its ability to inculcate in its children the strengths of the English-speaking community as well as the desire and ability to function effectively in a predominantly French-speaking society. The challenge is great. It cannot be met by English-speaking Quebecers alone. **There must be an acceptance by the whole of Quebec society that its English fact is of intrinsic value to Quebec.** If the English-speaking community of Quebec is to continue to exist as a contributing component of Quebec's social, cultural and economic make-up, its schools must reflect the distinct character of its aspirations, traditions and potential.

The particular mission of English education in Quebec is, therefore, three-fold:

- 1) Its students must receive the necessary literacy and learning tools for productive membership in a modern society.
- 2) Students must be given a knowledge of their English-language cultural heritages and the contribution their community has made to the development of this society.
- 3) Students must be provided with the language skills and cultural understanding to become full fledged members of Quebec's predominantly French-speaking economic and political life.

PRINCIPLES

To be successful, English schools must meet all three criteria. The difficulties inherent in fulfilling this mission will become apparent in the ensuing report which will also contain recommendations for meeting the challenge. The Task Force on English Education will make proposals for change to the Minister of Education bearing in mind the following principles:

- 1) Learning is the essence of education and students are its *raison d'être*.
- 2) Education must provide each student with the attitudes and skills necessary for life-long learning.
- 3) English education must prepare students for the future so that they can take their place in Quebec society and must equip them for active and fulfilling careers.
- 4) Quebec is strengthened by a vigorous and creative English-language education system.

- 5) The English-speaking community must control its education system within a broad policy framework in order that it may transmit its language, values and culture and meet the learning needs of young English-speaking Quebecers.
- 6) To be vigorous and effective, a school system must be able to renew itself and develop.
- 7) Small schools, often the last institution serving an English-speaking community, must be supported.
- 8) Teachers are key to a quality education and must be supported in their efforts to meet the educational demands placed upon them.
- 9) Teachers and administrators require ongoing opportunities for professional development and renewal.

DECLINE AND ITS EFFECTS

There are a number of factors which have affected the nature and shape of the decline in English school enrolment. The general political and economic climate in Quebec, combined with the mobility of English-speaking Quebecers, has increased the rate of emigration among young English-speaking Quebecers and discouraged immigration to Quebec of English-speaking people. Bill 101, restricting admissibility to English schooling, has accelerated the decline by shutting out a significant portion of the English school network's traditional replacement clientele.

Between 1972 and 1990, enrolment in English public and private schools fell by 57 %, from 250,000 to 108,000. Enrolment in French schools declined by 24 %. In the ten year period from 1976 to 1986, English enrolment dropped by 48 % while French enrolment fell by 14 %. The most recent figures show that since 1986, the decline has slowed. (Tables 4 & 5)

The school system is also being affected by the low birth rate and an aging population in the English-speaking community. The trend away from the regions to the Montreal area has increased the drain on many schools in smaller centres, while the emptying of central Montreal in favor of the suburbs has further strained English educational services in the city core.

DIFFERENT ATTITUDES AND DEMANDS

In addition to a complex series of trends and issues, there are the effects of individual attitudes. Quebecers share with the rest of North America concerns about public schools. To this must be added the level of bilingualism English-speaking parents expect their children to acquire in school. A significant number of English-speaking Quebecers are now sending their children to French schools. Within the English sector itself, the popularity of French immersion has affected the structures, content and delivery of education.

The rapid expansion of the French language sections of some Protestant boards has altered the historical identification of Protestant education with English education. (Table 20)

SEPARATE TRADITIONS AND COMMON CONCERNS

Despite the movement from 1964 to the present to integrate Quebec's educational structures in a single framework, English education retains the character of its separate traditions: an English-Scottish-Protestant core of beliefs, cultures and leadership to which were added Jewish and other non-Catholic elements, and an Irish-Italian-Catholic core which until recently remained distinct. The past twenty-five years have been a history of how these two educational cultures accommodated themselves to the changing power structures of French Quebec and to their relationships towards each other.

As the two traditions are evolving, it is becoming increasingly clear that it is their language which brings them together, embracing other cultural communities which have become part of their linguistic group. English Catholics, while operating their own schools, have little autonomy and often limited resources as part of predominantly French language boards.

HOW ENGLISH ARE THE SCHOOLS?

Other influences have affected English education in Quebec. It seeks to bridge a French-inspired structure and curriculum system and a North American educational community of organizations, textbooks, professional literature and research. It has ceased to be very "English", framed as it is by a French structure and terminology, curriculum systems and highly detailed bureaucratic regulations, many of which are quite foreign to English traditions. In addition, 50% of kindergarten and elementary students are following at least one-half of their program in French and 25% of secondary students are following one or more subjects in French. (Table 21)

While there has been more involvement of English-speaking educators in the production of materials and examinations in recent years, the Ministry's "régimes pédagogiques" - now ten years old - established detailed Quebec-wide structures and programs at the elementary and secondary levels and extensive guidelines for content and teaching methods. In many instances, the curriculum of English schools and the final examinations became translations from the French.

SERVICE CUTS AND SCHOOL CLOSINGS

The practical effects of declining enrolments have been felt in almost all areas of English education. After providing for the conditions dictated by provincial norms and collective agreements, there is little flexibility left in the budgets of school boards. Rational priorities and plans are difficult to establish, often compromising the innovations and successful program developments of English education.

The enrolment of most schools is declining. Small schools are often limited in the range of services and resources they can muster. Many schools have been forced to close with the attendant community trauma and dislocation. Others are kept in perpetual insecurity. Schools and school boards are competing for students, and in this context, the community rationale for maintaining a school may be overlooked.

As English enrolment declines, the current divisions of boards create difficulties of coordination and mutual support in the providing of high quality services.

POLITICAL AND SOCIAL CLIMATE

Solutions to the problems, including those related to declining enrolments, do not depend entirely on education-related policies. English education must be viewed within the wider community context in which it is offered and received. Without a viable, healthy community, an English-language school system of quality is difficult to sustain.

Today, the social and political climate in Quebec is the most negative factor affecting English education. The substance of the issue lies in the community's continued existence as an integral part of Quebec's future. There is a widespread conviction among English-speaking Quebecers, that their community is considered expendable by Quebec's French-speaking majority. This makes efforts at securing the future and quality of English education appear futile. The English language school system cannot, by itself, shore up the English-speaking community.

STATUS OF THE ENGLISH-SPEAKING COMMUNITY

Securing the status of the English-speaking community is an important first step in the reorganization of English education to meet the challenges of decline and fragmentation. If graduates of English schools do not have access to employment in Quebec they will seek it elsewhere. The better trained they are, the easier their moving out will be. If young English-speaking people continue to see their future in Quebec as problematic, then the message received by potential English-speaking immigrants to Quebec, particularly those with skills and resources, will be that Quebec is not a land of opportunity for their own children. The circle then becomes vicious, robbing Quebec of both existing and potential sources of demographic, economic and social strength. (Table 15)

Unless the concept of an English-speaking community is supported and given real importance, there is little foundation on which to build or rebuild an English school system. If the arguments underlying Bill 101, that such legislation was necessary to protect and preserve Quebec's threatened French-speaking society, are still valid, then applying them today to Quebec's English fact is very much in order. Of the two communities, the francophone majority and the English-speaking minority, which is the more threatened?

The idea that the English-speaking community of Quebec is not threatened because of the North American context in which we live begs the question. The "Englishness" of individual Quebecers may not be threatened, but Quebec's English-speaking community as a working part of the larger Quebec society cannot function without the requisite human resources to make its collective contribution. If it is prevented from renewing itself, it will simply fade away. Continuing to shut it off from its traditional sources of replenishment can and will be construed as a delayed but deliberate death sentence.

ACCESS TO ENGLISH SCHOOLING

Access to English-language schooling must be widened at least to include all immigrant children who were being educated in English or whose parents come from English-speaking parts of the world.

The relaxation of the rules for English school eligibility would have a positive psychological effect. The measure could well encourage some skilled people from industrialized countries to settle in Quebec but it is unlikely to have much impact on the respective sizes of the French and English sectors. If all the English-speaking students now in the French sector were to transfer to English schools, it would decrease French enrolment by only 1 %. As about half of the English-speaking students now in French schools are probably there by choice, there would be no noticeable drain on the French network while providing the English language sector with significant additional strength.

A MINORITY IN QUEBEC

The English-speaking community, as a minority in Quebec, must build on its strengths and potential as a community. Minority education must be equal in quality but not necessarily identical to majority education. Minority schools have a fundamental role to play in the maintenance and vitality of their communities. Decision-making authority over a number of key areas of program content and delivery must be assured to the community.

Quebec's English-speaking community has a well developed set of institutions. It needs to define its own cultural and educational goals as well as the degree of independence and self-determination it wishes to pursue in its education system. It must foster the community support it needs in order to build viable frameworks and strategies for achieving its goals in education.

BUILDING A FRAMEWORK

English representation in the Ministry of Education is minimal. No one from the English education community occupies a post of assistant deputy-minister or director general of a major department. The only concentration of English-speaking personnel is in the area of delivery of services, not in policy development. Influence on curriculum is largely limited to English-language arts, French second language and the translation of documents. Few school boards have the administrative and professional resources to develop curriculum. Most provincial organizations have specialized interests and there are no comprehensive bodies to deal with major policy issues, coordinate developments as they arise or oversee a productive relationship with the French sector.

One can speak of an English education sector in Quebec, but not of an English education system with all the human and physical resource-sharing that term implies. Judged solely on comparative test results, English education is holding its own. Many students graduate successfully from high school and go on to do well in CEGEP, university and the work place. (Tables 16, 17, 18) It provides one of the most bilingual educations of any school system in the country. The employment mobility across Canada of its most able graduates is eloquent evidence of this particular strength.

Access to educational services is uneven and the needs of many students are not addressed. English education has little cohesiveness, its leadership is fragmented. Concerned with sheer survival, and day-to-day crisis management, its objectives do not always reflect the community it is expected to serve.

CONCLUSION

The most pressing problems identified by the Task Force, based on its consultations and deliberations, are the following:

- 1) The dramatic and ongoing decline in enrolment in English schools in the past twenty years;
- 2) The lack of appropriate English-speaking representation within the Ministry of Education;
- 3) The fragmentation of structures and uneven distribution of services, especially to the English Catholic community, in the current division of school boards;
- 4) The small size, isolation and lack of adequate resources of many English schools;
- 5) The need to provide better support and opportunities for a teaching force in need of ongoing renewal;
- 6) The rigidity of the régimes pédagogiques;
- 7) The lack of proper support, both in the schools and from social services, for students with particular needs;
- 8) The lack of a coherent network of communication.

PART II

ISSUES & RECOMMENDATIONS

DECLINE

Enrolment in English schools has decreased by 57 % in the last twenty years. Although the rate of decline has tapered off in recent years, the exodus of young English-speaking Quebecers continues. Political and economic uncertainty and an inhospitable social climate encourage emigration and discourage English-speaking immigrants from coming to Quebec.

Government support of a high quality English education system would send a powerful message to both Quebecers and potential immigrants. Broadening access to English schools would benefit Quebec, the English school system and English-speaking Quebecers who wish to provide for their children an education both in English and in Quebec. It would be evidence that Quebec welcomes immigrants from parts of the world in which English is the common language.

RECOMMENDATION: ACCESS TO ENGLISH SCHOOLS

(1) **THAT THE MINISTER OF EDUCATION RECOMMEND TO THE GOVERNMENT OF QUEBEC THAT** access to education in English be widened at least to include any child who was being educated in English or who has a parent from an English-speaking part of the world.

(2) **THAT THE MINISTER OF EDUCATION** ensure that parents are given, prior to registration of their children in school, complete information concerning eligibility for English schooling for their children.

(3) **THAT THE MINISTER OF EDUCATION** ensure representation of the English-speaking community on the Appeals Committee.

MINISTRY OF EDUCATION

The English education community has little presence in the Ministry of Education that is supposed to serve everyone. Its involvement within the policy-making structures of the Ministry has been minimal at best, its presence limited to operational services and translation.

As a result, English education policy in Quebec is largely a translation of French education policy. This is unacceptable if English education is to regain its distinctive character in order to give the best of itself to both its students and society. It must be part of the decision-making process dealing with priorities, objectives and standards. Recognition must be given to the importance which Quebec is willing to place on its English education system and services.

RECOMMENDATION: MINISTRY OF EDUCATION

(4) **THAT THE MINISTER OF EDUCATION** establish the position of Assistant Deputy Minister (English Education) to oversee English education and whose responsibilities would include policy development and the delivery of services with the appropriate resources provided to carry out these functions.

SCHOOL BOARDS

The vast majority of the people consulted were clearly in favor of the organization of Quebec education along linguistic lines. There is however a minority view just as strongly held. The issue is one that leaves very few English-speaking Quebecers indifferent.

Those who are in favour of linguistic boards argue for a single school network to facilitate the unified planning, consolidation of resources and sharing of information needed to revitalize English education now and for the future.

It is believed by some that giving up the confessional school boards also means giving up constitutionally guaranteed education rights because these guarantees are seen as the only protection for English education, even though Protestant education is no longer exclusively English. From this perspective, English education without constitutional guarantees would simply be vulnerable.

The recommendations that follow are based on the considerations that fragmentation in education structures for the English community is inhibiting coherent planning and use of resources. There is an urgent need to provide appropriate structures and services for English Catholic schools in a number of regions, on the Island of Montreal and elsewhere. English-language education needs guarantees against the future.

RECOMMENDATION: SCHOOL BOARDS

(5) **THAT THE MINISTER OF EDUCATION** recognize that the English-speaking community must have the control and management of its school boards within a broad framework established by the Minister of Education, in order that it may transmit its language, values and culture and meet the learning needs of young English-speaking Quebecers.

(6) **THAT THE MINISTER OF EDUCATION** seek guaranteed constitutional protection for English language school boards, comparable to the one now given to confessional minorities.

(7) **THAT THE MINISTER OF EDUCATION** seek the inclusion of provisions protecting the right to English education in the Charter of Human Rights and Freedoms of Quebec.

(8) **THAT THE MINISTER OF EDUCATION** establish a moratorium on the closing of the last English school in small centres until the plan for the reorganization of school boards for English schools is in place, except where the school community itself recommends the closing.

SCHOOLS

English schools in Quebec have a special mission. They must transmit an English cultural heritage as well as a sound knowledge of French. They must provide leadership in literacy and learning as well as represent a synthesis of English and French cultural and linguistic traditions.

In many places, the English school is the last cultural institution of an English community. In many more, it is an endangered species. Schools, especially those in isolated communities, should be organized with the necessary resources to provide learning, literacy and cultural services to the whole community. This would enhance the concept of school as a community service and resource centre for children and adults.

Most English schools are small schools, with fewer than 200 students. Many cannot offer a complete range of programs and services. Small schools can therefore be seen as a problem or, conversely, as an opportunity to offer learning on a human scale and to use informal approaches. Particularly successful are small alternative schools for dropouts and students at risk.

If size is a factor that must be taken into account, so is transportation. Many students must travel close to two hours twice a day. New patterns of school organization should be examined and tried. These might include four-day attendance/one-day individual study patterns; alternative work-study and community service patterns.

The school is where teachers and parents interact. Existing patterns of teacher-parent collaboration must be strengthened and school administrators encouraged to facilitate the involvement of parents in their children's learning process and progress. Programs giving parents the tools and the confidence to be involved in their children's education must be promoted and facilitated.

RECOMMENDATION: SCHOOLS

(9) **THAT THE MINISTER OF EDUCATION** revise the budgetary rules to ensure that school boards receive more adequate funding for small schools, particularly in small centres, and for alternative schools for students at risk.

(10) **THAT THE MINISTER OF EDUCATION** establish an "English Small School Service" in the Ministry of Education to set up links among small schools across Quebec and between small schools and larger schools with specialized expertise.

(11) **THAT THE MINISTER OF EDUCATION** make resources available for school-based innovations and projects and for evaluation.

TEACHERS

Many teachers who entered the system in the 1960s and 1970s have watched enrolments decline, schools close and colleagues placed on surplus. They have often been bumped from one curriculum area to another and have seen resources and support systems shrink significantly. Many teachers feel they have lost control of their profession and their right to make professional decisions about curriculum and school policy. Their sense of powerlessness is often acute.

Teachers are doing their best in their own classrooms, often with outstanding success. Efforts are generally of an ad hoc nature taken on private initiative, and therefore not always sustainable. Unrealistic expectations are placed on teachers to deal with the added burdens of mainstreaming, multi-level classes and the requirements of a rigid curriculum. Teachers must be provided with professional development opportunities and teaching materials that will help them to deal effectively with individual student learning needs, different learning styles and the integration of students who have learning disabilities and those who are handicapped.

Over the next few years, many teachers will be retiring and, unless enrolments continue to decline sharply, there will be new opportunities to hire young teachers. They will need to have the skills for meeting more diverse student needs. The challenge will be for faculties of education to prepare teachers with the skills required.

The need for increased and innovative approaches to professional development for teachers is critical. Teacher mobility and exchanges must be promoted if teachers are to have opportunities for renewal. Schools and school boards should be encouraged to arrange exchange programs for teachers with business and public organizations in their regions.

RECOMMENDATION: TEACHERS

(12) **THAT THE MINISTER OF EDUCATION** explore, in collaboration with school boards and teachers' organizations, ways of supporting opportunities for increased teacher mobility to allow for enriching career experiences.

(13) **THAT THE MINISTER OF EDUCATION** increase the support and funds for local school initiatives for staff renewal and development.

(14) **THAT THE MINISTER OF EDUCATION** facilitate the establishment of a communications network for teachers in English schools in Quebec.

(15) **THAT THE MINISTER OF EDUCATION** ensure that public recognition is given, to outstanding schools and staffs, innovative projects, new ideas, extraordinary service and great educators.

STUDENTS

Every student, whether average, gifted or with learning difficulties, can benefit from alternative learning experiences. The teacher in the classroom is expected to help all students learn whatever their ability or learning style.

Most teachers have had insufficient preparation for such a diverse range of classroom needs. Support personnel such as classroom aides, psychologists, speech therapists, Youth Protection and social workers are in short supply or not available at all to English schools. In spite of recent legislation, an urgent need for services in English still exists in many communities. Access to social services in English in every region of Quebec must be assured, if necessary by contracting for these services with those agencies with teams of English-speaking personnel.

There are 17,000 English students who have been identified this year as having learning difficulties. In some schools more than 40% fall into this category. (Table 11) There is a serious underfunding of students with special needs and problems, partly because of the arbitrary percentage of such students a school board may claim (Caps). Students who fall behind or who exhibit learning problems, are often not identified until well past the middle of the elementary years, making successful intervention measures even more problematic. Some students are never adequately assessed during their school years.

Parents, the partners with the schools in educating their children, are often not given adequate information or support in order that they in turn can play the essential role of helping their children to learn. The children of parents with little formal education or low levels of literacy are the most vulnerable. Programs must be established to support and enhance the levels of learning and literacy in the homes and the community.

RECOMMENDATION: STUDENTS

(16) **THAT THE MINISTER OF EDUCATION** support services and resources for early identification and intervention for students with learning difficulties.

(17) **THAT THE MINISTER OF EDUCATION** ensure that sufficient resources are provided to make appropriate school intervention and/or integration possible without jeopardizing the education of any student.

(18) **THAT THE MINISTER OF EDUCATION** recognize and support alternative approaches to meet the diverse learning needs of students and to provide enrichment for gifted students through activities such as the use of community resources, CEGEP courses, computer networking and distance education.

(19) **THAT THE MINISTER OF EDUCATION** ensure that more opportunities be available for the adult learner and for continuing education in rural or isolated communities, particularly through better use of distance education.

(20) **THAT THE MINISTER OF EDUCATION** establish with the Minister of Health and Social Services an interministerial coordinating process to ensure that the health and social service needs are met in English schools.

PROGRAMS

The régimes pédagogiques with their rigid grids and detailed specifications are difficult to adapt to the overall philosophy and circumstances of English education, to the needs of rural schools and small schools and to the heterogeneous student populations of Quebec's English schools.

Although objectives can be added to the curriculum, the structure discourages the development and adaptation of courses at the local level. It is often difficult to match the objectives of the programs with the available English textbooks.

RECOMMENDATION: PROGRAMS

(21) **THAT THE MINISTER OF EDUCATION** amend the structure of the régimes pédagogiques for elementary and secondary schools to (a) reduce the number of required courses, (b) give more latitude to schools to decide the sequence in which courses are offered, (c) encourage more school initiative in the development of programs to meet the needs of the students and the community.

CURRICULUM DEVELOPMENT

The need for ongoing curriculum development and evaluation should be a joint responsibility of the Ministry of Education, school boards, individual schools, and professional organizations of teachers. The English education network should be a major contributor to the development of programs and curriculum as well as to the methods of evaluation.

Programs in subjects such as history, geography, social studies, and the arts must be revised to give appropriate attention to the contribution of English-language communities in Quebec and throughout the world. Such content should be maintained in French immersion programs.

All English schools must assure high levels of literacy in spoken and written English and in reading for content analysis, as well as exposure to rich and appropriate selections of English literature. English schools, often the only centres in small and remote communities, must be able to provide cultural enrichment and stimulation as well as literacy training for all members of the community.

RECOMMENDATION: CURRICULUM DEVELOPMENT

(22) **THAT THE MINISTER OF EDUCATION** establish an English Curriculum Council, advisory to the Assistant Deputy Minister (English Education), with representation from the Ministry, teacher organizations, school boards, post-secondary institutions and members of the community, to initiate and coordinate (a) the development and adaptation of programs to meet the needs of the English community of Quebec, (b) the assessment of appropriate textbooks and teaching materials, (c) the assessment of curriculum structures and learning programs, and (d) the development of policies related to the assessment of student progress and qualifications for secondary school graduation.

FRENCH SECOND LANGUAGE

One of the major difficulties in trying to fit English education into a framework designed for the French majority is the necessary insertion of extensive second language programs for the English sector. The importance of turning out bilingual graduates cannot be exaggerated. English education in Quebec continues to give high priority to competence in French for all students irrespective of ability, aspirations and economic status.

Achieving this goal without sacrificing the cultural heritage of an English education requires special attention. Care must be taken to balance the desire to expand French immersion programs with the cultural and linguistic objectives of other subjects and the needs of students enrolled in the English non-immersion programs..

RECOMMENDATION: FRENCH SECOND LANGUAGE

(23) **THAT THE MINISTER OF EDUCATION** revise and enrich the Ministry of Education French second-language programs at the elementary and secondary levels.

(24) **THAT THE MINISTER OF EDUCATION** recognize the special responsibility of English schools to provide literacy and fluency in two languages through special funding.

(25) **THAT THE MINISTER OF EDUCATION** facilitate the development and testing of alternative French second language program models.

PREPARATION FOR WORK

In the tradition of English education, technical and vocational education has been viewed by many parents and educators as a less than optimum choice for students. Its place in the English sector has been seen as an alternative to the purely academic secondary curriculum. It was offered to students less academically inclined and those who learned more easily through practical experience. Although the status of the programs has never been high, they have been used with imagination and positive practical results in countless schools. There is still a need for some programs of this nature.

The Ministry's recent revision of professional training to address the need for a highly skilled workforce in a modern economy has left much of the English sector behind. With its much higher academic requirements, technical education no longer offers a less demanding path to high school completion. Because the new programs have much to offer, the advantages to students must be publicized. Imaginative marketing should carry the message that these programs lead to highly skilled, well-paid jobs..

RECOMMENDATION: PREPARATION FOR WORK

(26) **THAT THE MINISTER OF EDUCATION** support (a) the ongoing development of a province-wide plan for English technical and vocational education, (b) the development, as part of this plan, of English centres as well as bilingual centres for programs in various technical and vocational fields, and (c) the providing of assistance necessary to ensure the access of English-speaking students to these centres.

(27) **THAT THE MINISTER OF EDUCATION** support the use of apprenticeship programs and special placements for credit for students who have special talents or who learn more effectively through practical experience.

(28) **THAT THE MINISTER OF EDUCATION** support the development of a limited number of elective practical courses in a variety of fields for interested secondary school students, especially those whose learning style relies on practical tasks.

(29) **THAT THE MINISTER OF EDUCATION** support training for special job opportunities developed on a local or regional level in cooperation with business, industry and craftspersons.

CONCLUSION

A system of education must reflect the social and economic imperatives of the society in which it operates. It must function as a training ground for individual learners without losing sight of the objectives of the society in which those learners are going to have to live and work.

If English education is to survive and thrive in Quebec and make its proper contribution to Quebec education and society, it must develop a system of strategic planning. There needs to be coordination and cooperation among all the elements of the English-language education system and the broader community that it serves.

As in any dynamic society, Quebec depends for its future on the success of its youth. English education is a vital partner in the challenging endeavor to equip all Quebec students to participate productively in that future. Its merit is strongly rooted in its tradition of excellence and its ability to adapt in a rapidly changing environment.

Despite these important qualities, English education is a social system under siege. Uncertainty obscures the way ahead. As this report demonstrates, school enrolments have declined dramatically, affecting access to programs and support services in many areas. Further deterioration will undermine renewal of Quebec's English-speaking population.

The Task Force on English Education has consulted students, parents, employers, teachers, school boards and administrators throughout Quebec. The Task Force believes that the remedies it proposes are essential to stem the exodus of young English-speaking Quebecers and to provide them with a good education and satisfying career opportunities.

PART III

ENGLISH EDUCATION IN THE 1990'S

ENROLMENT

In 1990-91, there were 100,000 students in English-language public elementary and secondary schools in Quebec and another 8,000 in private schools. This represents just under 10% of the total enrolment for all Quebec schools. (Table 1)

Almost 60% of English students are on the Island of Montreal and another 25% are in the regions immediately north and south of the island. (Table 2)

In addition, 19,000 students whose mother tongue is English are attending French schools. Two-thirds of students who came to Quebec from other provinces are attending French schools. (Table 14)

Almost 17,000 children in English schools are at risk: they have learning difficulties or handicaps that are keeping them one year or longer behind schedule. Most of these students are integrated into regular classes and many are likely to drop out of school before completing the requirements of a high school diploma. (Table 11)

SCHOOLS

The English system includes over 300 schools in which the language of instruction is primarily English; many of these schools offer French immersion programs. Another 85 schools have both French and English classes.

One-half of English schools have fewer than 200 students; they account for 25% of the English elementary enrolment and 13% of the secondary enrolment. Seven per cent of English students are in schools with enrolment under 100. Eighty per cent of schools under 200 students have multi-grade classes, 28% of them with classes containing three grade levels.

SCHOOL BOARDS

One school board in three across Quebec offers some English instruction. In general, Protestant boards are primarily English though some have substantial French enrolment; for instance, French students account for 36% of the enrolment of the Protestant School Board of Greater Montreal and 40% of the South Shore Protestant Regional School board. Furthermore, of 18 major Protestant boards in Quebec, 8 have a majority of students who identified themselves as Protestant. (Table 20)

Many Catholic school boards have English schools but English students are in a minority in Catholic boards, and outside of the Montreal region they form a tiny minority. In certain regions such as the Laurentians and Eastern Townships, Protestant boards assume responsibility for all English students, Catholic and Protestant. In some other regions such as Gaspé, most Catholics attend school in Protestant boards.

TEACHERS

There are 7,000 teachers working in English schools in Quebec, 2,300 in the Catholic sector and 4,700 in the Protestant sector. Their average age is 44 years and their average experience is 18.6 years. About 14% of English teachers work in small schools (under 200 students). (Table 19)

In a study of teacher attitudes done for the Conseil supérieur de l'éducation, English teachers share views of their French colleagues on most professional issues. But there are some important differences. English teachers are twice as likely to stress the intellectual function of the school and are far less likely to agree that schools have improved in the past five years. One-third of all elementary teachers, French and English, feel a sense of powerlessness but English secondary teachers are significantly more likely to feel this than their French colleagues. (Berthelot, 1991)

ENROLMENT TRENDS

Between 1972 and 1990, English enrolment declined by 57%, from 250,000 to 108,000. During the same period, French enrolment declined by 24%. The period of greatest decline was between 1976 and 1986; since 1986, the rate of decline has dropped to 2-3% per year. On the Island of Montreal, English enrolment declined by 64% between 1970 and 1990, French enrolment by 45%. (Tables 4 - 7)

On the other hand, government enrolment projections for the English system suggest that, other things being equal, between 1990 and 1995 elementary enrolment will increase by 9% and secondary enrolments will decline by 5%; secondary enrolment should begin to increase in 1998. (Tables 8 - 10)

PROGRAM STRUCTURE

With minor variations (e.g. second language) there is a common program structure (régime pédagogique) for English and French schools, one for preschool and elementary levels and one for the secondary level. A separate régime pédagogique for adult education is under development.

In the elementary school, this is the distribution of subject areas over the 6 years:

English language arts	30%
mathematics	20%
French second language	9%
art	9%
physical education	9%
moral/religious education	9%
social studies	9%
natural science	5%

In the secondary school, this is the distribution of subject areas over the 5-year program:

English language arts	17%
mathematics	14%
science and technology (5 courses)	12%
French second language	11%
social sciences (5 courses)	11%
moral/religious education	6%
physical education	6%
art	4%
home economics	2%
career choice education	2%
personal and social education:	2%
ELECTIVE COURSES	12%

FRENCH SECOND LANGUAGE

The major innovation in English schools in recent decades has been the variety of programs for improving the quality of French as a second language. These have included extended or enriched French core programs as well as different models of immersion programs in which various subjects are taught in French. In most schools the amount of French taught goes far beyond minimum government program requirements for second language.

For example, 94% of kindergarten children receive French instruction even though none is required in the program, and almost 50% of them follow more than one-half of their program in French. At the elementary level, 50% of students are in an immersion program with 28% or more of their program in French; at the secondary level, 25% of students are taking at least one other subject in French. (Table 21)

VOCATIONAL EDUCATION

Overall enrolment declines together with changes in program regulations in recent years have had a dramatic effect on vocational programs at the secondary level. Enrolments have dropped: in 1981 there were 9,000 English students enrolled in vocational programs; in 1989, 1,000 (youth sector). Many English comprehensive secondary schools have abandoned their workshops and courses; most of the students interested in vocational programs are now following them in the adult education sector (6,500 English students in 1989). (Table 13)

There are about 40 vocational specialties offered in English in different school boards across Quebec, most of the courses in the greater Montreal region. Previous short-term vocational courses have been discontinued, entrance requirements have been raised to Grade 10 (Secondary IV) level, and programs have been more specifically directed to career skills.

ADULT EDUCATION

Most predominantly English-language school boards have a director of adult education and offer a variety of courses and services to adults. There are about 16,000 students in academic secondary courses and another 7,000 in vocational courses. Cegeps and universities also offer extensive adult education programs.

School boards offer courses in language and literacy and assist adults and students who have dropped out of school to improve their life skills and their work skills. Other important adult education services in the areas of family living, community development, cultural enrichment and literacy are offered by a variety of voluntary organizations and individuals and many of the people involved in all these activities, formal and non-formal, are members of the Quebec Association for Adult Learning.

QUALITY OF EDUCATION

There are various ways of measuring the quality of education, all of which are reliable guides only to a certain degree.

The drop-out rate in English secondary schools for students who did not fall behind their age group at the elementary level is 6.8% compared with 13.5% in the French sector; for students who did fall behind schedule in the elementary school, the drop-out rates are 32% in the English sector and 51% in the French sector. (Table 12; Brais, 1991)

In the official Ministry of Education examinations for secondary school graduation, both the average mark and the success rate in the English sector have been higher than in the French sector for four of the past five years. Students in English schools who wrote the examinations in French (i.e. those in immersion program) had even better results. (Table 17)

In an international study of the achievement of 13-year-olds in mathematics and science in four Canadian provinces and five other nations (United States, Korea, Spain, Ireland, and the United Kingdom), conducted in the mid-1980s, students from the Quebec English system achieved better results in mathematics than students in Ontario, Spain, the United Kingdom, Ireland, and the United States; they were behind Korea. In science, their results were average, above the United States, Ireland, and the French students from Ontario and New Brunswick, and below students from British Columbia and Korea. (Table 18)

Graduates of the English school system seem to be regarded as competent in both official languages and seem to have no trouble getting jobs across Canada. On the other hand, there is a fair amount of more or less informed opinion that the quality of English writing and reading skills, analytic thinking, and study skills is not high enough to meet the demands of post-secondary education and the rapidly changing labour market.

ADMINISTRATION

There are important differences in the size of the administrative structure and resources for English schools in Protestant and Catholic school boards. In the 14 major Protestant boards and one neutral board (Littoral board on the Lower North Shore), there are administrative officers at the board level, typically a director general, director of instructional services, director of adult or continuing education, director of personnel and, in the larger boards, regional directors and curriculum or student service consultants.

In Catholic boards, comprehensive administrative structures are found in only two boards: the English sector of the Montreal Catholic School Commission and Baldwin-Cartier School Commission (on the Lakeshore). Three other Catholic boards on the Island of Montreal have an administrative officer and limited staff responsible for English schools. Elsewhere, there are administrators responsible for English schools only in Laval, Aylmer, and a consortium of some Catholic boards on the South Shore.

Over the years, English educators have established 30 organizations at the provincial level (not counting local groups and organizations for both French and English educators). Many of these organizations are divided along Catholic-Protestant lines. There are 8 organizations for administrators, 1 for school boards (Protestant), 2 for private schools, 3 for teachers (plus many local teachers' organizations), 2 for parents, and 11 for teachers of various subjects.

In the Ministry of Education, administrative and professional positions explicitly responsible for English language education are few: about 60 English personnel in a Ministry staff of over 1,200, including fewer than a half dozen English personnel who may be considered senior appointments. The major unit for English education is the Services éducatifs aux anglophones with 9 professionals and 8 regional representatives.

The professional services of psychologists, youth protection workers, school nurses, social workers and speech therapists for English-speaking students are limited even on the island of Montreal; they are almost non-existent elsewhere in Quebec though some efforts are being made to improve this situation.

CHALLENGES TO ENGLISH EDUCATION ACROSS QUEBEC*

Even though there are many points of similarity in English schools throughout Quebec -- in philosophy, policy, structure, and challenges -- there are also many important differences that reflect different traditions and the particular context of location and community.

WESTERN QUEBEC

The territory of Western Quebec covers two broad regions: the Outaouais region runs along the Ottawa river and the Ontario border and includes the counties of Pontiac, Papineau and Gatineau, and the urban centres of Hull, Aylmer and Gatineau; and the Abitibi-Témiscamingue region in the north west, including Rouyn, Noranda and Val D'Or. Outaouais has a substantial and stable English population, urban and rural, but the English in the north west are far fewer.

For the Outaouais region, Ontario is a powerful magnet drawing people to study and work; Ottawa is a more powerful image and standard of comparison for the English and their education system than Montreal or Quebec city. Outaouais is an uneven region populated by sophisticated and ambitious professionals who work in the Capital and by rural dwellers, often unilingual English, who have lived there for generations.

There are about 7,700 English students in Western Quebec: 5,000 in some 23 schools in Outaouais and Abitibi- Témiscamingue served by the Western Quebec Protestant Regional School Board (including a few Catholic schools); 2,000 in 10 schools served by four Catholic boards in the Outaouais region; and 700 students in 4 schools operated by Catholic boards in the north west. 18% of students in Outaouais have learning difficulties and 23% in the north west.

Since 1975, English enrolment in Outaouais has declined by 43% and in the north west by 70%. Since 1986 the enrolment has been relatively stable. Projections to 1995 suggest a 15% increase in Outaouais and 9% growth in the north west. Throughout the region there are 200 English teachers in Catholic boards and 300 in the Protestant board.

The major challenges in Western Quebec are:

- _ Competition with Ontario
- _ Lack of adequate support services in English
- _ Maintaining small schools in communities
- _ Isolation of teachers working in Catholic boards
- _ Meeting parent demands for better French programs
- _ Maintaining the character of English schools

LAURENTIANS

The region north and north west of the Island of Montreal includes a number of communities in the Laurentians -- Lachute, St. Adele, Morin Heights, Arundal, and Ste. Agathe. In the Laurentians there are two Protestant boards which assume responsibility for all English education, Catholic and Protestant: the Laurentian Board with 1,700 students in 7 schools and a small Dissident Board in Ste. Agathe (Laurentienne) with 250 students in one school. The Laurentian board has 112 teachers. Since 1974 there has been a 40% decline in enrolment but an 18% increase is expected by 1995.

The character of the Laurentians has changed with traditional English populations declining, more poverty, and fewer job opportunities. Like Western Quebec, the lower Laurentians feel the attraction of Ontario: last year 85% of the graduating class of the high school in Lachute indicated that they were planning to leave Quebec.

Major challenges:

- _ The exodus of the English population, especially the young
- _ Providing enriched French programs by extending the school day
- _ Providing suitable vocational programs
- _ Maintaining small schools

LAVAL AND LANAUDIÈRE

This region includes the city of Laval as well as the towns of Deux-Montagnes, Rosemere, Joliette, Rawdon and Fabreville.

English education in Laval and Lanaudière is the responsibility of the Laurenval (Protestant) School Board (4,500 students in 16 schools) and a number of Catholic boards: Chomedey de Laval which has assumed responsibility for English students in a number of other Catholic boards (1,800 students), Les Ecores (450 students), Deux Montagnes (250 students) and Des Manoirs (225 students). There are about 500 teachers in Laval and Lanaudière.

This region has suffered a decline of 56% since 1975 but by 1995 English enrolment in Laval is expected to increase by 15% and in Lanaudière by 39%, the largest increase of any region in Quebec.

Major challenges:

- _ Providing services to Catholic schools
- _ Providing suitable vocational programs
- _ Maintaining small schools.

EASTERN QUEBEC

The region of Eastern Quebec goes from Trois-Rivières (La Mauricie-Bois-Francs) along the north shore of the St. Lawrence as far as Sept-Iles and Port Cartier, and includes the Saguenay-Lac-St-Jean region and a few communities on the south shore (Chaudière-Appalaches). It serves Trois-Rivières, Shawinigan, La Tuque, Quebec city, Chibougamau, Arvida, Chicoutimi, Sept Iles, and Port Cartier. The major economic sectors are tourism, an armed forces base, and aluminum in the Saguenay, civil service in Quebec, and pulp and paper in Mauricie.

This territory is served, on the Protestant side, by the Eastern Quebec Regional School Board and a number of local boards (Greater Quebec, Saguenay, Seven Islands, St. Maurice and Baie Comeau) and on the Catholic side by a large number of boards. Many Catholic students attend schools of the Protestant boards. Two attempts to merge English Catholic schools with Protestant boards have failed.

In La Mauricie region there are 4 combined elementary- secondary schools with a total enrolment of about 500 students. In the Quebec-Chaudière-Appalaches region there are 12 schools (often two in a community) with a total of 2,400, concentrated in the Quebec city region. In the Saguenay region there are 5 schools with an enrolment of 400 students. There are about 225 English teachers in the combined regions.

English enrolments have declined dramatically in all three areas since 1975: in Saguenay by 64%, in Quebec by 49% and in Trois-Rivières (Mauricie) by 69%. Projections for 1995 indicate 5% increase in Saguenay and Mauricie and 9% increase in the Quebec region.

Major Challenges:

- _ Isolation and lack of power of English Catholic communities
- _ Declining enrolment and small schools
- _ Lack of support services
- _ Teaching of English

LOWER NORTH SHORE

The Lower North Shore covers a series of villages on the north shore of the St. Lawrence River roughly from Sept-Iles to the Labrador border. These are communities largely dependent on fishing and they are in serious economic distress: high degrees of unemployment, high dependence on welfare, and high rates of illiteracy. Many of the communities are entirely English speaking.

The region is served by the Littoral Board which was established in 1967. This board is responsible for all education, English and French, Catholic and Protestant, as well as the education in indigenous people in the territory. It is a board of a rather unusual structure with legal power residing in the person of a single administrator appointed by the Quebec cabinet.

The board has over 900 students, two-thirds of them English. The English enrolment has declined by 70% since 1975 and is expected to continue to decline. These 600 English students are distributed among schools in a dozen communities along the shore, and transportation is difficult and sometimes impossible. Typically, these schools include both elementary and some secondary students and range in size from 11 students to 130 students. The average per student cost is \$10,500 (provincial average: \$4,500). There are 100 teachers in the region and their average age and experience is the lowest of any Quebec region except the far north.

There are economic difficulties in the region but the unemployment rate is below the Quebec average and there is a good deal of activity in tourism and commerce.

The English population accounts for about 10% of the total and it is served by two regional school boards that integrate both Catholic and Protestant students: the Eastern Townships Regional Board (Lennoxville) and the District of Bedford Board (Cowansville). Eastern Townships board has 3,300 students in 11 elementary schools (with enrolments varying from 65 to 375) and 3 secondary schools. The Bedford board has 2,600 students in 9 elementary schools (ranging from 50 to 350 in size, most of them having some secondary classes) and one high school (850 students).

Together, the two boards employ about 400 teachers. English enrolments have declined by 53% in the past 15 years though they are expected to increase 9% by 1995. Over 20% of students have learning difficulties.

These boards have been especially innovative in programs for literacy, for preventing drop-outs and for establishing links with industry and other boards to provide a range of vocational programs for young people and adults.

Major Challenges:

- _ Decreasing population of medium and higher income families
- _ Growing poverty
- _ Increasing number of children with learning difficulties
- _ Scarcity of employment opportunities in the region.

SOUTH SHORE

The region of the south shore (Montérégie) covers a huge territory from the St. Lawrence river to the American border, from the Ontario border to the Eastern Townships. It is essentially a rural area with population concentrations in suburban "bedroom" communities near Montreal. While there are some important industries in the region as well as employment in the service sector, the economy is mainly dependent on Montreal.

There are just under 15,000 students attending English schools in the region (excluding the District of Bedford). 10,500 of these students are in three Protestant boards: Chateauguay Valley (8 elementary schools, 2 secondary schools, 3,500 students), South Shore Protestant Regional School Board (14 English and English-French elementary schools, 4 English and 1 English-French secondary school, 6,000 students), and Richelieu Valley Board (4 English and 2 English-French elementary schools, 1,000 students). The remaining English students (4,500) are spread across 11 elementary schools, 3 secondary schools and 1 combined elementary-secondary school under the authority of over 13 Catholic school boards. The Chateauguay Regional board offers secondary education to both Catholic and Protestant students.

English enrolment has declined by over 50% since 1975 but an 11% increase is projected for the next five years. 20% of children have learning difficulties. There are about 1,200 English teachers in the region, 80% working for Protestant boards.

Major challenges:

- _ Isolation but considerable self-reliance in communities
- _ Isolated small schools, lack of support services
- _ High rates of illiteracy
- _ Many single-parent families
- _ Poor quality of second language instruction
- _ No vocational training in the region
- _ Board offices located outside the region in Sept-Iles
- _ High teacher turnover
- _ Dilemma facing parents: keep 13-year-olds in the community or send them away for secondary education

GASPÉ

The Gaspé region includes the peninsula from Rimouski to the town of Gaspé as well as the Iles-de-la-Madeleine. The English population comprises about 40% of the total, mostly in small isolated villages along the coast. Economically, the whole region is in crisis. Its major industries are natural resources and tourism and there is high unemployment, closing of mills and dependent enterprises, emigration of young and educated people, and a general feeling of malaise.

There are a number of school boards serving English students in the region. The Eastern Quebec board has a school near Matane; Catholic boards have English schools in Chandler, Gaspé, Douglastown, and Barachois, all at the tip of the peninsula; there are just over 200 students in all these schools. The Gaspesia Regional School Board covers the rest of the territory of the region, including the Iles-de-la-Madeleine, and serves a student population of 1,300 in 12 schools. English enrolment has declined by 54% in the past 15 years and is expected to decline by another 17% by 1995, the greatest decline projected for any region of Quebec. About 140 English teachers work in the region. A significant and disturbing feature of education in the region is that 40% of the students are identified as having learning difficulties.

Major challenges:

- _ Educational support for small, isolated schools
- _ Lack of consultants and other professionals such as psychologists and youth protection workers who can provide services in English
- _ Lack of vocational courses
- _ Distance between schools and high administrative costs
- _ Problem of keeping small schools in communities where they are important social institutions
- _ Need for teacher renewal.

EASTERN TOWNSHIPS

Compared with many other regions, the Eastern Townships region is relatively small with a good transportation system. There are two main sectors divided by Lake Memphramagog, an eastern part centred on the cities of Sherbrooke and Lennoxville, and a western part centred on Cowansville and Granby. Historically and socially, both parts form the Eastern Townships, even though Quebec education authorities place the western part in the administrative region of Montérégie.

All schools have been under pressure to improve instruction in French second language and the South Shore Protestant boards (excluding Chateauguay) have had added pressure to provide instruction to French students. As a result, all English schools in the Chateauguay Protestant Board offer bilingual programs but the board does not have French schools. Schools in the South Shore boards in the eastern part of the region offer a variety of French, French Immersion and English streams often in the same school. Some of the Catholic boards have sent their English students to the Protestant boards.

Major Challenges:

- _ Cost of providing services in boards with large territory
- _ Fragmentation and vulnerability of Catholic schools
- _ Problems of English students who cannot follow immersion programs
- _ Defining what constitutes an English school.

MONTREAL

Almost 60% of English students in Quebec are enrolled on the Island of Montreal. Montreal has always been the major centre of social and cultural life of the English community of Quebec and in recent decades the magnetism of Montreal has increased as English people from other regions have moved to Montreal to make their lives and careers. It has also been the main destination of people moving into Quebec. Yet Montreal also faces its own economic struggles and challenges, it has been badly hurt by the current recession, and many Montrealers look westward and southward for better career prospects in business, technology, and the professions.

There are 62,000 student in English education on the Island of Montreal, plus another 11,000 English students enrolled in the French public sector. The 62,000 students in English schools include 29,000 in the two Protestant Boards (the Protestant School Board of Greater Montreal and Lakeshore), 25,000 in the 6 Catholic boards (the Montreal Catholic School Commission, Verdun, Baldwin Cartier, Sault-St-Louis, Ste- Croix and Jerome-LeRoyeur), and 8,000 in private schools. Only in the 2 Protestant boards are English students in the majority, and even in the PSBGM the majority is only 61%. In the Catholic boards, the largest majority formed by English students is in Baldwin Cartier (37%).

English students in the public sector are served by 1,600 teachers working for Catholic boards and 2,300 teachers working for Protestant boards, including those working in French immersion programs. Among Quebec English teachers, those in Montreal have the second highest average age (after those in Laval) and the greatest number of years of experience.

In the past 20 years, English enrolments in public schools on the Island of Montreal have dropped by no less that 64%, 61% in the Protestant boards and 67% in the Catholic boards; decline in the French sector was 45%. Declines have been particularly traumatic in the Montreal Catholic School Commission (77%), Ste-Croix (81%) and Verdun (82%). And projections to 1995 suggest a further decline of 5%.

Declining enrolments have shaped the agenda for English education on the Island, sharpening competition among boards and among schools within the same board, forcing the closing of small schools (usually in an emotionally charged process), reducing resources and services, and causing a surplus of teachers and a decline in the number of new and young educators (except in French Protestant and immersion programs). The expansion of the French Protestant sector, the proliferation of a variety of French immersion programs and the integration of many students with learning problems -- all within a shrinking system and with declining resources -- have made it difficult to provide equality of opportunity and quality of service to all students.

Yet English schools on the Island have better services than schools elsewhere in Quebec. There is a critical mass of English board administrators, consultants, specialists and teachers capable of maintaining systems of considerable diversity and quality.

Major Challenges:

- _ Impact of prolonged decline on resources, services and morale
- _ Fragmentation of structures and programs
- _ Competition for students as scarce commodities
- _ Aging teaching force
- _ Decline in the quality and prestige of English programs in the face of demands for expanding French immersion.

MANY VOICES, COMMON THEMES

Despite differences among regions, in their situations and aspirations, and despite differences among the perceptions of different groups to whom we listened -- parents, students, teachers, administrators, school board members, community groups -- some common themes emerged:

1. English-speaking Quebecers do not feel welcome or wanted in Quebec.
2. Many English-speaking people, like many of their French-speaking fellow citizens, are depressed about the economic situation of their region.
3. Young, bilingual, well-educated English-speaking graduates tend to leave Quebec; unilingual English drop-outs tend to stay. Communities are not replenishing themselves.
4. English-speaking communities, especially in rural areas, need their schools. This is particularly important as other services of church, cultural institutions, and political and professional leadership weaken or disappear.
5. Schools everywhere are facing higher expectations and growing, even unrealistic demands -- for perfect bilingualism, for humane integration of all children, both the gifted and those with learning problems, in a supportive environment, for respect for a complex set of program regulations, for better service with fewer resources, for the maintenance of small community schools at any cost.
6. Small schools need special support. There are minimum costs of keeping a school open, irrespective of size. Small schools (and multi-grade classrooms) can be good learning environments, but only if they have support and resources.
7. The régimes pédagogiques are too rigid, centralized, and detailed. They are not easily adapted to non-urban settings, to small schools, and to the English culture and mentality.

8. Some of the programs need to be improved. There is a wide range of opinion on the strengths and weaknesses of the English language arts programs. Social science programs are too narrow in focus. Many people have reservations about the contribution of moral and religious education courses. Mathematics and science courses are in constant turmoil.
9. The teaching of French needs to be better organized and better recognized. Declining and small systems cannot provide a range of French programs (core, extended core, enriched, early immersion, late immersion, post-immersion). Special problems of meeting objectives of both English and French fluency need to be recognized by special funding.
10. There is a serious problem in vocational education. Many students who need vocational skills do not now meet the entrance requirements for the new programs. Many options are not available in English or are not easily accessible.
11. Textbooks and teaching materials are often non-existent, scarce, delayed, inappropriate, or inferior to material available elsewhere in English or French. Many courses have no adequate textbook, posing special difficulties for teachers in multi-grade classes.
12. Children with learning difficulties are often being integrated into classes without proper support systems and resources. Many classes have such a high proportion of students with learning problems that they are no longer regular classes.
13. In most regions, there is little or no access to the services of English-speaking psychologists, counsellors, youth protection workers, social workers and speech therapists.
14. In many regions there are few community resources except the school to provide resources and stimulation to improve literacy.
15. Everywhere -- in Montreal and in the different regions -- teachers give the impression of being frustrated and fatalistic about the possibility of providing proper learning services to their students.
16. More real decisions, especially in relation to resource allocation and curriculum development, should be decentralized to the level of the school board and the school.
17. Most of those involved in the Catholic sector are in favour -- many strongly -- of linguistic school boards. In some regions there is a sense of urgency. Opinion in the Protestant sector is not unanimous although most people expressed a preference for linguistic boards.
18. English-language education in Quebec is a sector in need of a system --broader visions, better coordination and sharing of resources, more attention to planning, better flow of information, and better networks of mutual support.

* The information in this section is based on statistics provided by the Ministry of Education reports of regional representatives of the English Education Services, documents supplied by school boards and through discussions during round-table meetings and regional visits.

APPENDICES

TABLES – TABLEAUX

Table 1

ENROLMENT 1990: QUEBEC, ENGLISH SECTOR, PUBLIC & PRIVATE

	PUBLIC	PRIVATE	OTHER	TOTAL
Elementary	57 488	1 914	263	59 665
Secondary	41 628	6 315	106	48 049
Total	99 116	8 229	369	107 714

Source: MEQ/DGSAR (1990). Sommaire de l'effectif scolaire selon la direction régionale, 1990-1991 (Chiffres provisoires — Version du 90-09-30)

Table 2

ENGLISH ENROLMENT 1990: PUBLIC & PRIVATE, BY REGION

	ELEMENTARY	SECONDARY	TOTAL	%
Gaspé	909	641	1 550	1
Saguenay-Lac-St-Jean	299	122	421	-
Québec	1 292	1 474	2 766	3
Trois-Rivières	466	59	525	-
Townships (Estrie)	2 015	1 718	3 733	3
Montreal: North	5 790	4 077	9 867	9
Montreal: South	10 646	7 160	7 806	17
Montreal: Island	33 300	29 225	62 525	58
Outaouais	3 923	2 993	6 916	6
North West	407	278	685	1
North Shore	618	302	920	1
TOTAL	59 665	48 049	107 714	100

Source: MEQ/DGSAR (1990). Sommaire de l'effectif scolaire selon la direction régionale, 1990-1991 (Chiffres provisoires — Version du 90-09-30)

Table 3

ENROLMENT 1990: MONTREAL ISLAND, ENGLISH SECTOR, PUBLIC

	PRE-SCHOOL	ELEMENTARY	SECONDARY	TOTAL	%
Jérôme-Le Royer	256	1 519	1 493	3 268	6
C.E.C.M.	927	4 606	4 800	10 333	19
Sainte-Croix	33	29	392	722	1
Verdun	35	213	224	472	1
Sault-Saint Louis	224	1 401	1 109	2 734	5
Baldwin-Cartier	586	3 577	2 372	6 535	12
CATHOLIC	2 061	11 613	10 390	24 064	45
P.S.B.G.M.	1 664	9 192	7 971	18 827	35
Lakeshore	805	5 246	4 762	10 813	20
PROTESTANT	2 469	14 438	12 733	29 640	55
TOTAL	4 530	26 051	23 123	53 704	100

Source: Conseil scolaire de l'Île de Montréal (1990). Relevé de l'inscription officielle au 30 septembre 1990.

Table 4

ENROLMENT TRENDS 1972-1990: QUEBEC, PUBLIC & PRIVATE

	ENGLISH		FRENCH	
	ENROLMENT	% CHANGE	ENROLMENT	% CHANGE
1972	250 479		1 345 133	
1976	230 578	- 8	1 178 190	-12
1981	155 092	-33	1 023 596	-13
1986	119 790	-23	1 012 452	- 1
1990	107 714	-10	1 021 448	+ 1

Source: MEQ, Direction générale de la recherche et du développement.
Education Indicators for the Elementary and Secondary Levels 1991.

MEQ/DGSAR (1990). Sommaire de l'effectif scolaire selon la direction régionale, 1990-1991 (Chiffres provisoires — Version du 90-09-30)

Table 5

ENGLISH ENROLMENT TRENDS 1986-1990: QUEBEC, PUBLIC & PRIVATE

	PRESCHOOL/ ELEMENTARY		SECONDARY		TOTAL	
	No.	% ch.	No.	% ch.	No.	% ch.
1986-87	60 061		59 729		119 790	
1987-88	60 035	0	56 391	-6	116 426	-3
1988-89	60 495	1	53 313	-5	113 808	-2
1989-90	59 910	-1	51 291	-4	111 201	-2
1990-91	59 665	0	48 049	-6	107 714	-3

Source: MEQ, Direction générale de la recherche et du développement.
Education Indicators for the Elementary and Secondary
Levels 1989, 1991.

MEQ/DGSAR (1990). Sommaire de l'effectif scolaire selon la direction régionale,
1990-1991 (Chiffres provisoires — Version du 90-09-30)

Table 6

ENGLISH ENROLMENT TRENDS 1975-90, PUBLIC SCHOOLS, BY REGION

	1975	1990	% CHANGE
Gaspé	3 358	1 550	-54
Saguenay-Lac St.Jean	1 162	421	-64
Québec	4 695	2 411	-49
Trois Rivières	1 697	525	-69
Townships (Estrie)	7 176	3 363	-53
Montreal: North	22 342	9 867	-56
Montreal: South	37 641	17 793	-53
Montreal: Island	136 349	54 738	-60
Outaouais	11 978	6 844	-43
North West	2 298	685	-70
North Shore	3 119	919	-71
TOTAL	231 815	99 116	-57

Source: Alliance Quebec (1986) and MEQ/DGSAR (1990)

Table 7

ENGLISH ENROLMENT TRENDS 1970-1990, MONTREAL, PUBLIC SCHOOLS

	1970	1990	% CHANGE
Jérôme-Le Royer	4 294	3 268	-24
C.E.C.M.	44 516	10 333	-77
Sainte-Croix	3 820	722	-81
Verdun	2 674	472	-82
Sault-Saint Louis	6 772	2 734	-60
Baldwin-Cartier	10 183	6 535	-36
CATHOLIC	72 259	24 064	-67
P.S.B.G.M.	59 367	18 827	-68
Lakeshore*	16 621	10 813	-35
PROTESTANT	75 988	29 640	-61
TOTAL	148 247	53 704	-64

*Including 2 071 students not living on the Island of Montreal.

Source: Conseil scolaire de l'île de Montréal (1989). Série de données sur les inscriptions du secteur PUBLIC depuis 1970 et prévision des populations scolaires de ce secteur pour l'ensemble du territoire du Conseil scolaire de l'île de Montréal.

Conseil scolaire de l'île de Montréal (1990). Relevé de l'inscription officielle au 30 septembre 1990.

Table 8

ENGLISH ENROLMENT 1990 & 1995 (PROJECTED)

		1990	1995	% change
CATHOLIC	Elementary	20 961	22 258	6
	Secondary	15 142	12 522	-17
	TOTAL	36 103	34 780	- 4
PROTESTANT	Elementary	34 782	38 162	10
	Secondary	26 651	27 175	2
	TOTAL	61 389	65 337	6
MULTI-CONF.	Elementary	1 465	1 645	12
	Secondary	1 281	1 047	-18
	TOTAL	2 746	2 692	- 2
TOTAL	Elementary	57 164	62 065	9
	Secondary	43 074	40 744	- 5
	TOTAL	100 238	102 809	3

Source: Fichier DCS, Direction générale de la recherche et du développement, 18 octobre 1991

Table 9

ENGLISH SECONDARY ENROLMENTS PROJECTIONS 1996-2000

	1996	1997	1998	1999	2000
Catholic	12 343	12 265	2 332	12 393	12 657
Protestant	27 666	27 722	28 135	18 494	28 994
Multi-Conf	1 065	1 078	1 109	1 152	1 205
Total	41 074	41 065	41 176	42 039	42 856

Source: Fichier DCS, Direction générale de la recherche et du développement, 18 octobre 1991

Table 10

REGIONAL PROJECTIONS FOR ENGLISH ENROLMENT, 1990 & 1995

	1990	1995	% change
Bas-St-Laurent	39	35	-10
Gaspésie	1 492	1 233	-17
Saguenay-Lac St-Jean	394	413	5
Québec	1 639	1 781	9
Chaudière-Appalaches	203	216	6
Trois Rivières (Mauricie)	769	811	5
Townships (Estrie)	3 486	3 791	9
Montreal-North			
Laval	6 126	7 044	15
Lanaudière	766	1 067	39
Laurentides	3 036	3 596	18
Montreal-South			
Montérégie	19 587	21 676	11
Montreal-Island	51 803	49 178	-5
Outaouais	6 588	7 580	15
Abitibi-Témiscamingue (NW)	969	1 060	9
North Shore (Littoral)	1 002	919	-8
Northern Quebec	2 339	2 409	3
TOTAL	100 238	102 809	3

Source: Fichier DCS, Direction générale de la recherche et du développement, 18 octobre 1991

Table 11

ENGLISH-SPEAKING STUDENTS WHO ARE HANDICAPPED OR HAVE LEARNING OR
BEHAVIOUR DIFFICULTIES, 1990-91

REGION	TOTAL ENROLMENT	LEARN/DIFF & HANDICAPS	%
Bas-St-Laurent	39	0	0
Gaspésie	1 556	508	33
Saguenay-Lac-St-Jean	404	22	5
Quebec	1 638	209	13
Chaudière	203	39	19
Trois-Rivières	769	85	11
Townships (Estrie)	3 450	833	24
Laval	6 107	1 077	18
Lanaudière	766	114	15
Laurentides	3 021	519	17
Montérégie	19 493	3 667	19
Montreal-Island	51 591	7 848	15
Outaouais	6 571	1 186	18
Abitibi-Témis.	969	219	23
North Shore	1 059	135	13
Northern Quebec	2 342	366	16
TOTAL	99 978	16 827	17

Source: Déclaration des clientèles scolaires, 1990-91

Table 12
DROP-OUTS

	% DROP-OUTS	
	English sector	French sector
After 5 years		
Cohort of 1981	14.9	22.4
Cohort of 1982	17.5	25.3
Cohort of 1983	17.4	26.2
After 6 years		
Cohort of 1981	17.4	27.5
Cohort of 1982	21.3	31.9

Source: Luc Beauchesne, Les abandons au secondaire: profil sociodémographique (MEQ, Direction générale de la recherche et du développement, 1991).

Table 13
ENROLMENT IN VOCATIONAL EDUCATION PROGRAMS

	YOUTH		ADULT	
	ENGLISH	FRENCH	ENGLISH	FRENCH
1972-73	13 165	69 944		
1976-77	14 856	92 239		
1981-82	8 830	69 418		
1986-87	4 070	25 009	3 361	89 499
1988-89	1 161	16 481	5 510	94 395
1989-90	1 048	13 326	6 575	101 283

Source: MEQ, Direction générale de la recherche et du développement. Education Indicators for the Elementary and Secondary Levels 1989, 1991.

Table 14

ENGLISH-SPEAKING STUDENTS ATTENDING FRENCH SCHOOLS, 1990-91

	ENGLISH MOTHER TONGUE	ENGLISH SPOKEN AT HOME
Preschool	2 348	2 478
Elementary	11 365	11 869
Secondary	4 952	5 371
TOTAL	18 665	19 718

Source: Déclaration des clientèles scolaires, 1990-91

Table 15

NUMBER OF EMIGRANTS, 15-24, FROM QUEBEC TO THE REST OF CANADA,
BY MOTHER TONGUE AND LEVEL OF SCHOOLING, 1981-1986

	ENGLISH	FRENCH	OTHER	NON- SPEC.	TOTAL
Less than secondary	275	315	35	45	670
Secondary only	6 170	4 440	565	770	11 945
Secondary vocational & post-secondary					
non-university	3 280	3 455	280	440	7 450
University	3 985	2 560	520	265	7 330
TOTAL	13 710	10 265	1 400	1 520	27 395

Source: Calculation by Marc Termote based on a special compilation of the 1986 census, prepared for the Conseil de la langue française, 1991.

Table 16

EDUCATIONAL LEVEL OF ADULT POPULATION, ENGLISH & FRENCH, 1986

	ENGLISH	FRENCH
Completed grade 9:	83.4%	73.2%
Secondary school diploma:	63.1%	56.0%
University:	27.7%	14.2%

Source: Claude St-Germain, La scolarisation de la population adulte de quelques communautés culturelles du Québec en 1986, MEQ, Direction générale de la recherche et du développement, 1991.

Table 17

RESULTS IN MINISTRY EXAMINATIONS, SECONDARY SCHOOL, 1990

	AVERAGE MARK (%)		SUCCESS RATE (%)	
	English	French	English	French
1986	69.9	67.2	88.6	82.5
1987	70.2	68.1	85.6	77.5
1988	70.6	70.2	85.5	79.4
1989	71.3	69.4	83.6	77.9
1990	67.1	67.5	75.7	76.6

Source: MEQ, Direction générale de l'évaluation et des ressources didactiques, Provincial and School Board Results for the June 1990 Ministry-Prepared Examinations (February 1991)

Table 18

COMPARATIVE STANDING IN MATHEMATICS AND SCIENCE

AVERAGE PROFICIENCY, AGE 13

MATHEMATICS

SCIENCE

1. Korea
2. Quebec (French) 3. British Columbia 4. QUEBEC (ENGLISH) 5. New Brunswick (English)
6. Ontario (English) 7. New Brunswick (French) 8. Spain 9. United Kingdom 10. Ireland
11. Ontario (French) 12. United States

1. British Columbia 2. Korea
3. United Kingdom 4. QUEBEC (ENGLISH) 5. Ontario (English) 6. Quebec (French) 7. New Brunswick (English) 8. Spain
9. United States 10. Ireland 11. Ontario (French) 12. New Brunswick (French)

NOTE: Differences AMONG groups are significant, differences WITHIN groups are not significant.

Source: Archie E. Lapointe, Nancy A. Mead, Gary W. Phillips (1989). A World of Difference: An International Assessment of Mathematics and Science. Princeton, NJ: Educational Testing Service.

Table 19

FULL-TIME TEACHERS IN ENGLISH SCHOOLS, BY REGION,
TYPE OF BOARD, AVERAGE AGE, AVERAGE EXPERIENCE
1990-1991

	CATH. BDS.	PROT. BDS.	MULTI. BDS.	TOTAL	AVER. AGE	AVER. EXPER.
Gaspésie	15	123	—	138	42.4	14.8
Saguenay-Lac St.J.	18	9	—	27	41.7	14.1
Quebec	37	127	—	164	40.5	13.9
Trois Rivières	15	18	—	33	41.8	16.1
Townships (Estrie)	—	240	—	240	43.8	19.2
Lanaudière	13	—	—	13	41.8	18.2
Laurentians	14	132	—	146	42.3	17.2
Laval	124	346	—	470	46.4	17.3
Montréal	174	1 018	—	1 194	43.5	15.7
Montreal-Island	1 629	2 317	—	3 946	44.8	20.6
Outaouais	138	305	—	443	44.8	19.2
Abitibi-Témis.	56	—	—	56	41.0	17.4
North Shore	—	25	76	101	37.4	10.9
Northern Quebec	4	—	153	157	35.1	7.5
TOTAL	2 239	4 660	229	7 128	44.1	18.6

Source: Direction des études économiques et démographiques, Tableau 1, données provisoires, indicateurs pour les enseignants au secteur des jeunes pour l'année 1990-91, PERCOS II, 1990-91

Table 20

**DISTRIBUTION OF ENROLMENT IN PROTESTANT SCHOOL BOARDS BY RELIGION
INDICATED AND LANGUAGE OF INSTRUCTION, 1990-91**

	TOTAL ENROLMENT	% PROT.	% CATH.	% ENG. INST.
Gaspesia	1 336	65	31	100
Eastern Quebec	1 339	47	13	76
Greater Quebec	1 081	65	7	52
Saguenay	383	49	0.5	39
Greater Seven Islands	346	23	26	45
St. Maurice	633	42	13	50
Baie Comeau	131	5	90	62
Eastern Townships	3 362	55	35	100
Bedford	2 615	60	30	100
South Shore	10 276	40	3	60
Richelieu Valley	1 271	38	10	85
Lakeshore	13 325	51	1	80
Chateauguay Valley	3 341	54	28	100
PSBGM	30 429	40	0.8	61
Laurenval	7 745	28	11	63
Laurentian Dissident	242	31	57	100
Laurentian	1 745	52	34	100
Western Quebec	5 576	56	6	88

Source: Portrait statistique des commissions scolaires protestantes, 1990-91.

Table 21

FRENCH, SECOND LANGUAGE IN ENGLISH SCHOOLS

Kindergarten children studying French	94%
Kindergarten children with one-half or more of their program in French	50%
Elementary pupils with at least one other subject in French, besides core French	54%
Elementary pupils in an immersion program with 28-50% of their program in French	24%
Elementary pupils in an immersion program with over 50% of their program in French	25%
Secondary students taking one or more subject in French, besides core French	25%

Source: MEQ, D.S.E.A., French Second Language (1990)

BRIEFS / MEMOIRES

ASSOCIATIONS

Reading Council for Literacy Advance in Montreal (RECLAIM)
Greater Hull Parents" Committee
Alliance Quebec
Canadian Parents for French - Quebec
Association of Directors of English Schools Inc.
Quebec Association of Catholic School Administrators
Townshippers Association
West Island Teachers' Association
Learning Disabilities Association of Quebec Montreal/Laval Chapter
Quebec Association for Adult Learning (QAAL)
Vanier College Students' Association
Gaspesia Teachers Association
Quebec Association of Independent Schools
Provincial Association of Protestant Teachers
Radio Québec
Montreal Council of Women
Lakeshore Teachers' Association
Adult Literacy Program

INDIVIDUALS / INDIVIDUS

Mr. Robert A.S. Fortin	Ms. Grace Prince
Mr. Harold Geltman	Mr. Robert Wolfe
Mr. Don Houston	Mr. & Mrs. G. Desjardins
Mrs. J.H. Ginns	Mrs. Diane Berty
Ms. Duclos	Mrs. Joyce Brash
Ms. Adelaide Burford	Ms. Lillian Hackett-Montminy
Mrs. Shirley Lockwood	Mrs. Ethel Sturtevant
Mr. & Mrs. Tim Crocker	Ms. Rona Hardy
Mr. Stuart McKelvie	Ms. Ann Rothfels
Mr. Brian Talbot	Ms. Patricia Feehan
Ms. Janet Cheasley	Mr. Don Karn
Ms. Marjory Latchem	Ms. Colette Canavan
Mr. Fernand Blais	Ms. Lorna Herland
Mr. Christopher Scott	Mr. Steve Potter

SCHOOL BOARDS / COMMISSIONS SCOLAIRES

Commission scolaire Du Littoral
South Shore Protestant Regional School Board
The Richelieu Valley School Board
La Commission Scolaire de la Jonquière

SCHOOLS / ECOLES

Ecole Heroes Memorial Elementary School
Centennial Regional High School
D'Arcy McGee High School
Laurentian Elementary School Committee
MacDonald-Cartier High School
Don Bosco School
Alexander Galt Regional High School
Sutton School
St. Paul's

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