



QUEBEC HOME & SCHOOL NEWS

Published by the Quebec Federation of Protestant Home & School Associations

Volume 5, No. 2

Montreal, P.Q.

October, 1967

Superior Council Report Urges

NEUTRAL BOARDS, SCHOOL COMMITTEES



CONCENTRATION: President Dorothy Frankel, Executive Vice-President Roy Buttery and Consultant Stanley Cohen listen attentively as someone makes a point during the September meeting of Federation's Directors.

Recommendations Follow Public Opinion Survey Including H & S Brief

The long-awaited report of the Superior Council of Education, embracing its conclusions after hearing representations from 87 public bodies including Quebec Home & School late last year, was made public on September 20.

The Superior Council had been asked by the government to sound out public opinion on the final recommendations of the Royal Commission of Inquiry on Education (Parent Commission), published a little earlier in the year.

In summary, the Superior Council supports the Parent Commission recommendations on all major points. It calls for eventual replacement of denominational school boards by neutral regional boards responsible for all pre-university public education in their territories, with school committees of parents and teachers at all schools to keep them adjusted to local needs and preferences.

The neutral school boards, which would collaborate with each other within economic regions, would offer education in six subdivisions — English and French, Catholic, Protestant or non-confessional — as required locally, presumably in line with wishes of the local school committee. The present local school boards would disappear in time, but remain for the present as liaison between local interests and the regional board, until the school committee system has become operational.

With the possible exception of the Parent Report itself, the recent Superior Council recommendations comprise the most important educational document ever produced in Quebec, because it proposes specific legislation on such vital matters of public interest as the basic school system of the future, minority rights in language and culture, the specific participation and rights of parents in controlling the education of their children, and the role of teachers.

In view of its importance, and the wide discussion of its proposals to be expected in the period ahead, virtually all of the Superior Council report is reproduced in this issue, with the contents re-assembled according to the Parent Commission recommendation under discussion.

The full list of Parent Commission recommendations will be found in H & S News for September, 1966, and Quebec Federation's brief to the Superior Council in the November issue.

Lachine Record Now 100%

October 5 was a red letter day for energetic Area Director Anne McDonald of Lachine-Dorval-Lasalle.

When parents of Lachine High voted unanimously to join Quebec Federation on that date, all eleven Protestant schools in Lachine had Home & School Associations affiliated with Federation — and 100% is a record pretty hard to beat.

The meeting heard President Dorothy Frankel of Quebec Federation explain to the parents why they should be part of Federation.

Mrs. Frankel stressed that Federation needs the support of all, particularly since it is the voice of English non-Catholics in representations to the government.

Norman Powe, president, chaired the meeting. He introduced the principal of the school, G. L. Drysdale and Herbert Barber, the new president of Lachine High Home and School Association.

In his report Mr. Powe indicated that 57 students benefited from the Driver Education Course sponsored by the Association. Fifteen bursaries were donated, and a "Careers Night" was held in February.

Urges Participation in Home & School

The fast moving new trends in education in this Province, and indeed throughout Canada, make it imperative that all sectors of the public are kept constantly informed regarding the changes taking place. Moreover, it is now Government policy to make sure that parents are involved in representation on the many committees working on the varied aspects of education as a whole.

Experience has shown that the best results in the various sectors are obtained through the consolidation of individuals concerned in a particular sector, not only in formulating policy but in the distribution of information.

The increasing involvement of parents in education can best be centralized in the Home and School Association and it is important that parents realize that greater participation in Home and School at the local level will result in a greater voice of the parents being maintained provincially.

The Q.A.P.S.B. supports the Federation in its efforts being made on behalf of all parents and urges the participation of all parents in support of the Federation.

*H. G. Napper, President,
Quebec Association of Protestant
School Boards.*

Square Deal For English Is Pledged

English-language Quebecers, who have been threatened with loss of some past rights by some factions within all of the political parties, heard a word of reassurance from Premier Daniel Johnson on October 11.

It was in a letter from Mr. Johnson in Hawaii to Principal H. Locke Robertson of McGill University, read at a special convocation, stating that Quebec is anxious to work toward "a true federalism". In effect, both major Quebec political parties now have declared against separatism.

"As long as I have responsibility in the public field, all citizens of this province will be considered equal and institutions which dispense education to English-speaking Quebecers will be treated with the same degree of justice as French-language institutions," said Mr. Johnson.

The letter asked Dr. Robertson to reiterate the assurance that the National Union government is anxious to work "in order to establish a true federalism, which would allow all citizens of Canada, be they of French or English language and whatever their origin, to feel at home everywhere in our immense country."

Home & School Week A Success

It is too early at press time in mid-October to evaluate the results of Quebec Federation's first "Home & School Week" at the end of September, but Federation executives feel sure that it was a success.

Promotion of Home & School Week encouraged an earlier start for many Associations, with organization meetings either during or immediately after the special week. The new leaflet, "The Home — The School — And You", has been in very heavy

demand, as well as recent issues of the News, in recruiting new members.

Three Rivers was the first local to send in a batch of 1967-68 memberships, with the other 161 Associations expected to flood Pam Reddall and the Federation office with their first lists in the next few weeks. Early filing of members' names is necessary if they are to receive a full year's mailings of the News.

In the meantime there is news of expansion in Federation's scope with affiliation of local associations, either completed or in process, at Lachine, Grosse Isle (Magdalen Islands), Beacon Hill and Greendale schools.

**Deadline For
Next Issue:
December 8**

QUEBEC HOME & SCHOOL NEWS

FOUNDED 1945

Published by the Quebec Federation of Protestant Home & School Associations. Authorized as second class mail by the Post Office Department, Ottawa, and for payment of postage in cash. Subscription price (including Individual Associate Membership): \$2 per year.

Editor, C. R. ELLIS

4795 St. Catherine Street West, Montreal 6 — Telephone 933-8244

Advertising: Mrs. Pearl Dawe — Telephone 766-8504

Education on Language Lines?

Just one year ago, in September and October of 1966, Quebec Federation was engaged in one of the most important tasks undertaken since Home & School started in the province 58 years ago.

The project was to canvass all its member associations for views on the final recommendations of the Parent Commission (H & S News, September 1966) and synthesize them into a brief for presentation to the Superior Council of Education (H & S News, November, 1966.)

Now the next step has been taken with the Superior Council's recommendations to the government (see opposite page) drawn up after hearing all interested parties — and the final act will be new legislation.

Having taken the pulse of its province-wide membership a year ago, and summarized its findings in a brief, Quebec Federation can have nothing new to add at this time. In large measure the Superior Council's proposals are in line with the wishes of Protestant parents with, perhaps, one major exception: Federation's brief urged a period in which maximum co-operation could be sought in the province's educational system.

The principal views of Protestant parents were summarized at the time in these words. We asked:

- that unification be on a gradual basis, by experimentation, and not imposed by law, and
- that the first major step be removal of divisions along confessional lines while retaining divisions along language lines, and
- that representation of minority groups be guaranteed in the administrative structure at all levels, and
- that voluntary co-operative ventures be encouraged in every possible way, in order that the citizens of Quebec may actively engage in learning to work together to put into practice the ideals described by the Royal Commissioners.

We believe that items (b) and (c) above add up to very much the same thing as a proposal of President Norman Wood of the Quebec Association of Protestant School Administrators, published recently in Montreal newspapers and reproduced on this page. He urges English and French school systems based on language of instruction.

Quebec is, and will remain, a bilingual province. English-speaking residents have been assured by both major political parties that their rights will be respected, including their right to suitable education for their children. As suggested in (c), the administrative structure is an integral part of the educational system, and English-language Quebecers have a vital interest in this field.

We trust that Mr. Wood's submission will receive the thoughtful consideration at Quebec that it deserves.

To Plant an Idea...

It has been suggested, on occasion, that Quebec Federation might be wise to actively encourage the contribution of funds to its coffers by individuals and corporations aware of the importance of education in Quebec's changing society.

It is passing strange and something of a tragedy that the voice of non-Catholic parents in Quebec, engaged in promoting educational advances since Home & School was launched in 1919 with a great deal of success, should find itself continually broke.

All the more so in this post-Parent Commission era, in which parents are being encouraged to participate in educational progress through membership in all manner of public bodies including, soon, School Committees. It was not ever thus.

Lack of funds hamstrings many Quebec Federation activities, present or potential, including this publication, which could serve the public interest better by appearing oftener.

A hint of how things might be comes from a sister province, where the Ontario Federation of Home and School Associations has received a very welcome \$200,000 gift from Col. R. S. McLaughlin of Oshawa toward its good works.

Ontario Federation plans to use the money, in part, to extend its activities in leadership training and child study.

World University on Expo Site?

Future use of the Expo 67 site has not been decided at press time.

Best-publicized proposal, Montreal Mayor Jean Drapeau's idea of a perpetual summer Fair on part of the grounds, has been meeting a lot of opposition. Less publicized, and with no visible opposition, is Home & School's official project — to perpetuate Expo's "Man and His World" theme in an educational sense, with establishment of a World University.

The renewed attention of Prime Minister L. B. Pearson was called to this project by President C. V. Madder of the Canadian Home & School and Parent-Teacher Federation during July. On August 16 Mr. Pearson replied that the suggestion "will be given the full consideration it deserves."

Mr. Madder's letter referred to meeting of Canadian Federation with Mr. Pearson in 1963 and said, in part:

"One of our delegates, Mr. John W. Parker, who was also, and still is, a Montreal City Councillor, mentioned the idea that the Expo site might subsequently be used as the site of a World University. I am told that your comment was, 'A most imaginative and exciting suggestion!' "Shortly after this, it was de-

ecided to adopt promotion of a World University as one of our Centennial projects,

"I would like to offer the support of our Federation in any further steps that may be taken toward establishing a centre of international study on the Expo site. If, for example, a lay committee is set up to advise on policy regarding such development, we would consider it a great privilege to be represented on such a committee.

"We would be able to speak on behalf of some 200,000 present members, and to come extent a far larger number of past members. The idea of a World University dedicated to the arts of peace is right within the Objects of each of our Home and School and Parent-Teacher Associations in Canada:

To foster high ideals of citizenship and patriotism; and to promote, through educational means, international goodwill and peace.

Credit for the World University idea goes to active Home & Schooler and Montreal City Councillor John N. Parker. Some background was published in the Montreal Star earlier this year, when the Saskatchewan government officially supported this use of some Expo real estate. It read, in part:

The original proposal for a World University on the site of Expo 67 was made in 1964 to Canadian educators by John N. Parker, councillor of the City of Montreal. As a result, the *Canadian Home and School and Parent-Teacher Federation*, an organization of some 250,000 members, endorsed his suggestion and set up a committee to promote such a university.

Mr. Parker was the first chairman of this committee and was succeeded in 1965 by Professor Max Bedford, of the University of Saskatchewan. The committee presented a memorandum on April 25, 1965, to the Hon. Paul Martin, Minister of External Affairs, and to the Rt. Hon. Lester B. Pearson. This idea was well received by Ottawa.

In the month of June, 1965, on the initiative of Mr. Theodore F. Domaradzki, Professor of Slavic Languages and Culture at the University of Montreal, a broader and more representative committee was created, including some of the distinguished intellectuals and educators, both here and abroad, who had expressed interest in the establishment of a World University.

Professor Domaradzki made extended trips during the summers

(See EXPO, Page 8)

LETTERS

Correspondence is welcomed but writers are asked to be brief. Letters may be shortened by omitting portions, if this will not interfere with the primary message.

Why Not Regional Boards Based On Language?

Educators and laymen, of whatever tongue and faith, are in general agreement that there is need for reform in Quebec's educational system. They are likewise agreed that reform can best be effected by dividing the province into large regional areas under the control of regional school boards. There are major differences of opinion however on the form these regional boards should take. There are three possible arrangements.

One is to divide the province into a given number of geographic regions, with each regional board responsible for all education in that area. Generally referred to as "Unified Boards," these boards would be responsible for all pupils, irrespective of language and religion. This is the system advocated by the Parent Report and recently endorsed by the Superior Council of Education.

The second possibility is to have regional boards which are organized on a confessional basis. This is the system in operation today. The province is divided into 55 areas under the control of Roman Catholic regional boards, and in 10 much larger areas under the control of Protestant boards. (It should be noted that in a number of areas, agreements have been worked out whereby English Catholics attend schools under Protestant regional boards).

The third possibility is to have regional boards organized on a language rather than on a confessional basis. This possibility merits serious study.

The "Unified Board" system is a tidy arrangement administratively. Its details have been care-

fully worked out and explained in the Parent Report. Most English bodies are against the proposal mainly because they feel that this is not the best system "to ensure the duality of cultural values." Supporters of this view hold that "the right of the English-speaking sector to the maintenance of its language and culture carries with it the right to administrative structures designed specifically to this end."

The system of confessional boards has an advantage in that it is already established by law and has been in operation for a century. Some believe that it is not now working well enough. Some, like the Chairman of the Protestant Committee of the Superior Council, maintain that "genuine and needed reforms in the school system can be as easily achieved under the present dual system of administration as under the proposed unified system." A number believe that only by adhering to the confessional system can be rights of the Protestant minority be legally protected.

A system of English and French regional boards has been advocated by many English groups. These groups believe that a major change in the educational structure must be made. This system appeals to Protestant and Catholic minorities in several parts of the province in that it permits the gathering of English pupils in schools large enough to offer the type of education needed today, and permits representation of Catholic parents on the regional boards responsible for such schools. Some who accept

the concept of unified boards as an ultimate objective, consider the combining of English Protestant and Catholic administrations as an essential and practical first step.

As the Superior Council correctly points out: "A number of the groups that presented briefs suggested that the present administrative structures be based on language rather than religion; however, the method of establishing such a system was passed over in silence." There were good reasons for the "silence". First, the invitation to submit briefs to the Superior Council ruled out discussion of school finance, a topic of primary importance in any new system. More important, the problem of switching from a system in which educational powers are based on religion to one in which they are based on language is highly complex, and well beyond the scope of groups preparing briefs to advise the Council in a limited period of time.

What is seriously needed is careful study and investigation of the feasibility and the problems of changing from the existing system of confessional boards to one in which boards are based on the two official languages. This Association strongly recommends that the Superior Council or the Government organize such a study in the near future. In the eyes of the English minority this is a question of greatest importance.

NORMAN W. WOOD,
President,
Quebec Association of
Protestant School
Administrators.

Major Recommendations of Superior Council

Proposals Cover Future Status of Confessionality, Language, Parents, Teachers, Minorities

The questions on which the Superior Council of Education is now giving its opinion call into question values to which the various elements of our population attach the greatest importance. At stake are the future of the confessional system, the cultural and linguistic rights of minorities, the rights of parents, the role of teachers and the establishment of a truly decentralized educational system.

The statements heard during the public hearings of the end of November and the beginning of December last year showed that most groups wished to retain confessional schools. However, opinions varied considerably as to the nature of confessional education and there was a similar division with regard to the kind of confessionality that was wanted.

Thus, as was clearly apparent in the briefs presented to the Superior Council of Education, there are people who wish pupils to be subject to a strict observance of confessionality whereas others agree that schools should admit pupils of a different faith provided that the majority of the pupils in the school suffer no prejudice. Between these two contrary points of view there are to be found, in the briefs, expressions of opinion of various shades which, on the whole, recognize, to some degree or other, the rights and needs of minority groups.

On the other hand, the groups that attended the hearings of the Superior Council of Education agreed, in principle, that non-confessional schools should be provided for those who wish this type of institution. There was also ready agreement that pupils belonging to this group had the right to an education of the same quality as that given in confessional schools; but no practical suggestion as to the means of establishing non-confessional education of good quality was, however, proposed.

The English-speaking groups were, for the most part, concerned with the preservation of their cultural and linguistic identity. It is true, of course, that this concern was in many cases linked, on the one hand, with the maintenance of Protestant rights respecting confessional education and, on the other, with the maintenance of privileges that had been granted to English-speaking Roman Catholics by French language Catholic school boards.

English-speaking circles did not seem to be too well informed concerning the legal aspects — constitutional or otherwise — of the present-day educational question. This was as true of parents, of teachers and of school commissioners as it was of the population in general. The English-speaking community has traditionally had every confidence in the public educational system in respect of both elementary and secondary school instruction. It is, therefore, not surprising that it is anxious to preserve the best elements of the present system. A number of the groups that presented briefs suggested that the present administrative structures be based on language rather than religion; however, the method of establishing such a system was passed over in silence.

It is clear that with the large English-speaking population concentrated in the Montreal metropolitan area, any solution applied to our divided educational system must be sufficiently flexible to meet the needs of the different religious and ethnic groups that make up this population, Protestants and Christians and non-Christians, residents of adjoining areas, old and new Canadiens.

It might be wise, to allay the fears of certain English-speaking groups, and even of a number of French-speaking groups to enact a special law recognizing formally the right to instruction in French or in English in accordance with parents' wishes. This law might also furnish the same guarantees with respect to confessional instruction.

It is now more and more admitted that parents and the public in general should have a share in the discussion concerning

policies and local school administration. Recent changes in education have been accompanied by changes not less significant in the nature and the role of the family and it may be said that parents are being called upon to take an increasingly active part in the education of their children. And it may be affirmed that society as a whole is now interested in education. The briefs submitted to the Superior Council of Education presented ample proof of the genuine and enlightened interest of parents in education. What may, in other respects, appear astonishing is the fact that a number of briefs expressed doubts with regard to the establishment of school committees. These committees, the creation of which was proposed by the Royal Commission of Inquiry on Education, constitute a new instrument of participation; however, in the absence of previous experience, it is not surprising that reticence in accepting this innovation is being shown not only by teachers and school commissioners but also by parents.

However this may be, it is essential that parents genuinely concern themselves with questions as important as religious instruction, the implementation of Regulation No. 1, coeducation, the full implications of polyvalent or comprehensive education as described by Document No. 2 of the Department of Education, etc. They must, therefore, be encouraged to study these questions and to gain an insight into their real significance. And this applies, of course, to other problems related to education.

Among the questions to which the briefs attached great importance was that of the professional role of the teacher. Faced by the radical changes that are going to take place in relation to the size of schools and the wide variety of courses that they will offer; faced too by the establishment of administrative units far larger than before; and finally, faced by new requirements in their own training and by the increased role of their professional associations, teachers are, naturally, worried not only about teaching methods presently in use but also about the larger problems of school organization and administration.

The briefs submitted by the different teachers' groups disclosed a clearer and clearer conception of the increased importance of the teacher's role. But here too different conceptions were clearly apparent depending on whether problems were approached from a confessional or a linguistic point of view; on whether the question was treated by teachers of the public system, or by members of the staffs of Government operated schools; on whether the problem was presented by teachers or by administrators.

Conflicts of conceptions between teacher groups and parent groups were also revealed by certain briefs. It is essential, therefore, if it is desired that the school's chief aim should be the good of the pupil, that a better understanding be reached. It can, however, be affirmed that by and large, the teachers' associations that submitted briefs to the Superior Council of Education proved to be the most enthusiastic champions of reform in education. It must be admitted, however, that their views were those of a restricted and specialized section of society and that they did not receive the very firm support of a number of other groups.

Finally, the problem of administrative decentralization was the subject of a number of briefs. This question seemed, on the whole, imperfectly understood. It was taken for granted that the Government would be called upon to intervene more frequently and to use existing bodies to increase its service. Regionalization was, for the most part, favoured but with proviso that this should normally take place with the consent and cooperation of school boards, a proviso that did not take into account the radical changes that the functions and responsibilities of school commissioners and especially the functions and responsibilities of secretary-treasurers had undergone. This opinion was expressed particularly by those

Just over a year ago the final recommendations of the Royal Commission of Inquiry on Education (Parent Commission) were made public. The Commission proposed changes in Quebec's educational system that could well be termed revolutionary.

The Superior Council of Education promptly acted on its assigned powers in the task of recommending the next steps to be taken. (The Superior Council was set up under Bill 60 to advise the Minister of Education upon request, and to report annually on the state and needs of education.)

The Council, in turn, sought advice from its Protestant and Catholic Committees, and from the general public. Representations were made by scores of public bodies, including Quebec Federation, at a series of hearings around the province last November and December.

The Parent Commission recommendations were published in H & S News for September, 1966. Quebec Federation's brief to the Superior Council was published in the November issue.

Final outcome of the Superior Council's studies and investigation was the report to the Minister of Education made public a few weeks ago. It proposes specific actions on the Parent Commission proposals regarding "confessionality, cultural characteristics, administrative structures, and the participation and role of parents and teachers in the public educational system of the Province of Quebec".

The Superior Council's recommendations are of primary importance to all present and future Quebec parents. In the words of its report: "At stake are the future of the confessional system, the cultural and linguistic rights of minorities, the rights of parents, the role of teachers and the establishment of a truly decentralized educational system."

The following text embraces all of the Superior Council recommendations, both on principle and methods of implementation, with the material reorganized so as to gather together recommendations, explanations and dissent according to subject.

The recommendation numbers on the italicized paragraphs are from the Royal Commission of Inquiry report. The full list of recommendations appeared in the News of September, 1966.

groups that considered the school board as the only means of safeguarding confessional or linguistic autonomy. As a matter of fact, certain English-speaking bodies were opposed to any administrative unification except that of the Department of Education even at the risk of further fragmentation of the educational system. Thus it was that certain groups declared themselves in favour of the establishment of new administrative structures for English language Catholic schools, for non-confessional schools and for Jewish schools. Others, though they stated that they were in agreement with the views of the Royal Commission of Inquiry on Education, claimed that the goals that the Commission was seeking would be more easily attained if the two existing systems were retained but based on language rather than religion with each linguistic group providing confessional services or non-confessional services as required.

This diversity of opinion cannot be ignored in attempting to define the present or future character of administrative structures for they give rise to certain questions of considerable significance. For example, should the conception of the double system be broadened in such a way that the rights of cultural or religious minorities may be recognized in either system? Is a division of the system on the basis of language desirable? At what administrative level should the idea of religious and cultural diversity be introduced if we wish to have an effective system of education? To what extent can past practices and conceptions — prompted for the most part by an education that a part of society was free to acquire rather than by an education that is to be accessible to all — meet the needs of a pluralist society?

Although certain associations agree in principle that the educational system should be completely under the jurisdiction of the Department of Education, most groups, as has already been seen, were in favour of the establishment of regional administrative structures modeled more or less on the regional school boards as determined by Operation 55. However, only a very few intermediary bodies devoted any thought to the establishment of Councils of School Development in the various administrative regions of the Province. Among those who mentioned the possible creation of Councils of School Development, only a few saw, in this institution, a structure that might replace the regional bureaus recently set up by the Department of Education and thus allow a decentralization of functions and services while maintaining a genuine participation on the part of the local population and administration.

In short, while the briefs presented at the public hearings of the Superior Council of

Education were, in general, favourable to the maintenance of confessional schools, ideas of confessionality and the reasons given in its favour, on the whole, differed greatly. Most English-speaking groups were opposed to a unified administration at the local and regional level. With regard to parents' and teachers' association, they expressed a desire to participate more actively than previously in the determination of educational policies and in administration at all levels of the educational system including the schools themselves. Finally, opinion in general favoured the decentralization of educational authority but did not indicate in any precise way the changes that would soon have to be made to bring about this decentralization. These then are the principal points that emerged from the analysis of the complete series of briefs that were submitted to the Superior Council of Education.

The breadth of the educational reform is so vast that it is essential that the public be fully informed not only with regard to the ultimate goals of the reform but also of its immediate aims. The participation of the population in educational planning and in the study of questions related to education must therefore take every means of furthering the development of this participation and it must, in particular, provide patient and enlightened leadership. It is true that it has already taken certain action in this regard, and in particular through the recent publication of certain important documents and the establishment of a service for parents. But it will be necessary to do more to support parents and teachers who favour participation, in their endeavours. Would it not be wise, for example, to encourage the appointment of leaders trained in group dynamics in regional areas?

On the whole, the intermediary bodies that submitted briefs to the Council were in unanimous agreement that educational reforms, whatever their nature, must take place gradually and be spread over a period of several years. The Superior Council of Education has endeavoured, in the recommendations it is making with regard to the stages to be observed in effecting the changes resulting from the recommendations of the Royal Commission of Inquiry on Education, to take account of the points of view expressed by the intermediary bodies, both in their briefs and during the public hearings. The Council also believes that in view of the importance of the changes in question and the vast transformation that they entail in thought, attitude and structures, it is essential that this reform be accomplished in stages. The Council therefore made every effort to outline exactly the stages it is proposing in the recommendations that follow.

(Continued overleaf)

Superior Council, Recommendations for Educational Reform

Inquiry Recommendation No. 1

"We recommend that the public educational system of Quebec respect differences in the religious options of parents and pupils and offer a choice of Roman Catholic, Protestant and non-confessional education, insofar as the requirements for quality in education can be satisfied in each instance."

RECOMMENDATION OF THE COUNCIL: The Superior Council of Education declares itself in favour of Recommendation No. 1 of the Royal Commission of Inquiry on Education. ADOPTED unanimously with one member abstaining.

MAJORITY COMMENT: One of the fundamental obligations of contemporary society is to guarantee to each of its members, without exception, through the full and complete use of every means at its disposal, the maximum of material and spiritual well-being to which every human being aspires.

This obligation as it affects education has found expression in the three objectives which the Royal Commission of Inquiry on Education concisely describes as follows:

to make available to all, regardless of religious belief, racial origin, cultural background, social position, age, sex, physical health or mental ability, an education of good quality that meets today's diversified needs;

to make it possible for everyone to pursue his studies in the field best suited

to his aptitudes, his interests and his inclinations and to the highest level that he can attain, and thus take advantage of everything which can contribute to his full development;

to prepare all young people for life in society — that is to say, to earn their living through useful work and to assume, in an intelligent way, their various social responsibilities in full freedom and equality — and to offer adults the greatest possible opportunities for further development.

These opportunities are so vast in scope that they can only be attained effectively and completely through a public educational system, especially in a civilization that is marked by a constant search for increased knowledge and by the demands of scientific and technical progress which are themselves the result of this continual widening of the fields of knowledge.

This does not mean, however, that society should, through the public functions it delegates to the State, exercise a monopoly in education. Indeed, because of special circumstances, private non-state enterprises must always be possible; they must even, whenever necessary, receive the encouragement and support of the State.

Society, in assuming the principal responsibility for providing for education, which, today, is recognized as one of the essential rights of man, must, if it is to ensure the welfare of its members, offer them instruction of the highest quality possible. On the other hand, it must also have the deepest respect for values that its members consider fundamental. Now, one of these values is freedom of conscience which is one of the principal ways in which the dignity of the individual expresses itself.

The Superior Council of Education recognizes that the recommendation of the Royal Commission of Inquiry on Education, that the public educational system of Quebec respect the diversity of religious options of parents and pupils, stems essentially from this principle of the freedom of conscience. That is why the Council accepts the proposal that our public system of education should offer a choice of Catholic education, Protestant education and non-confessional education insofar as the requirements for quality in education — the specific goal of every school system — can be satisfied in each instance. In this way, our public educational system will not only respect people's conscience, it will also reflect a character of contemporary Quebec society which is becoming more and more conspicuous; that is, religious pluralism.

Inquiry Recommendation No. 2

"We recommend that the law recognize no confessional character in school commissions and institute corporations, even if it imposes on them the obligation to ensure, when there is occasion to do so, Roman Catholic, Protestant and non-confessional education."

RECOMMENDATION: The Superior Council of Education declares itself in favour. ADOPTED by a majority vote: 14 members voted in favour, 4 voted against, 1 abstained.

Inquiry Recommendation No. 30

"We recommend that it be explicitly understood that every public body to which the state delegates some responsibility in school administration has as its primary aim to provide for all pupils, without distinction, education of good quality promoting the most complete personal fulfilment of each individual, always subject to a proper respect for religious pluralism and linguistic and cultural duality."

RECOMMENDATION: The Superior Council of Education declares itself in favour. ADOPTED unanimously with 2 members abstaining.

Inquiry Recommendation No. 36

"We recommend that the organization and administration of pre-school, elementary and secondary public education be entrusted to regional school commissions, with jurisdiction over territories sufficiently large to enable them to dispense varied instruction of good quality and to make available all the requisite auxiliary services."

RECOMMENDATION: The Superior Council of Education accepts the principle of the same school board being responsible for pre-school, elementary and secondary education within a given area. ADOPTED unanimously.

Inquiry Recommendation No. 37

"We recommend that a single regional school commission administer all education, Roman Catholic, Protestant or non-confessional, in the French or in the English language, within the boundaries of a given area."

RECOMMENDATION: The Superior Council of Education declares itself in favour in respect to cultural unity as affected by this recommendation. ADOPTED by a majority vote: 12 members voted in favour, 2 voted against, 1 abstained.

MAJORITY COMMENT. Recommendations Nos. 2, 30, 36 and 37: The Superior Council of Education believes that the bodies to which the State entrusts administrative responsibilities within the public educational system in order to ensure an effective division of tasks, have an obligation, as has been previously stated, to guarantee by every means at their disposal and to all who come under their jurisdiction, instruction of good quality and that they have the same obligation as the State to respect the values that members of society consider fundamental.

It is, then, essential that these administrative bodies be defined in such a way that they cannot favour (or even seem to favour) because of special powers, one value to the detriment of others. In other words, they must, by their very nature, be impartial.

The Superior Council of Education believes that the State, by refraining from according a confessional character to such administrative bodies as corporations of general and vocational colleges and school boards, will establish in unequivocal fashion one of the basic conditions of such impartiality. In the case of schools under the jurisdiction of school boards, the decision regarding the religious character education is to have should be made by the parents because they have the primary responsibility in educational matters and this decision should be made for each individual school.

The Superior Council of Education is of the opinion that respect for the religious character of education is greater and more genuine when it is based on a decision freely taken by those who have the greatest responsibility for education. This conviction is shared by a large majority of the members of the Superior Council of Education and it is confirmed by section 22 of the Superior Council of Education Act which associates the confessional character of education with educational institutions, that is the school itself.

The Superior Council of Education is also of the opinion that among the fundamental values to which members of a society hold, especially in educational matters, there are not only the values that are associated with the different religious confessions but also others of a cultural order. In this case, as in the case of religious values, it is essential, if they are to be respected, that the same conditions of impartiality and objectivity, the same sense of responsibility, be established.

It must, however, be admitted that attachment to cultural values depends much less on a free, personal decision than is the case for attachment to religious convictions. Membership in a cultural group is much more the result of historical circumstances and is much more a matter of social expression than is religious membership itself. Thus it is that in a society that recognizes the existence of at least two cultures, not only as a fact but also in a formal way, it is essential that those who have the responsibility of directing this society take adequate means to favour not only the development of the personality of each individual but also the development of the cultural groups themselves but avoid creating unjust situations in doing so. This, in the opinion of the Superior Council of Education, means that every public body to which the State delegates some responsibility in educational administration must respect not only in attitude but also as regards the facts themselves the linguistic and cultural duality which is one of the important characteristics of Quebec society. The Superior Council of Education believes that it is in a spirit of cooperation and justice rather than through the establishment of separate and parallel systems, the tendency of which is to accent cultural divisions, that respect for the duality of the cultural values themselves can best be ensured. It must be recognized that at the summit of society, that is at the level of the State, an end has been made of the separation which both from a cultural and linguistic point of view and from a confessional point of view had characterized Quebec's educational system.

The Superior Council of Education is convinced that the educational system in Quebec must hold inviolate the religious and cultural values of its population but it is equally convinced that the best way of safeguarding these values is to adopt ways that meet the requirements of a society in evolution and the needs of an educational system the object of which — let it be repeated — is to make available to all, regardless of religious beliefs, racial origin, cultural background, social position, age, sex, health or mental ability, an education of good quality.

On the other hand, to meet in an adequate way the economic and cultural needs of a Quebec that is caught up in the evolution of contemporary society, the Department of Education has formally recognized that a profound change in the system of education was necessary. Regulation No. 1 of the Department thus clearly establishes that not only can the elementary school course no longer be considered as terminal but also that there can be no dividing wall between elementary school education and secondary school education.

The Superior Council of Education is of the opinion that the most efficient means of reaching this objective is to turn over to regional school boards the organization and administration of public education: pre-school, elementary and secondary. Furthermore, to meet the needs of the activist school, the adjustment of courses to the needs of each pupil, of polyvalent or comprehensive education and promotion by subject, it is essential in the eyes of the Superior Council of Education that regional school boards have jurisdiction over a territory large enough, or a student population great enough, to be able to provide a varied education of good quality accompanied by complete auxiliary services.

For the reasons given above, the Superior Council of Education is also in agreement with Recommendations Nos. 36 and 37 of the Royal Commission of Inquiry on Education which proposes that the administration of all education, Catholic, Protestant and non-confessional, in the French or in the English language, be entrusted to a single regional school board. The Superior Council of Education is convinced that such a measure will make it possible to respect the confessional character and the linguistic

and cultural duality of education and, at the same time, recognize the requirements of a society marked by an expanding religious pluralism and the increasing need for closer and deeper relationships from a cultural and scientific point of view between the two principal linguistic groups living side by side.

In bringing about these reforms, the state will place the responsibility for choice with regard to religion and culture in the hands of those who should exercise that responsibility in the first place.

DISSENT, MISS THERESE BARON: I record my dissent respecting Recommendation No. 2 of the Parent Report as it affects the non-confessionality of school boards and institute corporations. The right to confessional schools can become illusory if it is not accompanied by the right to an administrative structure that is also confessional, one of the first objectives of which is to guarantee the setting up of effective means of actually establishing confessionality of school and instruction. The absence of confessional structures will deprive parents of established rights in the matter of administration. The existence of school committees will not entirely make up for this lack. The result will sooner or later be an increasing number of multi-confessional schools and the gradual de-confessionalization of these schools.

DISSENT, W. H. BRADLEY: I cannot accept Recommendation No. 2 because it is incompatible with the right of religious dissent which has been a fundamental part of our law in educational matters in Quebec for over a century. Moreover, it is doubtful that a truly confessional institution can exist apart from its administrative structure. The real weakness of the recommendation is that it admits of the recognition of no confessional administrative body, even if it be admitted that in some cases neutral bodies might be desirable. It is essential that the right to form distinctive administrative structures be guaranteed to religious minorities if they so desire.

DISSENT, W. H. BRADLEY: (Re Recommendation 37) In the special circumstances which obtain in Quebec, the principle of a unified school administration is unworkable and, in my opinion, unacceptable to the majority of our population. The arguments expressed in the Report of the Royal Commissioners as well as in the present document are not convincing. They could as well be made in support of the proposition of a unified school administration for all Canada. In my judgment the implementation of this recommendation would be contentious and would endanger the realization of the genuine and needed reforms in the school system which can be as easily achieved under the present dual system of administration as under the proposed unified system. Subject to the foregoing and to the reasons given in my dissent already expressed with respect to recommendation 2 of the Report, I concur in the advice presently being submitted to the Minister.

DISSENT, JOHN PERRIE: While endorsing the Council's report dealing with the subjects discussed at the public hearings on the recommendations of the Parent Commission, I find myself obliged to dissent from the position taken by the Council respecting No. 37 of those recommendations. My reasons for doing so are substantially the same as those advanced by the members who were opposed to the Council's decision regarding Recommendation No. 2.

I believe that the right of the English-speaking sector to the maintenance of its language and culture carries with it the right to administrative structures designed specifically to this end. In the proposed unified administrative organization I see serious practical difficulties that could well endanger the preservation of the language and culture of the English-speaking minority.

None of the foregoing is intended to imply lack of support for the principle of the closest possible collaboration between the two principal cultural entities in this Province. Unity of thought and action in the many areas the two cultures have in common must be maintained and strengthened but there must be administrative guarantees to ensure that the traditions and aspirations of both the French-speaking and English-speaking cultural groups will be respected where these traditions and aspirations differ one from the other.

School Committees — The Role of Parents

Inquiry Recommendations Nos. 32 and 35

"We recommend that a school committee be set up for each elementary or secondary public school."
 "We recommend that the following functions be vested in the school committees by law:

- to watch over the quality of education given in the school and the welfare of pupils and teachers;
- to make certain that pupils receive religious or moral instruction corresponding to their parents' wishes;
- to accept or reject any regulation proposed by the school authorities or by the directorates of Roman Catholic, Protestant or non-confessional education, as the case may be, affecting the specific applications of confessionality or non-confessionality in the school;
- to stimulate new projects and cooperate in any undertakings connected with the organization of extra-curricular recreation, and, in a general way to support anything which may promote popular culture;
- to maintain the interest and cooperation of parents and of the community in anything which may serve to improve educational services;
- to express opinions on the selection of teachers, on modifications in the curriculum and on the choice of textbooks and teaching material;
- to present to the regional commission any recommendations concerning financial or administrative problems."

RECOMMENDATION:

The Superior Council of Education declares itself in favour. ADOPTED unanimously.

MAJORITY COMMENT, RECOMMENDATIONS NOS. 32 AND 35: Believing that the decision as to the religious character that education is to have must be made by the parents, they being the ones who have the primary responsibility for the education of their children; believing also that this decision must be made on the basis of each individual school, the Superior Council of Education has come to the conclusion that a school committee, attached to every elementary and secondary school in the public system, provides parents with an effective means of participation, and one that is well adapted both to the needs of the new type school and to the evolving role of the family which must increasingly assert its educative function, in a positive way, and in close collaboration with the action of the other agencies of education.

Since parents, more than anybody else, are responsible for the religious and moral training of their children, the school committee must, among other things, as recommended by the Report of the Royal Commission of Inquiry on Education, "make certain that pupils receive religious or moral instruction corresponding to their parents' wishes". It is also the parents' responsibility, acting through the school committee, to decide the confessional character of the school their children attend. By thus entrusting to those who have the primary responsibility for the education of their children, the duty of determining the confessional character of the school and the moral and religious training their children are to receive, the State recognizes and truly respects freedom of conscience.

In the eyes of the Superior Council of Education, the school committees represent the first level of a structure of participation in which parents will, in future, be called upon to play a positive role with regard to the education of their children.

Parental activity has traditionally occurred at the level of authority and of school administration but parents have had little part in the educational process itself. Through the school committee, of which they will be the principal members, the parents of the students will second the teachers in the tasks they perform for their children. They will in future have a larger part in the educational process itself. There is no doubt that the introduction of activist methods and polyvalent or comprehensive education, which constitute the major changes in the elementary and secondary school system, changes which must be matched by new institutions, will make it necessary for parents to be more actively associated with our schools than before. It is therefore for reasons of effectiveness, on the one hand, and because of the changed role of parents on the other, that the school committee is necessary.

The school committee will be assigning to parents responsibilities that are properly theirs, make it possible to better define the

role of the different agencies of education. Conflicts between these various agencies of education will thus be avoided and thanks to improved cooperation on all sides, they will be able to play a more effective part.

There is no doubt that in face of the problems raised by the establishment of the modern school, by the needs of society and by the necessity of respecting values that members of this society consider fundamental, the old structures, founded in a context different from today's and for reasons other than today's, are no longer capable of satisfying the new demands. This phenomenon, as everybody knows, is not restricted to the field of education. There are many changes, even in institutions as venerable as the churches, that require not only a change in mentality and a different conception of their roles but also profound modifications in structures along with the establishment of new institutions.

The Superior Council of Education is in entire agreement with the proposal of the Royal Commission of Inquiry on Education that the school committee should be granted by law the functions assigned to it in Recommendation No. 35 of the Report of the Royal Commission of Inquiry on Education. As a matter of fact, how could parents be refused the right to watch over the quality of the education given by the school their children attend? Or how could they be refused the right to take an interest in the welfare of their children? And why not also in the welfare of the teachers who are their principal collaborators in the education of their children? Who could object to parents taking an interest in the spare-time activities of their children or to their helping to ensure that these activities have a cultural value?

Since the school, the instrument of education, in this way becomes more and more closely associated with the family, it is in the interest of the community that parents take an interest in the moral and religious instruction of their children and that they concern themselves with the quality of the educational services offered, and, because they have the primary responsibility for the education of their children, that they be enabled to express their opinion concerning the choice of teachers, the adaptation of programmes and the selection of textbooks and teaching materials. Finally, as parents are also tax-payers, they can, after careful consideration and thanks to the information that each school committee will need to possess, make useful recommendations concerning both school administration and school finances.

I—Whereas the participation of the public in educational reform depends, on the one hand, on its knowledge of the reforms proposed and, on the other, on its acceptance of these reforms

a) the Superior Council of Education recommends that the Minister of Education take every means required to provide the public with all necessary information, and, that through social leadership, it make the public understand the necessity of accepting these reforms and thus bring it to participate in the implementation of these reforms;

b) the Superior Council of Education also recommends the establishment, as soon as possible, of the school committees proposed by the Royal Commission of Inquiry on Education but without, for the moment, the prerogative of electing school commissioners assigned to them by the Royal Commission of Inquiry on Education. ADOPTED unanimously.

II—The Superior Council of Education declares itself in favour of Recommendation No. 33 of the Royal Commission of Inquiry on Education which reads as follows: "We recommend that each school committee consist of five members, elected annually by the parents of the pupils and by the students enrolled in courses for adults, and that, in addition to all those having the right to vote, any person of full age resident in the region shall be eligible for membership on it." ADOPTED by a majority vote: 11 members voted in favour, 3 voted against.

Councils of School Development

Inquiry Recommendation No. 43

"We recommend that all the regional commissions of a given economic region join forces to form a Council of School Development."

RECOMMENDATION. The Superior Council of Education declares itself in favour of the principle of the Council of School Development. ADOPTED unanimously.

Inquiry Recommendation No. 46

"We recommend that the law entrust the following functions to the Council of School Development:

- (a) to define, jointly with the regional school commissions, the basic standards for services and expenditures throughout its territory and to have them accepted by the Department of Education, thus establishing the development plan for the school system of the entire area;
- (b) to negotiate, after consultation with the regional commissions, the salary and wage scales and the working conditions for all the teaching and non-teaching personnel in its territory, or, as the case may be, to participate in provincial negotiations with the Department of Education;
- (c) to study the budgets which the regional school commissions must submit for its approval and to present these budgets as a whole, as well as its own budget, to the Department of Education;
- (d) to share in the determination of uniform tax rates to be levied by all the regional commissions in its territory; prior to the equalization of real estate assessments by the central authority, to take steps to equalize assessments within its own territory; to authorize, when necessary, the levying of a supplemental tax by individual regional commissions;
- (e) to coordinate the school development of its territory by exercising all necessary supervision over land purchases and building projects of the regional commissions;
- (f) to operate for the benefit of the regional school commissions in its area those services which can more eco-

nomically or more effectively be organized in common such as: legal service, architectural and engineering bureau, statistical and forecasting service, transportation service, and provide for the organization of certain joint educational services for some categories of exceptional children;

(g) to appoint, for all these purposes, a Director General, and as many assistant directors general as may be needed to coordinate the development of each of the different forms of education to be found in the regional commissions, and to assure proper management of the finance and school equipment services.

RECOMMENDATION: The Superior Council of Education declares itself in favour. ADOPTED unanimously.

MAJORITY COMMENT, RECOMMENDATIONS NOS. 43 AND 46: The Superior Council of Education believes that one of the essential conditions for the success of the reform in education is the participation of the community through individuals who, because of their various points of view, represent the principal elements of the community. Now the Council of School Development is, in the eyes of the Superior Council of Education, an adequate instrument of such participation for on it are represented both officials responsible for education at the provincial as well as the regional level and citizens chosen by popular suffrage. The Councils of School Development, as seen by the Royal Commission of Inquiry on Education, are intended as bodies that will bring about a decentralization of the Department of Education and lead to coordination, on the one hand, with the actions of the State, and, on the other, with the actions of the regional school boards which will be treated as a group for certain major administrative functions by the Councils of School Development. In the eyes of the Superior Council of Education this new body supplements efforts of parents to participate and of adults continuing their education.

Because they are to function in large administrative regions, the Councils of School Development will contribute notably to the development of both an educational policy and coordinated planning programmes. They will also get a much better idea than could regional school boards by themselves of the real needs in a given area.

Suggestions for Implementation

III—The Superior Council of Education recommends that, where necessary, provision be made, in the constitution of school committees, for an adequate representation of the different elements of the population served by each school concerned and, in particular, of minority groups either with regard to language or with regard to religion. ADOPTED by a majority vote: 13 members voted in favour, 1 voted against, 1 abstained.

IV—As problems of planning and coordination in the large metropolitan areas, that is Montreal and Quebec, are noticeably different from those in the other regions of the Province, the Superior Council of Education recommends that school committees be established first in these regions. ADOPTED unanimously.

(OBSERVATIONS RE IV: The Superior Council of Education believes that school committees can be established without the abolition of local school boards. In other terms, school commissions are neither a substitute for, nor a successor to, local school boards.

(As long, therefore, as local school boards are maintained, even in much smaller numbers than at present, there is no reason, in the opinion of the Superior Council of Education, for taking from them one of the few real powers still remaining, that is, the right to share in the election of the members of regional school boards, by transferring this right to the school committees.

(That is why the Superior Council of Education, without wishing to prejudice the future, points out that for the moment

there is no reason for assigning to the school committees that will be established the power to elect the members of regional school boards as suggested by the report of the Royal Commission of Inquiry on Education.

(School administrators, school principals and teachers must assume a role of leadership and help people to understand the principles underlying educational reform. They must, in particular, by their efforts, help people to grasp the meaning, from an educational point of view, of confessionality, polyvalence or comprehensive education, activist methods, continuing education and student orientation. It is also incumbent on them to define, in much clearer fashion than has been done so far, the respective responsibilities of parents, teachers, guidance personnel, principals, directors general and other school administrators, and school commissioners.

(In certain areas it may be possible, or desirable, to employ, for this purpose, persons experienced in social leadership or other persons specializing in group dynamics. However, it is to the professional educators and the parents themselves that ultimately belongs the task of establishing a genuine and continuing dialogue in educational matters. Even if school boards have not, up to the present, been encouraged to establish proper information services, there is need, in the present situation, of devoting much more attention than in the past to a better structuration of services intended to inform the public, and this in close collaboration with the Department of Education.

(In addition, the Superior Council of Education is very conscious in this regard

(Continued overleaf)

that conditions may vary considerably from one region of the Province to another. As a matter of fact, the methods used to inform the population regarding major educational questions cannot always be the same from one region to another; and the results of such undertakings may also be different from one region to another. However, participation is essential at the local level and the Council believes that in certain areas, at least, people are not only ready but indeed eager to participate in educational planning and the implementation of educational policies. This was particularly striking when, during the preliminary phase of Operation 55, regional planning committees were asked to submit, in the form of a report, their proposals to the regional school boards and to the Department of Education. On the other hand, during the public hearings of last November and December, it was apparent that the interest of the population has declined noticeably. We therefore believe that the establishment of school committees could be an excellent way of rekindling the desire to participate and, at the same time, of providing a permanent structure of participation.)

* * *

V—The Superior Council of Education recommends

- a) that the Department of Education establish Councils of School Development, the functions of which should correspond to those outlined in Recommendation 46 of Volume 4 of the Royal Commission of Inquiry on Education.

b) that these Councils, when first established, assume an advisory role only and that, after a certain time, they gradually come to exercise all the functions anticipated for these Councils and to replace the regional bureaus of the Department of Education. ADOPTED unanimously.

* * *

VI—The Superior Council of Education recommends that, where necessary, provision be made, in the constitution of Councils of School Development, for an adequate representation of the different elements of the population served by each school concerned and, in particular, of minority groups either with regard to language or with regard to religion. ADOPTED by a majority vote: 13 members voted in favour, 1 voted against, and 1 abstained.

* * *

VII—As problems of planning and coordination in the large metropolitan areas, that is Montreal and Quebec, are noticeably different from those in the other regions of the Province, the Superior Council of Education recommends that Councils of School Development be established in each of these metropolitan regions and recognizes that it is in these regions that the establishment of Councils of School Development is most urgent. ADOPTED unanimously.

(OBSERVATIONS RE VII: The Superior Council of Education believes that the decentralization of the administration of the Department of Education should be accomplished by giving added strength and powers to regional school boards in the principal administrative regions of the Province. While Operation 55 made possible a certain consolidation of educational structures, this is not enough. Other measures must now be taken to strengthen the coordination between elementary and secondary education, to enlarge the regional scope of academic and financial administration and to establish, at least as an initial step, a close coordination between all the regional school boards of the territory covered by each Council of School Development.

(The Superior Council of Education believes that it would be wise for the Councils of School Development to act, in the beginning, as advisory bodies. However, provision should be made that these Councils gradually assume administrative functions as proposed by the Royal Commission of Inquiry on Education and that they even come to exercise the functions assigned to the regional bureaus.)

* * *

VIII—The Superior Council of Education recommends that local school boards that are not already members of the corresponding regional school board in their area should be required to become members immediately. ADOPTED unanimously.

* * *

IX—The Superior Council of Education recommends that the Legislature assign to regional school boards, as soon as possible, academic, financial and administrative responsibility for all pre-school, elementary and secondary education dispensed in their territory. ADOPTED unanimously.

* * *

X—The Superior Council of Education recommends that until such time as existing Catholic-administered or Protestant-administered regional school boards in a given area are replaced by a single regional school board, close relations should be established between these existing regional school boards. ADOPTED by a majority vote: 11 members voted in favour, 3 voted against.

* * *

XI—The Superior Council of Education recommends

- a) that Catholic-administered and Protestant-administered regional school boards operating in the same area appoint joint planning committees to study the following subjects: education of exceptional children, adult education, selection of school sites, transportation of pupils, determination of priorities in the interests of the population of the area and, finally, school census;
- b) that these joint planning committees act as advisory bodies to the regional school boards concerned. ADOPTED unanimously.

Centennial Efforts Enter the Stretch

As we near the end of Canada's Centennial Year, many H & S members must be wondering how the Canadian Federation's 100th anniversary projects are making out.

Every local H & S Association was asked to contribute a symbolic \$19.67 (representing the year 1967) for Canadian H & S Centenary efforts. Many Quebec locals have not yet done so, incidentally. Contributions should be sent to Quebec Federation for onward transmission.

A report on what has been done with the Centennial money — received or still anticipated — was issued by Centennial Chairman V. Dotten at the end of August. It tells the story as it was with one-third of the year still to go. Here are major excerpts.

We should be very proud of our various Centennial Projects. Children's Reading and Tillicum, especially, have been well publicized and accepted and are gathering momentum. At our Annual Meeting in Toronto last June, it was realized that these are of sufficient scope and importance to warrant continuance beyond our Centennial Year, in order to reach their full potential. Therefore, they will be carried on by separate committees into 1968.

These projects have proven to us that there is much we can do if we have the necessary money. Further progress at the moment is hampered for lack of funds. To date, less than \$30,000 has been received out of a potential of \$80,000, if all associations contributed \$19.67. Prince Edward Island has been a real example to all Canadian provinces. They are over the hundred percent mark and still going strong.

It is hoped that all associations, which have yet to contribute, will make a real effort to do. This letter will supply current information that, we trust, will make all our associations proud to contribute. Another purpose is to show those associations which have already forwarded their donation or donations, how their money has been spent.

Children's Reading

Four very fine publications have been sent out to all associ-

ations in kits — "PLACE A BOOK IN THE HANDS OF YOUR CHILD," "THE HOME AND SCHOOL AND PTA READ ALOUD BLITZ," "BUY A BOOK TO READ ALOUD," and "WHAT EVERY PARENT SHOULD KNOW ABOUT THE TEACHING OF READING". The last mentioned is a very excellent booklet written by Professor Deverell of Saskatoon, a leading Canadian authority in the field of reading. It is very much in demand, but due to lack of sponsor, we have to charge 20¢ for it at our National office, plus shipping charges. Ideas for using this material for programming were also sent out in the kits.

Two more publications, "BOOKS FOR THE FAMILY BOOK-SHELF" by Helen Robertson and "PRE-SCHOOL INFLUENCES" by Alice Borden, are all ready to be published when we have the funds to do so. These will be available this fall if there is a resurgence of Centennial contributions from our associations. Many thousands of Canadian children and parents are now receiving rich benefits from this worthy endeavour.

Tillicum — (Friendship)

This is an exciting project which may have far-reaching effect. The committee chaired by Professor C. M. Bedford of Saskatoon states, "The Federation's prime concern is for Canadian children, especially those whose need is greatest. The need — and hence the Federation's concern

— is particularly urgent as regards Indian children. The Federation initiates and supports the provision for Indian children of opportunities equal to those available to other Canadian children. However, this equality of opportunity can be realized only if the Indian people themselves, while maintaining their own culture, nonetheless attain the same legal, educational, economic, health and social rights, and responsibilities, as other Canadians."

Tillicum kits have been distributed to all Canadian associations with suggestions for programming. Detailed instructions have also been given to provincial Tillicum chairmen. Prince Edward Island Federation is to be commended for its efforts involving Tillicum programs such as accepting Indian children into Charlottetown homes to receive a high school education. Ontario has done a monumental job in bringing libraries to Indian reservations. These are a start which point the way to what may be accomplished in the future, if many thousands of Home and Schoolers across our great land extend the hand of fellowship to our Indian citizens.

World University

One of the objects of our Canadian Federation is "To foster high ideals of citizenship and patriotism; and to promote, through educational means, international goodwill and peace". John W. Parker, a Montreal City Councillor, struck a responsive chord, when attending our Annual Meeting in 1964, he suggested that the Expo site be used as a World University. It was decided to adopt this promotion of this idea as a Centennial Project.

Professor C. M. Bedford of Saskatoon expressed our thinking and aspirations when he said, "Humanity seeks peace. To this end there is needed a world university dedicated to the arts of peace — a proud Centennial gift for all. There are scores of military academies around the world teaching the science of warfare.

Let us in Canada give the world something unique, that is the constructive opposite to a military academy: a centre for advanced studies relating to international understanding and co-operation. Here at the graduate level, a community of world scholars would inspire the gifted youth of all nations. Studies would include international aspects of peace-keeping, law, education, agriculture, languages, science, economics, geophysical studies and development, and culture."

Promotion by our Canadian Federation led to the forming of a Canadian World University Committee. Groups of C.W.U.C. supporters have been organized in other countries. Other national organizations — most recently the Voice of Women — are actively promoting the idea.

Canada Federation President C. V. Madder has recently assured Prime Minister Pearson, Quebec Premier Daniel Johnson and Montreal Mayor Jean Drapeau, of our willingness to serve on committees to bring the idea of an international centre to fruition. A booklet is being prepared, re-

cording the contribution our National Federation has made to the plans for establishing a World University. This will be distributed to all Home and School associations across Canada.

Letter Links

When this was adopted as a Centennial Project it seemed to have great possibilities. To encourage world-wide correspondence appeared to be a worthy undertaking. However, the lack of co-operation from overseas has been disappointing. Some interest recently has been shown by Russia. At our Mid-Term meeting in Toronto January 1967, it was decided not to push it further, but it has not been discontinued. The idea is still good.

845-9238

H. R. TUCKER LTD.
General Insurance

360 St. James St. West,
MONTREAL, QUE.

G. E. BUCH J. G. TURNBULL



BORN 50 YEARS BEFORE CONFEDERATION

Bank of Montreal
Canada's First Bank

Where Are We Going?

Destroying Some Bonds of Tradition

Second of a series of articles on Regulation 1

BY DOREEN RICHTER

Terms like "individualized education", "continuous progress", "dual progress", non-grading" and "team-teaching" have been used a great deal in the last few years in the educational world. Now they are becoming prominent in Quebec, as Regulation 1 permits, and encourages, an educational system where these terms can become realities.

No one quibbles with the educational philosophy behind these terms as it is one which would munity to progress through allow each child in the com-school at his own rate, thereby ridding the school system of "failures", "poor adjusters", "drop-outs" and other students who cannot conform to the present graded school system. At least, this is what educators hope it will do.

However, as in many change-overs, the change from the traditional classroom and graded school to the ungraded, continuous progress system, will be fraught with many hazards. Examination of reports from schools across Canada and the United States where such systems have been tried, or are being tried, bring out these pitfalls with great clarity. On one point in particular nearly all these reports are in agreement, and that is that the successful ungraded school depends on the co-operation of administrators, teachers and PARENTS working together.

The ungraded elementary school is so different from anything that we as parents experienced, it is almost impossible for us to realize just what it means. Every child in the school has his own individual programme. Organization within the school is done in terms of age classes, which are usually divided into teaching groups for the basic discipline subjects, and into even smaller learning groups for such subjects as science, history, geography, etc. Each student also needs a place for individual work or study. A research centre for audio-visual aids, reference materials, etc. also becomes a basic part of the ungraded school system.

Let us take Johnny through a day of such a school — first he joins his fellow ten-year-olds for general assembly in the morning and to check on his time-table for this day. Then he has a half-hour period in Mathematics with a group of 15 other children, where they are working on the 3rd section of the fourth level of the Maths programme. Next he joins a small group of ten who are discussing the poetry of the English course — at level three, first section. Since these children are having problems with reading comprehension, the teacher may want a double period with them, and he spends an hour here. His next "class" is in the audio-visual room where a TV

French lesson is presented to some 10 children, who, like Johnny, have come from a province where French has not been taught in the elementary school; these children are being given an accelerated French course, which it is hoped, will bring them up to the level of the other ten year olds in the school. The French teacher goes over the TV lesson with them, and helps to instill it in their memories. Following this there is the usual break for lunch.

After lunch Johnny, who has always had an interest in Geography, joins a group of three other students all working on a project at the 5th level of this subject. After half a hour, Johnny will have a fifteen minute break to change for gym, where he will again join a large class of ten-year-olds. A full half hour of gym completes his time-table for to-day, and the final three-quarters of an hour are spent at his study carrell, unless he has a particular problem to discuss, for which he has made an appointment with his teacher.

The complications which arise for setting up such individualized programmes for each child in the school are obvious. The teacher participation necessary to provide for all the needs of all these children is also obvious. Teacher-training in the future will become more specialized, but teacher operation will be more co-operative, with team-teaching

and group discussion becoming an integral part of the day's work.

Another vital consideration that has been mentioned frequently in reports from the experimental ungraded schools is that each school, no less than each pupil, has to be individualized. Variations in schools are so vast that no one ungraded system can work for all schools. Numbers of staff and pupils alone rule out certain features, quality and willingness of staff to co-operate rule out others, or invent new variations. Reporting to parents alone can raise different problems in different communities.

Some schools in our province have already experienced the effects of non-grading in their reading programmes. And this brings another problem of the conversion to the foreground, which is that present curriculums are not designed for the ungraded school system, and much research and experimentation still has to be done in this area.

And yet, we are presented with an opportunity to free our educational system from the bonds of tradition to a new and possibly more rewarding one where the child comes first. We cannot afford to pass it up.

Next issue: A report on the Greendale School under the West Island Board — a newly created ungraded School.

Profile



JEAN-JACQUES BERTRAND

Quebec's Minister of Education and Minister of Justice, Jean-Jacques Bertrand was born at St Agathe des Monts on June 20, 1916.

Elementary studies at St. Agathe were followed by Mr. Bertrand with courses at the Juniorat des Oblats at Ottawa, Séminaire de St-Hyacinthe and Ottawa University leading to a degree of bachelier ès arts awarded by this university (1938). A licencié en droit at the University of Montreal (1941) and member of the Bar of the Province of Quebec, he was awarded Mérite universitaire of the University of Montreal for his active participation in university life and especially in inter-university debates for the Villeneuve trophy.

A practising lawyer at Sweetsburg (Missisquoi County) since 1941, Mr. Bertrand was named Queen's Counsel in 1950 and has been the recipient of honorary doctorates in law honoris causa from the Universities of Lennoxville and of Ottawa in 1959. His honours include those of former president of the Cowansville Junior Chamber of Commerce, former secretary-treasurer of the Municipal and School Corporations of Sweetsburg, member of the Administrative Council of the Brome-Missisquoi - Perkins Hospital of Sweetsburg and Knights of Columbus. 4th degree.

Elected Member of the Legislative Assembly for Missisquoi in 1948, Mr. Bertrand has been successively Minister of Lands and Forests (1958 to 1960), and of Youth and Social Welfare (1960) in the Quebec Government, and has been Minister for the Departments of Education and Justice since June 16, 1966.

What Is Regulation 1 About ?

(Continued from September Issue)

Sections five, six and seven of Regulation 1 concern promotion into the Secondary School level, the subjects taught in the secondary schools and the length of the Secondary School course.

On entry into the Secondary School at the age of 12 or more, the pupil will enroll in subjects at the seventh year level or in preparatory subjects. This means that those who are not ready for the seventh year level will have an opportunity to make up in the courses in which they are lacking. These courses will not be available to 11 year old students, who will only be permitted to enter Secondary School if they are ready to take all their cour-

ses at the seventh year level .

It is important to note that the regulation says "The preparatory subjects must not be made into a uniform course which some pupils would have to take en bloc before being admitted to the actual secondary course. This will permit flexible scheduling for these students, so that they may take some seventh year level courses, while making up those courses in which they are unprepared.

The course of study in the five-year secondary schools is designed to assure for all young people "a training which will prepare them either to proceed to more advanced studies or to the prac-

tice of some occupation in the working world." The new comprehensive secondary school will permit students to take courses in both the traditional academic subjects and vocational training. The reasoning behind such a programme is that it will avoid any exclusive and premature area of specialization and will provide the students with the knowledge of both fields necessary in this technical age, where leisure occupations are fast becoming equally important to the average citizen.

As in the elementary school, the individualized programme will be essential to the success of this system. Through the use of a compulsory programme in the fundamental disciplines, plus a series of graduated options, the high school student will be able to make intelligent decisions in choosing his career.

A comprehensive programme made up of all the subjects now

included in the current programmes of various sections and various secondary institutions will be offered by the comprehensive secondary institution. This kind of system is complex in its organization and difficult to administer, but it frees the pupil from numerous constraints and allows him to progress at his own rate. Its success will depend greatly upon the competence and the dynamism of teachers and administrators in the schools and on the collaboration and understanding of parents and pupils

The final article in this series will deal with instructional controls and promotion of pupils, the implementation of Regulation 1, and the role of parents in its implementation.

YOU'LL ENJOY SHOPPING AT Simpson's
DOWNTOWN • FAIRVIEW-POINTE CLAIRE



It's back-to-school time, and both our stores are ready to get your family set, from kindergarten to college. Shop from wide selections of smart clothing for young people of all ages... for school, play and dress requirements. Choose school supplies and other student needs... we've everything but the apple for Teacher!

OPEN THURSDAY AND FRIDAY NIGHTS
Downtown Until 9 - Fairview-Pointe Claire Until 10

*Better informed students today
make better citizens tomorrow*

The Montreal Star

SCHRIER & KESSLER ARCHITECTS
TEL. 733-7106
2705 Bates Road Montreal

FOR A CAREER PREPARE IN
Electricity * Radio * T.V.
Industrial Electronics * Drafting

DAY - EVENINGS & CORRES. COURSES
New Fall Classes Now Forming

CANADIAN SCHOOL OF ELECTRICITY LTD.
1231 St. Catherine St. W., Suite 232
Tel. 845-6792

School approved for elect. apprenticeship training by the Dept. of Labour. Also honorary member of Corporation of Professional Electricians. Member of C.P.V.S.

Teaching Group Sets Up Speakers' Bureau

Informed Parents Considered Basic

In Study Committee's Conclusions

Thoughtful study over the past three years about changing requirements in secondary education has led to some fundamental conclusions by a blue-ribbon committee of educators, and an offer to explain its views to local Home & School Associations.

The following review has been supplied by Earle C. McCurdy of the Protestant School Board of Greater Montreal, chairman of what is formally identified as the English Language Regional School Boards' Study Committee on Technical/Vocational Education.

One of the important changes and challenges facing Protestant education at the secondary school level is the successful introduction of extensive programs of technical/vocational education. This is necessary if the recommendation of the Parent Commission that the secondary schools offer a fully comprehensive educational program is to be implemented.

On the theory that collective action is better than individual and isolated action, a group of educators, involved in developing the technical/vocational education program, began, about three years ago, to meet on a regular basis to exchange ideas and information on this problem.

Initially, this group was composed principally of industrial arts teachers and supervisors but was later joined by colleagues from academic education who were also involved with the new programs. The members felt it was desirable to pool the technical knowledge of those who had experience in teaching industrial subjects and to profit from the ideas of those with experience in other areas of education, including administration. By combining the ideas of the two groups, the committee hoped to determine how the technical/vocational subjects might best be integrated into the overall program of the comprehensive high school or polyvalent high school as it is frequently called in Quebec.

As the members of the committee worked together, the de-

tails of a philosophy consistent with that of the Parent Commission were developed.

It was felt that in the polyvalent high school technical/vocational and academic education should be linked in as many ways as possible to form a new concept of general education. This concept of general education should a) produce desirable attitudes towards work as a part of living, b) equip pupils with skills that would facilitate their immediate entry into the world of work or for further formal education. The background provided should be broad enough and of sufficient depth to enable the pupils to cope with the occupational changes, the retraining and upgrading of skills that will undoubtedly be required of them by today's rapidly changing technology.

1. Every student should pursue a vocational/technical option, no matter what his orientation.
2. A student choosing vocational/technical options should be so counselled that these electives will lead as much as possible to a cluster of occupational choices.
3. The program pursued in vocational/technical options should be such that it will provide job entry skills that will either (a) facilitate immediate employment or (b) gain an admissible increment towards apprenticeship standing.
4. The vocational/technical electives, combined with the necessary academic courses, should permit entry of the student to post-secondary education.
5. Provision for pupils of low ability should be made in order that they may be prepared as well as possible for job-entry upon completion of school.

The committee also learned that one of the basic requirements for a successful program is a public that is well informed, i.e. aware of the need for this type of education and of its potential value. Since technical/vocational courses will be largely a new venture for the Protestant schools it is to be expected that an extensive campaign will have to be carried on to acquaint parents with the aims and objectives of this type of education.

No business today would consider attempting to market a new product without an extensive and costly campaign to acquaint the public with the product. Similarly, no school board should contemplate spending large sums of money on a new educational program without an accompanying and continuing effort to acquaint the public with the program. A sub-committee made a special study of this problem and prepared a report containing recommendations for carrying out such a campaign.

Being acutely aware of some of the special difficulties likely to be encountered in successfully

launching a program of technical/vocational education, the members of the committee have expressed a willingness to participate in a campaign to inform the parents about it. One of the places to begin, and it would be only a beginning, would be at meetings of the local Home & School Associations. They wish, therefore, to make known to Home & School members their willingness to address meetings of the Association in their respective areas or to participate in panel discussion in any area.

Members of the Study Committee, the School Boards represented and addresses follow:

1. **District of Bedford Regional School Board**
Thomas Blacklock
Dir. of Voc. Education
146 Main Street
Cowansville, Que.
2. **Chateaugay Valley Regional School Board**
Royden Brien
Industrial Arts Teacher
Chateaugay High School
206 McLeod Avenue
Chateaugay, Que.

Kenneth Dixon
Sup. of Technical/Voc. Educ.
25 Blvd. St. Jean Baptiste
Chateaugay, Que.

John Ferris
Director of Studies
25 Blvd. St. Jean Baptiste
Chateaugay, Que.
3. **Eastern Townships Regional School Board**
Ian MacLeay
Director of Studies
126 Wellington Street
Sherbrooke, P.Q.
4. **Lakeshore Regional School Board**
William B. Fleming
Special Officer
450 Church Street
Beauport, Que.

Frank Wetmore, Secretary
Special Officer
450 Church Street
Beauport, Que.

5. **Laurentian Regional School Board**
Meikle Turner
Assistant Director General
P.O. Box 204
Lachute, Que.

6. **Protestant Regional School Board of Ottawa Valley**
Colin Tranmer
Dir. of Technical/Voc. Educ.
2 Place de Lorraine
Hull, Que.

7. **North Shore Regional School Board**
Donald Cuming, Co-Chairman
Inegrating Dir. of Voc. Educ.
1530 Curé Labelle Blvd.
Laval, Que.

8. **Protestant School Board of Greater Montreal**
Colin Mackie
Super.: Technical/Voc. Educ.
6000 Fielding Avenue
Montreal 29

Earle C. McCurdy, Chairman
Consultant:
Industrial Education
6000 Fielding Avenue
Montreal 29

9. **Protestant School Board of Quebec**
David Bates
Industrial Arts Teacher
Quebec High School
945 Belvedere Avenue
Quebec, Que.

10. **South Shore Regional School Board**
Horst Rothfels
Dir. of Educ./Curriculum
P.O. Box 157
St. Lambert, Que.

Wilson MacEwen
Consultant, Building Trades
P.O. Box 157
St. Lambert, Que.

J. Gawronski
Consultant Business Educ.
P.O. Box 157
St. Lambert, Que.

H. D. Allen Made Fellow of College

Harold Don Allen of Arvida, who from 1949 to 1957 was actively associated with "Home and School on the Air", has been awarded the highest honour of The Canadian College of Teachers.

He has been admitted as a Fellow of the College, a learned society founded in 1958 to advance the standards of teaching and to stimulate professional growth. To be eligible for a Fellowship a member must be judged to have made an outstanding contribution to education in Canada.

Mr. Allen holds a Bachelor of Science degree from McGill University, where he also took his course of professional preparation, and the graduate degree of Master of Science in Teaching Mathematics from the University of Santa Clara, California. Mr. Allen is associated with the Protestant School Commissioners of Saguenay Valley, Arvida as a teacher and consultant, and is working with the cooperative Protestant-Catholic Grade XII established by the regional board.

Previously, he was Principal of Saguenay Valley High School, Arvida, and Chibougamau Protestant School, Chibougamau, Quebec. He also taught for ten years for the Protestant School Board of Greater Montreal, at Woodland School, the High School of Montreal, and Northmount High School, where he was mathematics department head.

He was broadcasting associate and later Director of Broadcasts for Quebec Federation, and a frequent contributor to Federation publications.

Shigawake-Port Daniel Donates Books

The annual meeting of the Shigawake — Port Daniel Home and School Association on May 27, 1967 was well attended.

Reports from the chairmen of the various committees were submitted. The Association's Centennial Project "Place a Book in the Hand of a Child" was successfully carried out. The Book Committee gave books to the amount of approximately \$80 to the five classrooms. This amount was realized from a tea sale and a bake sale held at the school.

EXPO

(Continued from Page 2)

of 1965 and 1966 in France, England, Italy and Switzerland, with the result that World University committees were established in these countries. There are also collaborating groups in Great Britain and the United States.

In this new situation, the Canadian committee, under the chairmanship of Professor Domaradzki, re-structured its project in the direction of distributing the necessary academic research and investigation for this future World University among those countries who had agreed to participate.

At the first national meeting of this committee, on April 10, 1966, these modifications of the initial project were approved and it was decided that this committee would undertake the work initiated by the Canadian Home

and School and Parent-Teacher Association which would henceforth play a supporting role.

The Canadian World University Committee held its first national meeting within the scope of the Annual Convention of Learned Societies on June 10 and 11, 1966, at Sherbrooke University.

Following this, representations were made to the authorities of Expo 67 proposing the use of some of the buildings on the site for the World University. The committee also submitted memoranda on the subject to both the former and present Ministers of Education of the Province of Quebec.

The sympathy and interest expressed in scientific, educational and political circles in Canada, Quebec and abroad, indicate that this proposal will receive serious consideration of the authorities concerned with providing for a future use of Expo site.

for all your DANCE SUPPLIES



TOE SHOES
BALLET SLIPPERS
TAPS
HIGHLAND
SLIPPERS
DRUM MAJOR
BOOTS
LEOTARDS
TIGHTS
MAKE-UP
DANCE RECORDS

VI. 4-3221

Johnny Brown

3019 HANFIELD ST. - MONTREAL, QUE.

T. G. ANGLIN
CONSULTING ENGINEER
T. G. ANGLIN ENGINEERING
CO. LTD.
MECHANICAL AND ELECTRICAL
4823 Sherbrooke St. West
Montreal 6, Que.
WE. 5-7431

de BELLE & WHITE
ARCHITECTS
HU. 1-0411
3925 Monkland Ave. - Montreal