

A BRIEF

PRESENTED BY

QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

TO

THE MINISTER OF EDUCATION

ON

THE GREEN PAPER ON

PRIMARY AND SECONDARY EDUCATION IN QUEBEC

Montreal
June 1978

INTRODUCTION

The Quebec Federation of Home and School Associations, now in the 34th year since its inauguration, represents over 11,000 Quebec families, members of local associations, throughout the province. In addition to local associations, many School Committees of the English sector of Quebec education are associate members of Federation. The objectives of our Federation, as contained in the Standing Rules, include the following:-

"To promote progressive legislation for the care, protection and education of children and youth. To work for the continuing advancement of education in this province so that our young people shall be better educated, trained and equipped for life."

In fulfilling these objectives, on innumerable occasions Quebec Federation has prepared and submitted briefs, position papers and other statements of policy to successive provincial governments on matters related to education. Our submissions date from before the creation of the Ministry to the present.

One of the most notable contributions of Quebec Federation was a study done in 1959 and known as "Operation Bootstraps" which gathered information from grassroots on current and future needs. The report covered all conceivable areas of school life and many of its recommendations were implemented in the creation of the Ministry of Education and subsequent legislation.

Other issues to which we have reacted include the regrouping of School Boards, teacher classification and contracts, measurement and evaluation in schools, and the Charter of the French language.

From the above, it is obvious that our Federation is deeply committed to the improvement of education in all aspects. As new issues emerge we look into these and as far as possible attempt to articulate the consensus of our membership after opportunity has been given for serious study of these issues.

Often our studies, reports, position papers and briefs seem to be in reaction to the issues of the moment, but these are always designed to promote quality in education, in all senses of the term, in accordance with what we apprehend to be the needs of the day and the anticipated needs of the future.

In our work we have been guided by certain principles.

- the school is the extension of the home
- the school exists in order, through the educative process, to transmit the culture(s) of the society it serves
- to facilitate in the evolution of society and its values, insofar as that society articulates its needs and demands for change
- the school exists to prepare its participants to take their places as useful, responsive and responsible participants of society at large

In order for the school to be an effective instrument of society, society itself must be a participant in the school through responsive and responsible organs of the clients of the school, the parents and the taxpayers. It is our intention that Quebec Federation of Home and School Associations shall be one such organ. Since it stands for such principles and recognizes its responsibilities, our Federation values its autonomy - its freedom of response and reaction - both positively and negatively, to the issues as it perceives them, and to the policies and programmes devised for and imposed upon the school system.

Quebec is a pluralistic society. The confessional school systems in Quebec - Catholic and Protestant - established and protected by Law antedating confederation, together with the constitutional awarding of provincial jurisdiction in education, have been the traditional securities for plurality of culture being recognized and fostered in public schooling. Through these systems the diversities of society have found expression and have enabled their separate constituents to maintain and enhance each its identity.

Thus, while the Catholic system has been principally French in language and culture, it has not been exclusively so; similarly, the Protestant system, while being the principal vehicle for English education, has been neither narrowly Protestant nor exclusively English. The experience of "bi-confessionality" has helped us to achieve schools which are sensitive and responsive to the articulated needs and expectations of the immediate community of clients of the school at the level of the school board. Hence the divergence and

diversity of outlook, of aspiration and of culture.

We are pleased, therefore, to respond to the Green Paper, recognizing that it is many things.

- a report on educational progress
- a recitation of successes and failures in education as it is now
- a suggestion of lines for future reform and progress
- a sharing with the public of the concerns of the Ministry for public education
- a form of consultation in the ongoing process of reform

We share with the Minister his concern with the fight against depersonalization and for the improvement of the public school. It may very well be, however, that the solutions inferable from the Green Paper, in our opinion, may tend to do the opposite of both. The solutions which we set forth in our comments on the Green Paper, and which we will advance as specific issues, as the ongoing process of reform continues, may very well be quite different from those of the Ministry.

Many of our local associations, in their submissions to us for the preparation of our brief, have expressed feelings of satisfaction with the educational provisions of our present school system. It was felt that many of the criticisms and suggested improvements contained in the Green Paper could not be directed to their schools - and others were already recognized and being acted on accordingly.

Our general view of the Green Paper is that it is an acceptable analysis - but incomplete. The Paper admits to not dealing with a number of problems. In addition we find nothing therein dealing with such matters as teacher training and evaluation; pre-school or nursery school classes; kindergarten (maternelle); children outside the norm (exceptional children, and those with learning disabilities); teacher/pupil ratios; bilingualism and the inadequacies of second language training; language immersion programmes and related problems.

One issue should have been considered in view of the declining birth rate with its committent, declining enrollment: the future of the small neighbourhood school.

In the English Protestant sector we are increasingly aware of this problem; our student population seems to be declining rather alarmingly. We are concerned about the survival of English Protestant schooling. Some serious study is necessary on the life of the "last" school of a locality or of a region and what viable alternatives may exist.

We will now proceed to comment on a few of the specific areas dealt with in the Green Paper.

BACK TO BASICS

The authors of the Green Paper have been sensitive to the experience of the last several years - a concern that though schooling has encompassed a greater number of children yet the average levels of attainment in respect of the essential literary and computational skills, and in the grasp of other subject, may have actually and steadily declined. The response to this on the part of the authors has been in two directions:

- a) to state some seemingly very specific learning objectives for each subject, at each level, and,
- b) to set up model timetables to indicate the numbers of minutes per week which must be devoted to the required subjects.

With reference to the specific learning objectives - some of these relate to what both the Ministry and the public are concerned with, the development of the skills, especially cognitive, but also those related to the affective and psycho-motor domains. But in some curriculum areas, there are references not to skills, but to content. Thus, in the social studies, to the English speaking public, with its horizons beyond the confines of Quebec, there is an inordinate overemphasis on the content of Quebec history and geography and a denigration by neglect or insignificances of the Canadian, the North American, the Commonwealth and the world scene. In fact, the overemphasis would seem to imply that there is the intention of political and cultural indoctrination restricted to a nationalist viewpoint in Quebec.

The "new" Quebec is now a pluralistic society, enriched by having many cultural elements. Thus it should not be regarded as uniquely and exclusively

Franco-centric in language, in history, in geography - in culture generally.

It would impoverish itself if one element, even though the majority, assumes the monopoly in the extension of its influence.

It is tragic that linguistic exclusivism and cultural isolationism are the tools to be applied for the preservation of the French language and culture in Québec.

Quebec should be an open society allowing its citizens to make their choices freely. For example, they should be free to develop diverse cultural forms - without interference from others, or coercion to conform to the culture of the majority. A rigid, monolithic countenance favoring only one culture - even if that happens to be that of the majority - does not enhance any aspirations to humanize and to serve the best interests of the "individual".

With reference to a strict application of "minutes per week" for certain subjects: the concept is very hypothetical - not in touch with realities - is rigid - and is based on a fallacy. If the proposed timetables are simply models of the relative importance from the standpoint of time requirements of various school subjects, then their presence might be defensible. But as patterns to be strictly applied in all schools throughout the province - unless the intention is to lock all schools and classes into step, the stated, "subject-minutes per week", does not take into account the realities, needs and differences in school situations from one part of the province to another.

Some schools may need more or less time than that allotted in order to attain the objectives in a given subject. A rigid timetable for the whole province cannot take into account the differing needs and aspirations of the various regions of the province, let alone the specific needs of individual pupils.

While the Green Paper says much in general about humanizing education, its inferred elimination of opportunities for enrichment and for exploratory activities in the elementary school and the junior secondary school speak otherwise.

Flexibility of timetabling would enable the school communities to determine - in accordance with their apprehended needs, aspirations, and resources - the "extra-basics" curricula to be provided. The fallacy in the rigid scheduling of time allotments is the presupposition that "quantity of schooling yields quality in education".

A far more satisfactory mandate would be in the setting of specific objectives in the basic literacy and computational skill areas for each level and division - and then leave it up to the local school communities to create their own schedules.

One area of concern which deserves specific mention is in the hypothesis of grouping primary schooling in two or three cycles - which, if implemented, may result in two disadvantageous situations.

First - in some instances the relationships between the personalities of the teacher and a particular student may hinder the educative process and

the total development of that child. It is unreasonable that such a child - or the teacher, for that matter - should have to face a second and then a third year with such a relationship.

Second - there may be by this scheme of cycles, a practice of subject-specialization where, within a given cycle, the student may be subjected to too many different personalities - an unsatisfactory situation for young people who need the stability and security of a pupil-one teacher relationship for their social growth and educational development.

Our emphasis would be on the direction to be allowed to the local school after due consideration of consequences, rather than on any dictation from authority.

MORAL VALUES IN EDUCATION

Some representations from our member associations indicate an ambivalence towards the presence of human-social values being present explicitly within the curriculum as courses of study. Negative attitudes relate to two things.

Traditionally and in practise Protestant schools have not featured specific courses in moral and religious instruction. It is partly this "neutralist" habit that has made Protestant schools attractive to "other-believing" parents and to "non-believing" parents. It has been assumed that the personal, social, and moral values of society, will be displayed and transmitted as important affective elements within the entire programme and without intentional indoctrination.

The Judæo-Christian Bible was a traditional element in the school, having a place in the opening formalities of elementary school classes, and as part of the literature programme of secondary schools. The Bible, in other words, was an element of the wider English Protestant culture rather than being a resource for particular religious instruction.

Protestant schools have been wary of indoctrination - whatever was seemingly uniquely denominational or sectarian in character, was ruled out-of-order. Hence the reason for many people feeling that Moral and Religious Instruction ought not to have a place in the timetable - and that the time released by eliminating it should be applied to other subjects, especially to attaining greater proficiency in the skills of the second language.

Positively, and in favour of teaching for human values, many of our people believe that there are traditional human, social and civic virtues which society deems important. It is felt that the school must enable students to gain an understanding of, an appreciation for, and a respect for such values. The school has a responsibility in this field, thus encouraging students to apply these values, particularly in the school milieu.

Thus, our Association cannot take a stand either favouring or disfavouring the presence of "Moral and Religious Instruction" on the course of study in all our schools. In this area, especially, the school must be responsive to the needs and aspirations of the parents in the immediate community it serves.

Further, where French is to be used as the language of instruction in certain other subjects in English schools, though its use has the objective of facilitating fluency and mastery in the language, yet the learning objectives in these subjects must not in any way be subordinated.

In order for the more extended teaching of the second language to be realized - that is, of French in English schools - and hopefully, of English in French schools - more funds must be released to subsidize experimentation, teacher re-training, text-book translating and related scholarly activities. Research and experimentation outside the province must not be neglected.

Quebec Federation has for some years been demanding accountability on the part of the provincial government in the use of formula payments, under the Federal-Provincial programmes for bilingualism in education - we reiterate our demand.

In the period 1970-77 Quebec has received \$280.6 million in formula grants at the elementary and secondary levels. Recognizing that the basic cost of education of all children in Quebec is the responsibility of the province, federal monies should make possible supplementary benefits to our educational system. There is little evidence that any substantial portion of these funds have benefitted the schools and this we deplore. It is a matter of some urgency that Quebec students emerge from schools capable of functioning bilingually at work and in the general social realm. We recommend that the Ministry of Education reconsider their present position with reference

BILINGUALISM

A number of our local associations reported to us that they were disturbed by the inadequate stress on the learning of the "second language". In view of Quebec being within the English-speaking North American fact, it was felt that equal exposure to instruction in English was as necessary for French speaking students at all levels as in French for English-speaking students.

A concern for the effectiveness of "second language instruction" was indicated by the demand for an extra priority of time and funds to be devoted to it. Again, recognizing that time allotments of teaching do not necessarily produce effective learning, our Association would recommend that greater discretion be provided to local school boards to determine their own priorities and to experiment to determine what, for their schools, will be the most effective means to achieve the aim of functional bilingualism.

In view of the job market of Quebec demanding increasingly the use of French as the language of work, it is felt that a greater stress be placed on French as the second language, and that there be an investigation about its use in instruction in other subject areas, especially in the Technical-Vocational fields.

It must be recognized that if the above use of the French language is to be applied, suitable materials must be provided in that second language. The excellence of the materials must be the primary consideration.

to the grants for bilingualism in education, enabling supplementary grants to be made directly to school boards.

SECONDARY VI

One of the interesting suggestions to be drawn from the Green Paper was in the regularizing of the existence of a "Secondary VI" in the Long Vocational Training program, to provide extended training. The concept of a Secondary VI stimulates the imagination beyond the concept contained in the Green Paper. Our Federation has several comments on this concept.

Secondary VI ought not to be another strategy for merely keeping our young people out of the job market - out of the queue of the unemployed and unemployable. "Baby sitting" is not the task of schools. They are not equipped for it. And a substantial number of young people are unable temperamentally as well as intellectually to continue within the school milieu even up to present age of compulsory schooling. The school is not the answer to labour's question of how to put an end to the threatened flood of cheap labour.

We do advocate that a Secondary VI be made available and extended across the school system as an option and with several alternative objectives - where conditions warrant it. It should still be recognized that the completion of Secondary V is the normal point for completing the High School programme. The options and alternatives to be made available in a Secondary VI would include the following objectives:

- a) To provide students completing a Long Vocational Training programme with some kind of specific trade, technology, or vocational certification - and thus the certitude that they had received adequate preparation for immediate entry into the field of work in which they had gained exposure in school.
- b) To provide students with higher standing for entry into more advanced training programmes in the technologies.
- c) To enable students who were unable to complete regular general studies in their five year programme, to complete the requirements for a Secondary V, High School Leaving certificate.
- d) To enable some students to improve their High School Leaving standing by returning for a further year to take and complete more advanced courses offered by the school.
- e) To re-open the old Grade XII - Senior High School Leaving - Senior Matriculation - programme in General (Academic) Studies - completion and certification of which would enable students to apply for and gain advanced entry standing to the CEGEP's or to be eligible for immediate University entrance - especially to Universities outside the province.

We believe that such an opportunity would be an advantageous optional alternative in many respects.

- i The reduced pressure on the CEGEP's and increased competition in the form of an alternative would be a healthy development for the CEGEP's.
- ii Students would be able to elect to continue their general

education in their home environment, and this is unfortunately an option not open to them at present.

COMPULSORY MINIMUM SCHOOL LEAVING AGE

It must be reiterated, however, that this Association does not believe that extending opportunities for attendance at school guarantees greater educational quality, nor does it necessarily respond to the needs of the person and the aspirations of the individual. Thus we do not agree with the extension of compulsory school leaving age to the end of age sixteen. In fact, we would recommend that studies be instituted to answer the following questions:

- A) What social factors and circumstances must enter into the determining of a minimum school-leaving age?
- B) What is the educationally best minimum school leaving age?
- C) What grounds may there be for releasing from school of students below the set age?
- D) What other criteria, in addition to age, could be considered?

These additional criteria might include certification after testing and evaluation, the aim of which would be to demonstrate that the students have attained a certain previously determined degree of basic literacy.

With this in mind we deplore the removal of opportunities for student selectable options, exploratories, and interest courses, from Secondary I and II. Many of the exploratories and interest courses have been foretastes of specialities and vocational areas the students will not have an opportunity to consider adequately at a later stage.

We likewise deplore from the standpoint of the needs of the individual students the deferment of one year of the Short Vocational Training Programme from Secondary III, for completion at the end of Secondary IV, to Secondary IV, for completion at the end of Secondary V. Many students currently electing this short programme do so in order to complete their school career at the earliest possible moment.

SCHOOL MANAGEMENT

The authors of the Green Paper recognize many of the problems in School Management under the present structures:

- a) conflict of overlapping authorities
- b) the centralized Ministry of Education - which is out of contact with immediate local and regional conditions
- c) the dependence of School Boards upon the provincial purse and of their accountability to the province - consequently their inability and unwillingness to assume more initiatives locally and immediately as they are apprehended

Thus the authors reiterate the intention of the Ministry to continue to implement its two policies - of decentralization and of equalization of resources. These then are policy statements.

Concepts of Decentralization

There are two concepts to the term "decentralization".

- a) In the first, decentralization means the recognition of the right to autonomy within Quebec of school units. Carried to its logical - but not necessarily absurd - conclusion, this would mean that each autonomous

unit would determine its non-educational policies and programmes and be assured the resources needed to implement these.

The intrusion of higher authority would occur only to set some minimal limits to prevent unjust or excessive taxation within that autonomous unit, and to provide and thus demand accountability for the use of resources, equitably distributed, from the general public purse.

The Ministry would exist, not to provide initiatives and leadership, but to be the servant of the autonomous units in their cooperative endeavours. The autonomous units would be primarily answerable to the local or regional electorate.

In view of the constitution and history of education in Quebec, this concept of decentralization would include autonomy in confessionality. Thus Protestant schools would continue (or regain) the autonomy to be the principal vehicle for English language education with its openness to the total North American and world-wide English scene. The need for this openness for the English-speaking population of Quebec society is evident in view of its traditional mobility and flux. For us, this openness to the world outside is an essential part of our children's education.

b) The second concept of decentralization has the following presuppositions:

- i Quebec, a province of Canada, is totally autonomous in respect of education
- ii Policy making, the initiating of programmes and the implementing of them, are fundamentally the responsibility of the provincial government - though

it may create organs, or delegate to, or allow, other organs the authority to function as its agents.

Thus local or regional school units cannot have in themselves any autonomy. The only initiatives they may exercise are those which are allowed them by the central governing authority - and, subject to the funds granted them or authorized to them to assess and collect by that same authority - the government of Quebec.

Decentralization with such presuppositions means both the discretionary granting of initiatives to local and regional units by the central government Ministry of Education and the establishment of regional branches by that same Ministry.

- i Both boards and regional branches will be answerable and responsible to the Ministry alone.
- ii They will exercise authority on behalf of the Ministry in areas delegated by the Ministry to them.

Inferred from the logic of this concept of "decentralization" (more appropriately "deconcentration") - in effect, the tentacles of the Ministry are multiplied and lengthened to reach into all school-units, the school units in themselves being powerless and, therefore, ultimately meaningless - except as servants of the Ministry, to implement its measures, as organs of consultation with the population of the region and as buffers between the Ministry and the public.

Quebec Federation of Home and School Associations has gone on record in its recent policy statements vis-à-vis increasing government control of more and

more aspects of education, that it does not accept the legitimacy, in Quebec, of this second concept of decentralization. Thus, for us, decentralization means decentralization of policy making to the school boards - in this respect, a restoration to them of their traditional autonomy. Further, some formula for extending of provincial treasury grants to augment local taxation must be determined, to enable school units to provide a high quality of services according to school-unit needs, notwithstanding limitations of local resources. Such grants, while short of inalienable, must not be awarded on the whim of the central authority, but ought to be matched by local initiatives.

The following are some specific comments - positive as well as negative - with reference to the "Three Hypotheses".

The First Hypothesis: Increase the School Boards' Responsibilities

While we welcome the title we would not welcome the more thorough going involvement of the Ministry at the Board level, which seems to be one consequence referred to in the Green Paper.

We would welcome a further regrouping of School Boards, which would be logical and appropriate to local needs and aspirations - reintegrating elementary (primary) and secondary education - as long as such regrouping remains within confessional bounds - thus ensuring, first, the identity of confessionality "Protestant" and "Catholic" - and therefore, under one, the emphasis on English-language and culture education, and under the other, the focus on French-language and culture.

We recommend, in order to assure to the boards greater autonomy, that a formula or formulae be found so that certain "per student" grants from the public

purse shall be inalienable - that is, for these funds, the boards shall be answerable, not to the Ministry, but to the auditor-general and the local electorate, that such monies have been appropriately applied.

The Second Hypothesis: The School as the Main Centre of Responsibility

This second hypothesis presents a very imaginative alternative for the "public" school to become, in some sense, competitive - pitting its unique excellence against that of its neighbour in attracting students of the region, but also against the private school sector.

As part of the imaginative picture - a very important part - is the collegial administration of parents, educators and the principal, as co-participants - but, with a branch of the Ministry or some "regional public body with a multiple or a specialized orientation" being involved in some way.

The implementation of this second hypothesis would mean the end to elected local and regional school boards in meaningful policy making. As long as they exist, they will be limited to coordination, technical support and allocating of financial envelopes from funds for which they have had no responsibility for collecting. As long as it is convenient for them to exist, they will be mere extensions of the Ministry.

Thus parents (and taxpayers) will have little or no real authority even if they have some place within some collegial administration.

Effective division of power would be shared, probably very uneasily, between two overawing entities - the Ministry on the one hand and the teachers' syndical unit on the other.

Parents and taxpayers and their children would be in an extremely vulnerable position without any hope of relief, especially on occasions of conflict between the Ministry (or the government as a whole) and the teachers' syndical unit (or the provincial teachers' organization).

If the Ministry - and the people of Quebec - are sincerely interested in school-community self-determination and in competition - there ought to be a hypothesis which would include the applying of inalienable "per pupil" grants to schools of a diverse range of pedagogical philosophies and policies - for example, including so-called "alternative" schools and "community" schools - within the public school system. Parents would have the right of choice in both enrollment of their children and the direction of their school taxes.

Would this necessarily mean that the fundamental principles of educational reform, of democratization and of equalization of educational opportunity, be compromised? A lot depends upon our definitions.

The realities of economy and educational quality must be balanced. The school boards are the best units to determine and to balance the needs expressed by the taxpayers who want economy, and the desires of the parents, who want quality education for their children.

The Third Hypothesis: Another Possibility: Local or Regional Bodies in Charge of Several Public Services, including Education

This hypothesis would mean the end of Confessionality at the regional or local level. In the process of municipal regrouping and reform, each "township" would, in effect, elect a board of commissioners, each of whom would be

responsible for a particular public function and service: roads, housing, public transport, water, sewage, and education. While the objectives of this kind of organization may seem to be laudable, its limitations from the standpoint of education in general and most certainly, from the standpoint of confessionality, leave much to be desired.

As the English-speaking community loses its own voice in the election of its own board members, and directs its tax monies to that board, through confessionality, so it will eventually lose schools answerable to its needs and aspirations.

Our Federation cannot, in any way, support this third hypothesis.

It disturbs us that the three hypotheses seem to represent a continuum in policy: it may seem that the Government of Quebec would intend to move from the present stage of representation to Hypothesis I, regrouping more board areas, and increasing and extending the regional bureaus of the Ministry, to Hypothesis II, eliminating the elected boards from any meaningful existence, to Hypothesis III, really a very short step indeed.

As we oppose Hypothesis III in its entirety, and also Hypothesis II on account of some of its ramifications, therefore, we stand irrevocably opposed to this sort of evolutionary movement.

With reference to school staff relationships, we do believe, however, that the legal framework of collective bargaining should be revised so that local and regional school units, eg., elected boards and teachers' associations will reach

agreements on many more matters than has happened recently: there must be a radical decentralization of bargaining, in accordance with local and regional needs.

CONCLUSION: THE EDUCATIONAL PLAN

Quebec Federation of Home and School Associations accepts and endorses the Working Hypotheses at the conclusion of the Green Paper; our association, both as an advocate, and as a participant, has long been involved in educational planning. We espouse the following as policies worthy of application in our schools.

"Each school should adopt its own educational plan, aimed at integrating its various objectives and activities. One should encourage the existence of schools which have their own individual personality or "stamp". This option would require that means be found to ensure that there will be a strict evaluation of the quality of services of the learning process and education.

The public school should account for itself publicly. To do this, it should draw up the essential basic documents: specific objectives, development projects, educational framework, regulations, etc. These documents would be distributed and would provide a basis for discussion with those most concerned: educators, parents and pupils at the secondary level in certain cases.

The educational plan would require open debate. It is vital that all groups interested in education take collective responsibility for the definition of

each local plan. It is up to them to define collectively the type of education which will be offered in our schools, the educational models which they wish to see developed and the values which they wish to stress."

All these, within the philosophy of the local, autonomous, confessional school board - the body that is legally accountable to the local electorate.

SUMMARY AND RECOMMENDATIONS

Quebec Federation of Home and School Associations has been pleased by the opportunity to contribute to the consultative dialogue with the Ministry in respect to the on-going process of educational reform.

We realize that, vast as the area is that was covered by the authors of the Green Paper, there are many areas to which there was no reference, and which will need consideration in order for any reforms, the outcome of the current consultations, to become effective. We recommend specifically the following:

1. Back to Basics

a) A minimal number of very general educational objectives in terms of concepts and skills be set for each basic subject at each level.

This in no way precludes school boards determining the content objectives.

b) Each school should have the freedom to adapt to satisfy its needs to attain these objectives within the policies of its school board.

c) Quebec, as a multicultural society, respect the rights of all its cultures, each to evolve in its own way without interference from the majority culture.

2. Values Education in Quebec

Any and all programmes in personal, social and moral values education must be responsive to the needs and aspirations of the parents in the immediate communities served by the schools.

3. Bilingualism

- a) Strategies and tactics applied to promote functional bilingualism must be adapted to the needs and resources of the local school units:

Federal grants on bilingualism should be allocated directly and openly for this task.

4. Secondary VI

While the introduction of a Secondary VI for Technical Vocational students is welcomed as an optional alternative,

- a) Secondary V should remain the normal High School Leaving level, and
- b) The feasibility of extending the Secondary VI hypothesis as an optional alternative in areas other than the Technical-Vocational should be studied.

5. Compulsory Minimum School Leaving Age

- a) The compulsory school leaving age should not be increased.
- b) Studies should be instituted to consider other criteria than age to determine when a student may legally cease attendance at school.

6. School Management

- a) The objectives of genuine decentralization but not of "deconcentration" of function of the Ministry should be pursued.
- b) Rational regrouping of local and regional school board areas, re-linking primary and secondary education, but within confessional bounds,

should be continued.

c) Decentralization, to be effective, must mean decentralization of policy making to the school boards - a restoration to them of their traditional autonomy - including the collection of local taxes and the assurance of inalienable "per pupil grants" from the provincial treasury to carry out their responsibilities.

7. The Educational Plan

Local or regional boards and the schools under their jurisdiction should involve all parties in the education scene, including parents, through competent representative organizations, in the process of educational planning: the identification of needs, choice of priorities, choice of means, allocation of resources, policy making for the execution of the plan and finally evaluation.

Respectfully submitted

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