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on

BILL 62

TO

THE EDUCATION COMMITTEE

OF

THE NATIONAL ASSEMBLY OF THE PROVINCE OF QUEBEC

FEBRUARY 1970

FROM

The Quebec Federation of Home & School Associations,
4795 St. Catherine Street, West,
Montreal 215, Que.

Presented by:

Mrs. Doreen Richter, President

Mrs. C. Hewitson, Executive Vice-President

Mr. Daniel Morris, Vice-President.

BRIEF ON BILL 62 TO THE EDUCATION COMMITTEE
OF THE NATIONAL ASSEMBLY OF THE
PROVINCE OF QUEBEC

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INTRODUCTION

The Honourable Mr. Cardinal, Mr. Chairman, Members of the Education Committee: May I introduce to you the other members of our delegation: Mrs. Conti Hewitson, Executive Vice-President, and Mr. Daniel Morris, Vice-President.

You are well aware of the great concern which has been expressed by the English community with regard to the proposed changes in school organization under Bill 62. The near 100% return which we received from our local associations was not only evidence of this, but the comments and detailed analyses which were presented, indicated to us that many of these returns were based on a close study of the Bill and of the various reports which led to this proposed legislation.

The evolution of our school programme towards the education of the individual, which would permit each student to select a schedule most suited to his needs, demands a change in the rigidity of our present administrative structures. The limitations of the present taxation structures for education which has restricted the freedom of the parent to place his child in the school of his choice without financial penalties has often placed parents in an impossible position.

We therefore support the proposition of the Minister that changes are needed to offset these limitations, and also to provide more equalized opportunity for quality education throughout the Island of Montreal. Our prime concerns are that in the search for equality,

the aspect of quality may be lost, and that the proposed structures may prove to be more autocratic and restrictive than those we already have.

A third and immediate concern is that any changes in education should evolve constructively from the present structures and ensure that the process of education of the children presently attending schools will not be disrupted in any abrupt manner.

Within the Protestant system the demand for proficiency in teaching has always been a top priority. The qualifications of our teaching staff at all levels and in all areas can be matched with any on the continent. Much of the initiative in our educational progress has come from this concentration of quality personnel. Our teachers have the support of our school boards and of the parents in their pedagogical recommendations.

Our community is concerned because the present legislation provides no means for our teachers to be heard. Indeed, it would do much to discourage them from participating in education in certain communities where they would be too few to constitute a viable group for pedagogical initiative.

The English-language community has a history of co-operation with the Department of Education that should not be ignored. The establishment of the Ministry of Education was accepted, indeed welcomed, by the Protestant community. The regionalization proposed by the Ministry has become a reality on the Protestant side, not only in Montreal, but

throughout the Province. Regulation I is being implemented as quickly as teachers and parents can be educated to it, and the comprehensive and polyvalent High Schools have become part and parcel of the Protestant community. Even the CEGEP's, which many of our people felt were unnecessary, and which have been much more difficult to develop on the Protestant side, where there were no technical schools and "colleges classiques" to build from are accepted. The Protestant community has joined with the English Catholic community in a sincere effort to have the education of all the children of this province on a similar base.

Many words have been spoken on the differences between our two cultures, but where education is concerned, there are more similarities than differences. What the average English-speaking Quebecer desires for his child in education is fundamentally the same as what the French-speaking parent desires for his. Co-operation at the provincial level has now become fact. The next obvious step is to develop this at the area level (i.e. the Island of Montreal) and follow this, at the Regional Board level. Were we to have legislation directed towards such an evolutionary development, with a real participatory role for parents and teachers, then protests from the English-language community would be minimal.

It is with the background of these remarks that I present to you some proposals that have come from the "grass-roots" of our organization.

The Quebec Federation of Home and School Associations, formerly the Quebec Federation of Protestant Home and School Associations, (hereinafter referred to as "Quebec Federation") wishes to present the Education Committee of the National Assembly of the Province of Quebec with the views of its membership on the proposed Bill 62.

Our membership is composed of some 18,500 families in 160 local associations in English Protestant Schools across the Province, of which some 98 are on the Island of Montreal. The Montreal Island membership is approximately 14,500 families.

The following background details are furnished in order to make clear the fact that when Quebec Federation speaks, it can do so only after consulting its membership.

Business is conducted at the Annual General Meeting by the delegates from each school, who comprise the governing body of the organization. Each geographical area of the Province appoints its own area representative to represent the schools of that region on the Board of Directors, to conduct such business as may be delegated to the Board by the Annual General Meeting. The Provincial Executive, elected by the Annual General Meeting exists solely to administer the affairs of the organization as directed by the local members through their delegates and area representatives.¹

¹Contraction of extracts from Constitution and By-Laws of Quebec Federation.

For the purpose of submitting this Brief, the opinions of every affiliated association on the Island of Montreal were solicited. In considering their replies, these locals in most cases did not restrict themselves to their paid-up members, but included all parents of children in the school to which the individual Home and School is attached.

To draw the widest possible opinion from parents, Quebec Federation invited parent associations not as yet affiliated with Quebec Federation to express their views through us, and several of them accepted.

Quebec Federation therefore feels that it may fairly claim that it is expressing the opinion of the vast majority of non-Catholic English-speaking population of the Island of Montreal.

Attached to this Brief is the Questionnaire and Information material which was sent to all our affiliated locals and the parents associations mentioned above.

It is our desire to encourage the establishment in the Province of Quebec of a system of education that will provide for all children of this province the necessary tools and philosophical background to enable them to compete successfully with other citizens of our country, our continent, and our world, and to participate as knowledgeable and responsible citizens of the twentieth century.

The philosophy of "student-centred" education which was proclaimed by the Parent Report and which is presently evolving in the schools of this Province has our complete endorsement. Because this particular type of education involves close co-operation between parent, teacher, administrator and child, it is necessary that the educational structures of administration provide the most flexible atmosphere possible at the local school level.

It is the contention of this body that Bill 62 fails to provide this. While it has taken the outward form of the recommendations of the Parent Report in providing for an Island Council, Unified School Boards and School Committees, the process of election and the responsibilities given to these bodies are greatly altered. For example:- the Island Council under Bill 62 (Division IV) is appointed by the Lieutenant Governor in Council directly, even though eleven of the 15 must be appointed from the eleven boards. This same Council is given the powers of taxation, ownership of property, and many of the other functions of the present School Boards. The Parent Report, on the other hand, recommended a "Council of School Development" with an advisory function, elected by the school boards and the electoral colleges, with only two of the 16 members appointed by the Minister of Education. The School Boards retained their present powers of taxation, ownership etc. subject to the suggested assessment and tax rate of the Council.

Our basic principle is that reorganization of the school administration on the Island of Montreal should begin at the level of the school.

Because the school itself has the most direct effect upon the child, parent, teacher and administrator at this level must become the focal point of administration, and all other administrative functions should grow from this basic unit. The definition of a school provided in Division III Section 622 of Bill 62 is not clear. It is uncertain whether one principal would be in charge of several confessional divisions, or if one building might contain several "schools".

1. WE WOULD RECOMMEND THAT A PRINCIPAL, TEACHERS, AND STUDENTS FOLLOWING AN ELEMENTARY OR SECONDARY SERIES OF COURSES OF A PARTICULAR CONFSSIONAL AND LINGUISTIC CURRICULUM BE DESIGNATED AS A "SCHOOL", WITH THE APPROPRIATE SCHOOL COMMITTEE.

A serious omission from the functions of the School Committee in Bill 62 (as presented in Division III, Par. 2, Section 623) as compared with the recommendations of the Parent or Pagé Reports is the responsibility for the acceptance or rejection of regulations of the school authorities affecting specific applications of confessionality or non-confessionality in the school, (Parent Report Recommendation 35, Volume 4). Because we feel that religion is primarily the

responsibility of the parent as concerns his children -

2. WE RECOMMEND THAT CONFSSIONAL RESPONSIBILITY BE ADDED TO THE FUNCTIONS OF THE SCHOOL COMMITTEE

3. WE RECOMMEND THAT MORE TIME BE GIVEN FOR NOMINATIONS AND BETWEEN THE NOMINATION PERIOD AND THE ELECTION FOR BOTH SCHOOL COMMITTEE MEMBERS AND SCHOOL COMMISSIONERS.

This will ensure that those nominated will accept, and will enable the voting population to inform themselves of the qualifications of the various candidates.

4. WE RECOMMEND THAT THE SCHOOL BOARDS BE DIVIDED ON A LINGUISTIC BASIS, AS RECOMMENDED IN THE PAGE REPORT (Recommendation 10, Pagé Report, page 113 English version.)

This recommendation is made "because we believe that this corresponds to the concrete sociological reality in Montreal" (Pagé Report, page 57, English version).

This cultural duality has been elaborated upon in the Pagé Report, (page 23, et seq. and Page 44 et seq, and Page 57) and in the Bilingualism and Biculturalism Report (Volumes 1 and 2) and in the submission of the Montreal Catholic School Commission to the Pagé Commission, and therefore need not be dwelt upon in this Brief. Nowhere is it more obvious than on the Island of Montreal.

We would add to the above an expression of opinion from our own membership which feels that such a division is necessary -

1. For control of English-language education by English-language educators.
2. To enable parents, teachers and administrators to communicate more effectively to ensure the participation of English-language parents in the education of their children, and similarly French-language parents in the education of their children.
3. Because many of the present administrative functions of the school boards will be taken over by the Island Council and it would appear that there would be an economic advantage to having four English School Boards and 9 French School Boards on the Island. These school boards would require a total of thirteen pedagogical administrative personnel units, as opposed to a required twenty-two under a unified system providing courses in both French and English.
4. As a basis for improved relationships between French and English educators, the geographical overlapping of French and English Boards provided in the Pagé Report would offer more opportunities for co-operation and collaboration between the two communities than exist at present. Such co-operation could lead to an evolution of unified boards that could come about harmoniously and naturally. (Page 57 of the Pagé Report). Further

co-operative efforts are introduced at the Island Council level in the Pagé recommendations (see page 97 of the Pagé Report) through the two permanent pedagogical services.

While recognizing that many persons of both French and English background would like to see an end to the "two solitudes" in Quebec, and feel that unified boards might be one step towards this, we can only submit that, at the present moment in the history of this province, the majority of the English community cannot support such a decision because they feel that it will place in jeopardy the education of their children in the English language. This is particularly noticeable when one considers that even those who accept the principal of unification qualify their acceptance by insisting that such unification must spell out clearly in the Education Act that there will be a Director of English Language Education within each school board, that it must be written into the Act that school boards must be held responsible for providing such education. Some would extend this to the Department of Education itself.

School Boards under Bill 62 retain little power (Division 2, para. 586) Their prime responsibilities are limited to the fields of functional administration and confessionality of the schools. If the local school is to be encouraged to fit its programmes to the needs of the local community, certainly it is to the School Board that it will look for support. School Boards that have no flexibility in the matter of the school buildings

they will use or in the manner in which they will spend their monies, will be limited in their ability to respond to local school initiative.

5. WE THEREFORE RECOMMEND THAT SCHOOL BOARDS RETAIN THE OWNERSHIP OF BUILDINGS, THE RECEIVING OF GOVERNMENT GRANTS, AND ALL PEDAGOGICAL POWERS THAT THEY ENJOY AT PRESENT.

6. WE RECOMMEND THAT THE ISLAND OF MONTREAL BE DIVIDED INTO REGIONS AS OUTLINED IN THE PAGE REPORT.

Whoever divided the Island of Montreal into the proposed eleven regions of Bill 62 does not seem to have been aware of the existing school facilities on the Island. Many of the present large high schools have been cut off from their feeder schools by arbitrary demarcation. We suggest that the proposed divisions of the Island as drawn up in the Page Report be substituted. These were drawn up not only with the highway and railway systems of the Island in mind, but also upon the recommendations of the major school boards, who took cognizance of the location of schools and school populations, and also with the advice of the Montreal Planning Committee, who projected future population growth.

We urge that special consideration should be given to the Hudson-Pincourt-Ile Perrot area. The local Protestant Boards, in compliance with the Department of Education recommendation, joined with a regional board. The education of the children under these Boards is at present tied in with the Lakeshore Regional Board and it seems unfair that they should now be penalized.

7. WE RECOMMEND THAT ALL SCHOOLS AT PRESENT UNDER THE LAKESHORE REGIONAL SCHOOL BOARD BE INCLUDED IN ANY NEW MONTREAL ISLAND ORGANIZATION.

The powerful body presented under Bill 62 as an Island Council lends itself to political patronage through its system of appointments and to the status of a "Super School Board" through its powers. Such a body would be too remote to respond to initiative and needs at the local school level, when its concerns would have to cover the population of the Island of Montreal, a population larger than that of five of the provinces of Canada.

Let us make it clear that it is the imposition of the Island Council upon the Schools Boards and the School Committees with which we take issue. The appointment of the School Commissioners to the Island Council by the Lieutenant Governor in Council negates the democracy to be achieved by the election of members to school committees and school boards.

8. WE RECOMMEND THAT THE ISLAND COUNCIL BE A DULY ELECTED BODY, ELECTED BY AND FROM THE SCHOOL BOARDS AND THAT ITS JURISDICTION BE LIMITED TO ASSESSMENT AND COLLECTION OF TAXES, APPROVAL OF SCHOOL BOARD BUDGETS, PLANNING, AND CERTAIN SERVICES AS OUTLINED IN THE PAGE REPORT (page 111, Recommendation 20 of the Pagé Report).

This Island Council is to have direct control of the levying and spending of public monies and as such should be elected by those persons whose monies are involved. Because all residents are involved in the

payment of school taxes

9. WE RECOMMEND THAT THE CITIZENSHIP REQUIREMENT BE REMOVED FROM THE RIGHT TO VOTE FOR SCHOOL COMMISSIONERS, SUBSTITUTING INSTEAD RESIDENTIAL (one-year) STATUS.

Our primary recommendation is that the Island of Montreal should be reorganized as proposed in the Pagé Report. It appears to be both the most practical and the least disruptive way to implement the stated aim of the Minister of Education (i.e. more efficient structures to provide equalization of opportunity). We have considered, however, other possibilities for such re-organization. These alternatives are outlined on the following pages. But, regardless of the final reorganization that may take place on the Island -

10. WE RECOMMEND THAT ANY REORGANIZATION OF EDUCATIONAL STRUCTURES ON THE ISLAND OF MONTREAL START AT THE LEVEL OF THE SCHOOL, AND BE ADDED TO IN A DEMOCRATIC MANNER.

RECOMMENDATIONS:

1. WE WOULD RECOMMEND THAT A PRINCIPAL, TEACHERS, AND STUDENTS FOLLOWING AN ELEMENTARY OR SECONDARY SERIES OF COURSES OF A PARTICULAR CONFESSIONAL AND LINGUISTIC CURRICULUM BE DESIGNATED AS A "SCHOOL", WITH THE APPROPRIATE SCHOOL COMMITTEE.
2. WE RECOMMEND THAT CONFESSIONAL RESPONSIBILITY BE ADDED TO THE FUNCTIONS OF THE SCHOOL COMMITTEE.
3. WE RECOMMEND THAT MORE TIME BE GIVEN FOR NOMINATIONS AND BETWEEN THE NOMINATION PERIOD AND THE ELECTION FOR BOTH SCHOOL COMMITTEE MEMBERS AND SCHOOL COMMISSIONERS.
4. WE RECOMMEND THAT THE SCHOOL BOARDS BE DIVIDED ON A LINGUISTIC BASIS, AS RECOMMENDED IN THE PAGE REPORT.
5. WE (THEREFORE) RECOMMEND THAT SCHOOL BOARDS RETAIN THE OWNERSHIP OF BUILDINGS, THE RECEIVING OF GOVERNMENT GRANTS, AND ALL PEDAGOGICAL POWERS THAT THEY ENJOY AT PRESENT.
6. WE RECOMMEND THAT THE ISLAND OF MONTREAL BE DIVIDED INTO REGIONS AS OUTLINED IN THE PAGE REPORT
7. WE RECOMMEND THAT ALL SCHOOLS AT PRESENT UNDER THE LAKESHORE REGIONAL SCHOOL BOARD BE INCLUDED IN ANY NEW MONTREAL ISLAND ORGANIZATION.
8. WE RECOMMEND THAT THE ISLAND COUNCIL BE A DULY ELECTED BODY, BY AND FROM THE SCHOOL BOARDS AND THAT ITS JURISDICTION

BE LIMITED TO ASSESSMENT AND COLLECTION OF TAXES, APPROVAL OF SCHOOL BOARD BUDGETS, PLANNING, AND CERTAIN SERVICES AS OUTLINED IN THE PAGE REPORT (Page 111, Recommendation 20).

9. WE RECOMMEND THAT THE CITIZENSHIP REQUIREMENT BE REMOVED FROM THE RIGHT TO VOTE FOR SCHOOL COMMISSIONERS, SUBSTITUTING INSTEAD RESIDENTIAL (one-year) STATUS.
10. WE RECOMMEND THAT ANY REORGANIZATION OF EDUCATIONAL STRUCTURES ON THE ISLAND OF MONTREAL START AT THE LEVEL OF THE SCHOOL, AND BE ADDED TO IN A DEMOCRATIC MANNER.

AMENDMENTS TO BILL 62 TO ACCOMPLISH THE RECOMMENDATIONS
MADE BY QUEBEC FEDERATION.

DIVISION II. - School Boards.

Para. 1 Constitution.

582 Thirteen School municipalities.....whose territories are described in the schedule (use that of the Pagé Report) are erected on the Island of Montreal.

Para. 2. Objects and Powers

586 Public Schools other than Catholic or Protestant should be defined as "non-confessional or multi-confessional" to clarify the confessional aspects of these schools.

587. "In accordance with regulations made for such purpose by the Council" should be changed to "in accordance with the norms of the Department of Education."

591 The commissioners elected by general vote shall be five in number which may be increased to seven. Because school commissioners serve on a "part-time" basis we feel that a minimum of nine commissioners is required to adequately serve school populations of 25,000 and more.

592. The number of school commissioners elected by an electoral college shall be four in number, which may be increased to six.

Para. 4 Right to Vote and Qualifications.

593.each school municipality shall be divided into five or seven wards.

594. Remove the obligation of citizenship from the qualifications for voting for school commissioners, substituting:
(2) To be a resident of the school municipality for one year.

596. With the above change in voting qualifications this section should be changed to read: "Every person who is 21 years of age and a Canadian citizen qualified as an elector under section 594 may be elected a commissioner ~~except.....~~"

Para 5. Election of Commissioners.

- 600 While we agree that this procedure should be in the Bill, we would add the right of appeal to the Provincial Court as in the present Education Act, Section 114 et. seq. We feel that the right to vote is a democratic right that must be protected in the courts and not merely by a civil servant.
- 603-4 Because the time limits for nomination and the period between nomination and election is so short, the due process of democracy seems in jeopardy. We would therefore extend the time periods as follows:
603: The nomination of commissioners.....from 10 a.m. to 6 p.m.
604. The election.....be held on the second Sunday in November.

Para 6. Term of Office.

- 606 To ensure continuity in the commissions, elections should take place on a rotating basis, that is: Two of the commissioners (in five ward areas) or three of the commissioners (in 7 ward areas) should be elected for a two-year term at the first election, said commissioners to be decided by a drawing of lots.
- 616 While we agree with the need for such a clause to prevent excessive spendings of public moneys without authorization, we wonder if such a clause would prevent persons from serving on a school board. We suggest some other procedure such as the posting of a bond might be an adequate safeguard.
- 620 Section 305-306 of the present Education Act concerning the language of special notices should be retained as a service to that part of the population that is newly arrived or transient.

DIVISION III - School Committees.

Para. 1 Constitution.

- 622 "School" as defined here is not clear and we suggest the following amendment: "A Principal, teachers and students following an elementary or secondary series of courses of a particular confessional and linguistic curriculum be designated as a 'school' with the appropriate school committee."

Para. 2 Functions

- 623 Add to the present functions:
 (d) To accept or reject all regulations made by the school
 authorities affecting specific applications of
 confessionality or non-confessionality in the school.

Para. 3 Composition

- 625 Because the Principal of a school is primarily and ultimately
 responsible for that school it would seem feasible for him to
 have a vote on the School Committee.
 This clause could be amended to read:
 "The Principal.....shall be associate members of the
 school committee. They shall have the right to vote
 but shall not serve as chairman of the committee."

Para. 4 Election

- 630 Again, as with the school commissions, the time period
 seems to be limited. Amend to read.....from 10 a.m. to 4 p.m.
- 638 The principal of a school should not be obligated to "count the
 ballots". This should be amended to "the principal of the
 school shall arrange for the counting of the ballots and oversee
 the procedure."

Para. 5 Election of school commissioners by electoral
 college.

- 640 The timing of the nominations by electoral college conflicts with
and the nominations by general vote, so that it will be impossible for
642 the electoral college to ascertain the eligibility of candidates
 at this time. We suggest that electoral college nominations
 be scheduled one week following nominations and elections by
 general vote, i.e. the 5th Sunday of October, or the 1st Sunday
 of November, and the 3rd Sunday of November.

DIVISION IV - School Council of the Island of Montreal.

Para 1. Constitution

659 These functions should be broken down to give more clarification to the division of responsibilities between the Island Council and the School Boards.
Suggested breakdown:

- (a) The main functions of the Council shall be to levy taxes required for the attainment of the objectives of the school boards in its territory.
- (b) It shall provide for the financing, planning and co-ordination of non-pedagogical services of such school boards.
- (c) It shall also provide for those services, including pedagogical services, which may benefit all of the school boards on the Island of Montreal when such services are requested by the school boards.
- (d) It shall be responsible for providing the necessary immoveables required by the school boards and for such other functions as designated to it by the school boards.

Para. 2 Composition.

662. This should be amended to read: "The Council shall consist of thirteen members elected by and from the School Boards.
- 664 Amend to: "The members of the Council shall be elected....."
To ensure continuity add: "the school boards shall elect six members for a two year term at the first election, these members to be decided by the drawing of lots."
- 666 Amend to: "Every vacancy shall be filled by that school board which the vacating commissioner represented. If such replacement is not made within thirty days, the Lt. Governor in Council shall designate a commissioner from the unrepresented school board to fill the unexpired term of office of the commissioner to be replaced."

Para. 4 President and Vice-President

- 667 Amend to read: "The president and Vice-President shall be elected by and from the Council members."

Para. 6 Provisions respecting School Boards

Schedule: The schedule of the Pagé Report recommendations should be substituted. Even if unified boards are to become law, this schedule is inadequate, and that of either the Parent Report, or the boundaries of the nine French boards of the Pagé Report should be substituted.

TRANSITIONAL AND FINAL PROVISIONS

We feel that the transition from the present structures to the new ones must be made in the most democratic manner possible to ensure that the new organization meets the needs of the population and that decisions are not made at a council level that would later prove prejudicial to the democratic process. For these reasons, we propose the following changes in this section of the Bill.

Para 1. School Boards

- 3 Before the first of July 1972.....but no order made under Section 584 shall have effect until the first of July 1972
4. The first election of the members of the new school boards shall be held in 1972.....etc.
The first numbers shall be nine in number and shall be elected in 1972 (as above).
7. No existing school board shall validly contract an obligation the effect of which extends beyond the first of July 1973.

Para. 3 School Council.

9. Until the first of January 1973, the council shall consist of thirteen members appointed by the Lt. Governor in Council upon the recommendation of the present Boards in the following manner.
 - (a) Six persons from the Montreal Catholic School Commission, one of whom should represent the English sector.
 - (b) Four persons from the Protestant School Board of Greater Montreal, one of whom should represent the Jewish sector and one the French sector
 - (c) Two persons from the other existing Catholic School Boards, one representing the French sector and one the English sector
 - (d) One person from the other existing Protestant Regional Board.

10. The principle function of the Council until the 1st of July 1973 shall be:
 - (c) prepare, in collaboration.....for the 1972/73 school year and submit.....between the 15th and 30th of June 1972.
 - (d) avail itself of.....the school year of 1972/73.
11. This should be removed as the present school boards should remain in effect until the elections of new school boards have been held.
12. Until the 1st of July 1972 the moneys.....etc.
For the school year 1972/73 such money.....etc.
13. The existing school boards shall be dissolved following the elections of the new school boards in November 1972.....etc.
14. The persons in the employ.....on the 3rd Sunday of November 1972, shall become, on the following day, employees of either the Council or.....etc.
15. Change the date from the 1st of July 1971 to the 1st of July 1972.
17. The provisions of the special Acts which govern existing school boards are repealed as of the 2nd Sunday of November 1972.

Para. 4. Coming into force.
18. This should be adjusted to conform with the times outlined above, so that those sections dealing with the School Committees come into effect in 1971, with the school boards in 1972, and with the permanent Island Council in 1973.

An Alternate Proposal.

If we return to the "individualized" educational philosophy of the Parent Report, it becomes evident that the structures to sustain such a programme must provide the maximum degree of flexibility. The student must be enabled to move from subject to subject or school to school with the least possible restriction. Polyvalent High Schools providing a wide selection of courses in both languages would be an obvious way to provide this at the Secondary level. Such flexibility could be provided, we feel, through co-operation between English and French Boards serving the same area and under a unified Island Council. It is possible that such operations may prove more efficient under a unified board structure.

The limitations of such unified structures at present are brought about largely by the very restricted number of bilingual teachers in both the English and French milieus. If we add to this the limited numbers of the population in many areas who could serve on boards which would have to deal with problems arising in both languages, we must admit that such boards would give rise to unnecessary problems at this time. The confusions caused by misunderstanding, not through ill-will, but through lack of knowledge of the second language might only serve to perpetuate present doubts and misapprehensions.

Our recommendations are the opinions of the large majority of our members (see statistics). The express support for the linguistic

boards recommended in the Pagé Report.

There is a minority of our membership who are ready to accept unified boards at the present time, but who limit their acceptance by two conditions:-

1. That such boards be created in a gradual logical way.
2. That there be added to the Education Act a means by which French educators would be directly responsible for curricula development and implementation in French-language schools and English educators similarly in English-language schools. This presumes that the same procedures in pedagogy at the Department level would be maintained to provide co-ordination.

The proposal which follows is a practical course of action to implement unified boards in accordance with these minority recommendations.

SUGGESTED ALTERNATIVES:

Progressive Changes: starting with the passage of legislation to realize the first seven points:-

1. Establish School Committees as recommended in both Parent and Pagé Reports.
2. Regionalize present Catholic Boards still operating as "local boards".
3. Convert Lakeshore Regional and Protestant School Board of Greater Montreal to English-language, non-Catholic Boards.
4. Provide for the election of all members of these Boards.
5. Re-organize the Montreal Catholic School Commission into five Regional Boards (as they have already initiated) with provision for election of all board members.
6. Establish a temporary Island Council for equalization of taxation. Such a council to be elected from the newly-formed regional boards, with provision for minority representation appointed by the Minister on recommendation of representative organizations.
7. Establish a Director of English-Language Education and a Director of French-Language Education at the level of the Ministry.

IN 3 to 5 YEARS

8. Establish seven unified boards as proposed in Parent Report or use the nine French Board boundaries of the Pagé Report elected by electoral college formed from school committees and by universal suffrage. Such boards should take into consideration present buildings. (Please see page 8 of this Brief, line 7 et seq.)

IN 4 to 6 YEARS

9. Establish permanent Island Council elected from Unified Boards with taxation and planning responsibility and such other responsibilities as the School Boards designate to it.

Such a progression, we feel, would ensure democratic organization based on development from the school unit, as opposed to the autocratic imposition proposed by Bill 62. We believe that such an orderly development would be most likely to ensure public acceptance of unification.

Short analysis of replies from Island of Montreal Home & School Associations,
and others re Bill 62 Questionnaire.

Schools under the Jurisdiction of the Protestant School Board of Greater Montreal

Replies from: 57 affiliated associations
6 parent groups - not affiliated.

B. General questions:

Do you agree with principal of

- | | | |
|---|--------|-------|
| 1. An Island Council for tax, evaluation and assessment | Yes 54 | No 6 |
| 2. An Island Council for tax distribution | Yes 48 | No 7 |
| 3. Unified school system at the Island Council level,
with French and English School Boards | Yes 56 | No 4 |
| 4. A unified school system (unified boards)? | Yes 8 | No 50 |
| 5. If YES to 4, direct means for pedagogical (curricula)
control of French language and English language
schools within a unified system? | Yes 8 | No - |
| 6. If YES to 4 would you prefer division of Boards as
outlined in Bill 62 -- Parent Report 8 | | |

C. Island Council:

Elections	Parent Report	13
	Pagé Report	45
	Bill 62	-
	Other	7
Functions	Parent Report	15
	Pagé Report	40
	Bill 62	4
	Other	7
Island School Boards:		
Elections	Parent Report	10
	Pagé Report	45
	Bill 62	3
	Other	6
Functions	Parent Report	12
	Pagé Report	46
	Bill 62	1
	Other	5
School Committees:		
Elections	Parent Report	11
	Pagé Report	29
	Bill 62	15
	Other	6

Should Federation re-state its desire to have parent's right to choose language
of instruction (French or English) embedded in Constitution of Quebec and Canada
Yes 51 No. -

Discrepancies in figures occur where certain Associations did not answer all the
questions.

Short analysis of replies from Island of Montreal Home & School Associations,
re Bill 62 Questionnaire.

School in the West Island and Lakeshore Area

Replies from 20 affiliated associations out of a possible 21, plus 2 not yet affiliated.

B. General questions:

Do you agree with principle of

- | | | |
|--|--------|-------|
| 1. An Island Council for tax , evaluation and assessment | Yes 19 | No 1 |
| 2. An Island Council for tax distribution | Yes 17 | No 3 |
| 3. A unified school system at the Island Council level,
with French and English School Boards | Yes 19 | No 1 |
| 4. A unffied school system (unffied boards)? | Yes 1 | No 18 |
| 5. If YES to 4 - a direct means for pedagogical (curricula)
control of French language and English language
schools within a unified system? | Yes 1 | No - |
| 6. If YES to 4, would you prefer division of Boards as
outlined in Bill 62: 1 Parent Report - None. | | |

C. Island Council

Elections:	Parent Report	2
	Pagé Report	14
	Bill 62	-
	Other	4
Functions:	Parent Report	4
	Pagé Report	13
	Bill 62	2
	Other	1
School Boards		
Elections:	Parent Report	-
	Pagé Report	12
	Bill 62	4
	Other	4
Functions:	Parent Report	4
	Pagé Report	13
	Bill 62	1
	Other	2
School Committees		
Elections	Parent Report	1
	Pagé Report	11
	Bill 62	6
	Other	1

Should Federation re-state its desire to have parent's right to choose language
of instruction (French or English) embedded in Constitution of Quebec and Canada?
Yes 17 No. 2

Discrepanies in figures occur where certain Associations did not answer all
the questions.