
Conseil supérieur de l'éducation

Annual
Report
1984-1985

Québec 

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CONSEIL SUPÉRIEUR DE L'ÉDUCATION

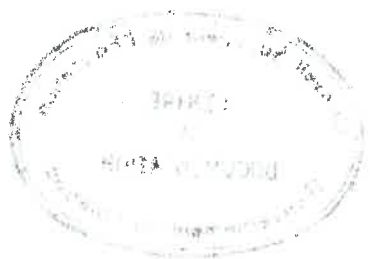
1984-1985 ANNUAL REPORT



QUÉBEC

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Pierre Lorrain
President of the National Assembly
Parliament Buildings
Québec (Québec)

Dear Sir,

In accordance with the Act respecting the Conseil supérieur de l'éducation (R.S. c. C-60, s. 9), I am pleased to submit the Council's 1984-1985 annual report.

The report outlines the Council's various activities and summarizes advice and recommendations adopted during the year.

Yours truly,

Claude Ryan
Minister of Education and
Minister of Higher Education
and Science

Québec, December 1985

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Yours truly,

Pierre Lucier
President of the Council

Sainte-Foy, December 1985

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I — PRESENTATION OF THE CONSEIL SUPÉRIEUR DE L'ÉDUCATION

«Responsibility to keep the educational system in contact with the evolution of society, to point out what changes should be made and to encourage long-term planning will rest above all with the Superior Council of Education» (Report of the Royal Commission of Inquiry on Education in the Province of Québec, t. 1, 1963, No. 176, p. 107).

The Conseil supérieur de l'éducation was established in 1964 at the same time as the ministère de l'Éducation, although by separate legislation which confirmed its autonomy.

Bill 39, an Act respecting the ministère de l'Enseignement supérieur, de la Science et de la Technologie and amending various legislative dispositions, was adopted June 20, 1985, and confirmed the mandate of the Conseil supérieur de l'éducation in relation to the overall education system. A number of provisions in the new act amend sections of the Act respecting the Conseil supérieur de l'éducation, thereby clearly establishing that the agency is a consultative body working on behalf of the Minister of Education and the Minister of Higher Education, Science and Technology.

Section 23 of Bill 39 amends the preamble of the Act respecting the Conseil supérieur de l'éducation, in which the fourth paragraph now reads:

«Whereas it is expedient to establish, in accordance with these principles, to collaborate with the Minister of Education and the Minister of Higher Education, Science and Technology, a Conseil supérieur de l'éducation, with which shall be associated a Catholic committee, a Protestant committee, and commissions to make suggestions to such Council respecting various branches of education.»

Sections 9b, 10b, 22g and 30a, b in the Act respecting the Conseil supérieur de l'éducation have also been amended in the same perspective.

The agency includes:

- the Council itself, which is responsible for preparing an annual report on its activities and the state and needs of education and for submitting advice to the Minister of Education and the Minister of Higher Education, Science and Technology;
- two confessional committees, one Catholic, the other Protestant, which make recommendations to the Council or the Minister of Education and the Minister of Higher Education, Science and Technology on all matters falling under their jurisdiction, and have specific duties and powers in their respective sectors;
- four commissions, which assist the Council in its examination of the state and needs of education, according to various teaching levels or sectors, that is:
 - the Commission for Elementary Education
 - the Commission for Secondary Education
 - the Commission for Higher Education
 - the Commission for Adult Education.

THE COUNCIL

The Council has 24 members, of whom at least 16 must be Catholic, four Protestant and at least one, neither Catholic nor Protestant. The gouvernement du Québec appoints 22 of the members, while the remaining two are chairmen of the Catholic and Protestant Committees. The Deputy Minister of Education and both Associate Deputy Ministers sit ex officio as associate members of the Council, although they are not entitled to vote.

Government-appointed members sit on the Council for four-year terms, unless they are replacing members who have not sat for a full term. Their mandates can be renewed only once.

The government designates a president and a vice-president among members of the Council, one of whom must be Catholic, the other Protestant.

The Act respecting the Conseil supérieur de l'éducation outlines the Council's mandate in the following manner:

The Council must:

- give its opinion to the Minister of Education respecting the regulations that he is required to submit to it;
- give its opinion to the Minister of Education or the Minister of Higher Education, Science and Technology on any matter which he refers to it;
- transmit to the Minister, who shall communicate it to the Legislature, an annual report on its activities and the state and needs of education.

The Council may:

- invite opinions, and receive and hear the petitions and suggestions of the public in matters of education;
- make recommendations to the Minister on any matter relating to education;
- cause to be carried out such studies and research as it deems useful or necessary for the pursuit of its objectives;
- make for its internal management regulations which shall be subject to the approval of the government.

The Minister of Education is responsible for applying the Act respecting the Conseil supérieur de l'éducation. Thus, the Council must submit its annual report on its activities and the state and needs of education to the Minister, who then submits it to the National Assembly.

CATHOLIC AND PROTESTANT COMMITTEES

Each committee comprises 15 members.

The Catholic Committee has equal numbers of representatives of religious authorities, parents and educators. Representatives of the first group are appointed by the assembly of the Catholic bishops of Québec; the remaining members are appointed by the government on the recommendation of the Conseil supérieur de l'éducation, once the assent of the assembly of bishops has been obtained.

The Protestant Committee is made up of representatives of Protestant faiths, parents and educators, who are appointed by the government on the recommendation of the Council.

- Members sit on the committee for a three-year term, renewable once, unless they are replacing a member whose term has not expired.

Catholic and Protestant Associate Deputy Ministers sit as ex officio associate members of the Catholic or Protestant committees, as the case may be, although they are not entitled to vote.

Each committee appoints a chairman from among its members, who becomes a member of the Conseil supérieur de l'éducation.

It is the duty of the committees:

- to make regulations to recognize confessional educational institutions as either Catholic or Protestant, as the case may be, and to ensure their confessional character;
- to recognize confessional educational institutions as either Catholic or Protestant, as the case may be, and to revoke such recognition when necessary;

- to make regulations respecting Christian education, religious and moral instruction and religious service in the educational institutions recognized as Catholic or Protestant, as the case may be;
- to make regulations respecting the qualification, from the point of view of religion and morals, of the managing and teaching staff in such educational institutions;
- to approve, from the point of view of religion and morals, the curricula, text-books and teaching material in such educational institutions;
- to approve, for religious instruction, Catholic or Protestant, as the case may be, the curricula, text-books, and teaching material and to make regulations respecting the qualification of the teachers having charge of such instruction in schools other than those recognized as Catholic or Protestant;
- to make recommendations to the Council or to the Minister respecting any matter within their competence.

The committees may:

- receive and hear the requests and suggestions of associations and institutions and of any person respecting any matter within their competence;
- cause to be carried out such studies and research as they deem necessary or useful for the pursuit of their objectives;
- make for their internal management regulations which shall be subject to the approval of the government.

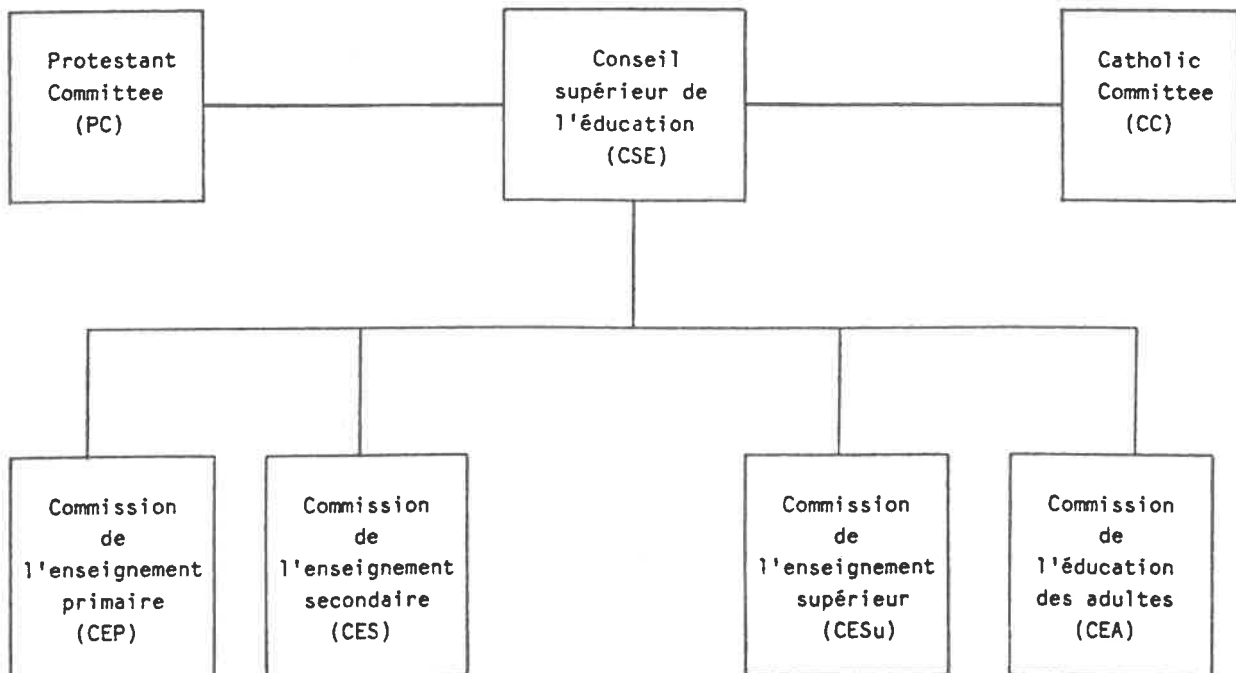
COMMISSIONS

Each of the four commissions must comprise between nine and fifteen members, including the chairman.

The Council appoints members of the commissions after consulting institutions and agencies interested in education in the sector in question. Members sit for a maximum of two consecutive three-year terms. The Council also appoints the Chairman of each commission from among its members,

The commissions are responsible for making suggestions to the Council related to their particular sector.

THE CONSEIL SUPÉRIEUR DE L'ÉDUCATION



II - ACTIVITIES OF THE COUNCIL, COMMITTEES AND COMMISSIONS

THE COUNCIL

Between September 1, 1984 and August 31, 1985, the Council held 12 meetings, involving 15 days of work consisting of 28 sessions.

In addition to these meetings, the Council held a one-day plenary meeting attended by 100 participants, i.e., nearly 90 percent of members of the Council, its confessional committees and commissions, and several officials from the secretariat. The plenary meeting focussed on the preparation of the 1985-1986 program of activities and, in particular, on the forthcoming annual report on the state and needs of education.

During the year, the Council studied and adopted nine separate items of advice which were then submitted to the Minister of Education. Two other projects were studied and will be examined in greater detail and reviewed in the coming months.

ADVICE ADOPTED BY THE COUNCIL IN 1984-1985

Subject	Date of Adoption
Vers des aménagements de la formation et du perfectionnement des enseignants du primaire et du secondaire	302nd meeting September 28, 1984
Projet de modifications aux régimes pédagogiques du préscolaire, du primaire et du secondaire conformément au projet de règlement sur les archives publiques	304th meeting November 1, 1984

Teaching Second Languages in Primary and Secondary Schools	304th meeting November 1, 1984
Par-delà les écoles alternatives: la diversité et l'innovation dans le système scolaire public	308th meeting March 15, 1985
Pour le renouvellement et le ressourcement du personnel de l'enseignement	310th meeting May 9, 1985
Les diverses formes de regroupement des élèves au premier cycle du secondaire	310th meeting May 9, 1985
Réussir l'intégration scolaire des élèves en difficulté	310th meeting May 9, 1985
Le gel du temps prescrit à l'éducation préscolaire et au primaire	311th meeting June 12, 1985
L'enseignement des mathématiques à l'école primaire	312th meeting July 4, 1985
Ad Hoc Committees of the Council	

COMMITTEE ON THE 1984-1985 ANNUAL REPORT

In addition to this report on its activities, the Council must submit to the Minister of Education, who in turn submits it to the National Assembly, an annual report on the state and needs of education. This report which focuses on the conditions of pupils concentrates on pedagogical and institutional factors which affect learning.

The committee responsible for preparing this report held 15 meetings involving 33 sessions*, and comprised the following members:

* A session covers half a day and lasts a minimum of two hours.

- Alain Laramée, Chairman, member of the Council
- Julie Morency, student, member of the Commission on Higher Education
- Dominique Morissette, teacher, member of the Commission on Secondary Education
- Jacques Proulx, teacher, member of the Commission on Adult Education
- Marie-Claude Rail, student, member of the Commission on Secondary Education
- Douglas W. Stafford, Principal, member of the Commission on Elementary Education
- Gilles Boudreault, Research Officer
- Marie Lamarre, Research Officer
- Arthur Marsolais, Secretary, Director of Research of the Council.

The committee was mandated to focus its attention on the most immediate factors which foster or hinder learning. As 1985 was declared the International Youth Year, the committee decided to emphasize the opinions of pupils and students, without neglecting the viewpoints of the main partners in the education system, especially with regard to the search for solutions to the needs identified. The committee organized numerous meetings with school pupils, university students and educators, in collaboration with the Commission on Elementary Education and the Commission on Adult Education. The Council also held a one-day study session devoted to the theme of the report, using several students as resource persons. The committee carried out a considerable number of interviews with groups of pupils and students, i.e., 23 groups of between 8 and 12 pupils in elementary schools; 21 groups of between 12 and 15 pupils in secondary schools; 15 groups in the Cegeps, and several other groups in the universities. The Commission on Adult Education met with numerous groups of educators and students in the same perspective.

COMITÉ SUR LES ÉCOLES ALTERNATIVES ET LA DIVERSITÉ ET L'INNOVATION PÉDAGOGIQUE À L'ENSEIGNEMENT PRIMAIRE ET SECONDAIRE

The committee responsible for this study held nine meetings covering 17

sessions, and comprised the following members:

- Monique Mus-Plourde, Chairperson, member of the Council
- Marcel Busque, teacher, member of the Commission on Secondary Education
- Roger Cormier, professor, member of the Commission on Elementary Education
- Lucie Ducharme, preschool educator, member of the Commission on Elementary Education
- Norman Henchey, professor, member of the Commission on Higher Education
- Jacques de Lorimier, Secretary.

The committee was responsible for carrying out a study on alternative schools, not with a view to assessing a limited number of such institutions, but to obtain information on the overall school system. It visited the following schools: école primaire Les Petits Castors, Longueuil; école primaire Tourterelle, Brossard; école primaire Ressources, Sainte-Foy; école secondaire Le Transit, Boisbriand; école primaire d'éducation physique, Montréal-Nord; école primaire Christ-Roi, Montréal; école primaire Le Plateau, Montréal; école secondaire Joseph-François-Perreault, Montréal; M.I.N.D. secondary school, Montréal; école secondaire Joseph D'arcy McGee, Montréal; and the Royal West Academy secondary school, Montréal West.

COMITÉ SUR LE RENOUVELLEMENT ET LE RESSOURCEMENT DU PERSONNEL DE L'ENSEIGNEMENT

This committee held six meetings totalling 12 sessions and comprised the following members.

- Yvan Pelletier, Chairman, member of the Council
- Claude Capistran, elementary school administrator, member of the Council
- Louise Corriveau, professor, member of the Commission on Higher Education
- Fernand Palin, adult education administrator, member of the Commission on Education
- Norbert Rodrigue, union official, member of the Commission on Adult Education

— Raymond Paré, Secretary.

Following the observation that student numbers have remained unchanged in recent years, the committee examined the considerable impact of such a phenomenon, especially with respect to problems in renewing teaching staff, where few positions are open to young candidates.

The committee met with several groups of educators, including teachers and school administrators; it also consulted a number of industrial relations and school demography specialists.

COMMISSIONS

COMMISSION ON ELEMENTARY EDUCATION

The commission held eight meetings totalling 28 sessions.

It was assigned the task of preparing advice on the teaching of mathematics in the elementary school. To this end, commission members visited several schools and met various specialists.

VISITS

Place	Schools Visited
Rouyn-Noranda	Commission scolaire de Malartic — École René-Lalonde — École Renaud — École Saint-Martin
Montréal	Commission scolaire intégrée Sault-Saint-Louis

- Children's World School
- École Laurendeau-Dunton
- École Philippe-Morin
- École Terre des jeunes

Abitibi-Témiscamingue

Commission scolaire Val-d'Or

- École Marie-Immaculée
- École Mgr-Desmarais
- École Notre-Dame-du-Rosaire

The specialists consulted belong to the following agencies: the Association des promoteurs de l'avancement de la mathématique à l'élémentaire; the Commission scolaire de l'Argile bleue; the ministère de l'Éducation; a group involved in research on the teaching of mathematics; the Université de Montréal and the Université de Sherbrooke.

COMMISSION ON SECONDARY EDUCATION

The Commission held ten meetings totalling 29 sessions.

It studied various ways of grouping pupils in the first cycle at the secondary level; regionalization has frequently resulted in the maintenance of the first years of the secondary program in schools other than composite high schools. The commission visited many of these schools and met with pupils, parents, teaching and non-teaching staff and school administrators.

VISITS

Place	Schools Visited
Abitibi-Témiscamingue	Commission scolaire Abitibi - École Cité étudiante Polyno (La Sarre) - Collège Saint-André (La Sarre) - École Le Séjour (Macamic)

- École Notre-Dame-du-Cap (Palmarolle)
- Écoles Sainte-Anne and Roy
(Sainte-Germaine-Boulé)
- Écoles Saint-Louis and Saint-Paul
(Normétal)

Bas-Saint-Laurent

Commission scolaire régionale du
Bas-Saint-Laurent

- Polyvalente Paul-Hubert (Rimouski)
- École secondaire Saint-Jean (Rimouski)
- École secondaire Sainte-Luce
(Sainte-Luce)
- École Marie-Élisabeth (Saint-Gabriel)
- École secondaire La Rédemption
(La Rédemption)
- École polyvalente Mont-Joli (Mont-
Joli)
- École secondaire Saint-Edouard
(Sainte-Blandine)
- École Saint-Stanislas (Saint-Fabien)
- École secondaire La Trinité
(Trinité-des-Monts)
- École Lamontagne (Saint-Narcisse)

Montréal

Commission des écoles catholiques de
Montréal

- École polyvalente Saint-Henri

Lakeshore

Lakeshore School Board

- John Rennie Secondary School
(Pointe-Claire)

COMMISSION ON HIGHER EDUCATION

The commission held eleven regular meetings totalling 29 sessions.

In order to gather information for advice being prepared on the place occupied by adult students registered in university programs, the commission sought the cooperation of several universities and consulted their administrators, professors and students. Five round-table discussions involving administrators, professors and students from different regions rounded out the consultation. At the same time, the commission carried out another study on the universities' contribution to economic development

VISITS

Between December 1984 and May 1985, the commission visited the following universities:

- Concordia University
- Université de Montréal
- Université de Sherbrooke
- Université du Québec à Montréal
- Université du Québec à Trois-Rivières
- Université Laval
- McGill University

COMMISSION ON ADULT EDUCATION

The commission held sixteen meetings totalling 31 sessions.

It studied vocational training for adults. More specifically, the commission wished to examine the public education system's role in the realm of adult vocational training and the necessary conditions and guarantees to ensure that its mission is accomplished in accordance with valid educational goals. Numerous individuals involved in adult education were consulted; they work

for the following agencies: the Commission de formation professionnelle de Québec; the École de formation Domtar in Donnacona; the ministère de l'Éducation; the Beauport, Jean-Talon, Chauveau, Sherbrooke, Tilly, and Orléans school boards; the Québec City and Montréal Catholic school boards and the Protestant School Board of Greater Montréal; the Confédération des syndicats nationaux; the André-Laurendeau, Dawson, Outaouais, Sherbrooke and François-Xavier-Garneau colleges; the Katimavik and Champagnat centres; the Université du Québec à Montréal and the Université du Québec à Hull; the Université de Sherbrooke; the Employment and Immigration Canada Commission; and the ministère de la Main-d'oeuvre et de la Sécurité du Revenu.

CATHOLIC COMMITTEE

MEETINGS

The Catholic Committee held nine regular meetings totalling 22 sessions; members also met in subcommittees.

HEARINGS AND VISITS TO SCHOOLS

The committee devoted two meetings to hearbriefs and to visit schools, where members met administrators, non-teaching professionals, teachers, diocesan officials, parents and pupils. Discussions centred on a variety of educational questions related to Catholic confessional schools, with a view to discovering the needs and expectations of concerned parties with regard to Catholic schools, pastoral care and guidance services, Catholic moral and religious training and moral education.

Places and Dates	Agencies and Schools Visited
Montréal, November 15, 1984	Office diocésain d'éducation du diocèse de Montréal

Verdun, November 15, 1984

Commission des écoles catholiques
de Verdun

École polyvalente Mgr-Richard

Verdun Catholic High School

École Notre-Dame-de-la-Paix

École Chanoine-Joseph-Théorêt

RELATIONS WITH OTHER AGENCIES

During the year, the Catholic Committee contacted various agencies concerned with Christian education in the schools, i.e., the Comité épiscopal de l'éducation; the Fédération des commissions scolaires catholiques du Québec; the Assemblée des directeurs diocésains d'éducation; the Conférence pastorale scolaire; the Association québécoise des conseillers au service de l'éducation chrétienne; the Association des parents catholiques du Québec; the Association québécoise des professeurs de morale et de religion; and the Provincial Association of Teachers of Ethics and Religion. Meetings were organized through study sessions or round-table discussions, at conventions, or through meetings with officials of the various agencies concerned.

The Catholic Committee participated in the deliberations of the parliamentary committee on education and manpower which held special consultations in the course of a detailed examination of proposed legislation on elementary and secondary school education.

STUDIES

The Catholic Committee completed a study undertaken in March 1984 concerning teachers responsible for Catholic moral and religious training and the religious education of young people. In a document entitled Faith Education in the Schools, the committee centres its attention on teachers responsible for Catholic moral and religious training. It also attempts to clarify the roles and responsibilities of teaching staff who ensure religious education in the schools. Moreover, it proposes a number of concrete changes which it feels are

realistic and essential to ensure that Catholic moral and religious training is provided competently and efficiently.

The committee closely examined the Act respecting public elementary and secondary education adopted by the National Assembly in December 1984. The study enabled the committee to become thoroughly familiar with all sections of the act, in order to exercise its responsibilities and fully measure their impact.

REGULATIONS

In 1984-1985, the Catholic Committee prepared two draft regulations required for the application of the Act respecting public elementary and secondary education. One concerns the confessional nature, and the recognition as Catholic, of schools in the public school system. The other deals with Catholic moral and religious training and pastoral care and guidance services in public schools. The committee must now review the proposed regulations, bearing in mind recent developments regarding the Act respecting public elementary and secondary education, and decide whether it is advisable to revise current regulations governing recognized Catholic schools.

SCHOOLS

Under powers conferred on it by sub-section (b) of section 22 of the Act respecting the Conseil supérieur de l'éducation, the Catholic Committee recognized as Catholic seven schools in the public sector, of which six are elementary and one is secondary.

It has also withdrawn recognition of the confessional nature of two Catholic schools, one an elementary school in the public sector, the other an elementary school in the private sector.



CURRICULA, TEXTBOOKS AND TEACHING AIDS

In 1984-1985, the Minister of Education, in accordance with provisions in sub-section (e) of section 22 of the Act respecting the Conseil supérieur de l'éducation, submitted to the Catholic Committee for approval from a religious and moral standpoint, 696 curricula, textbooks and teaching aids, i.e., 53 curricula or curriculum guides, 536 textbooks and 107 teaching aids.

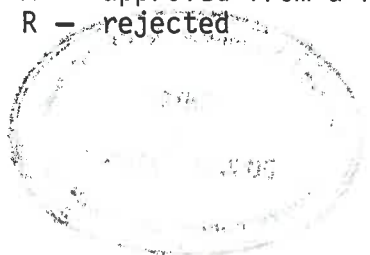
The following table indicates the distribution of projects submitted and evaluated with a view to their possible use in Québec Catholic schools, by field of knowledge and activity.

Name	Curricula and Curriculum Guides			Textbooks			Teaching Material		
	S*	A*	R*	S	A	R	S	A	R
Preschool	3	3	--	16	16	--	4	4	--
Arts	4	4	--	15	15	--	2	2	--
Religious and moral training	6	6	--	6	2	4	5	3	2
Languages	15	15	--	220	220	--	17	17	--
Mathematics and Sciences	5	5	--	137	137	--	17	17	--
Technical and Vocational Subjects	0	0	--	39	39	--	1	1	--
Social Sciences	20	20	--	103	103	--	61	61	--
Total	53	53	--	536	532	4	107	105	2

*S - submitted for approval

A - approved from a religious and moral standpoint or authorized

R - rejected



PROTESTANT COMMITTEE

MEETINGS

The Protestant Committee held nine regular meetings and one special meeting, totalling 19 sessions; 17 were held in Montréal and two in Val-David.

CONSULTATIONS

Representatives of the committee visited schools in the Châteauguay Valley, Eastern Townships, Lakeshore, Laurentian, Laurenval, Richelieu Valley and South Shore school boards. Moreover, the committee met with representatives of the Protestant churches in January. Committee members also contacted the following provincial agencies or associations: the Association québécoise des commissions scolaires protestantes; the Québec Association of School Administrators; the Association provinciale des enseignants protestants; the Association des directeurs généraux des commissions scolaires protestantes and the Québec Federation of Home and School Associations. The chairman met representatives of the Faculty of Education at McGill University and participated in a hearing before the parliamentary committee studying Bill 3.

STUDIES

During the year, the Protestant Committee submitted its revised internal regulations to the Conseil des ministres for approval. It also prepared various regulations and policies related to the implementation of Bill 3, in particular, a revision of its regulations, a proposed brochure on choosing a Protestant school, a revision of the brochure on the educational project, a draft policy regarding pastoral care and guidance services and a recommendation concerning the training and professional development of teachers responsible for Protestant moral and religious training. The committee has adopted the above documents and will use them as the need arises.

Between July 1, 1984 and June 30, 1985, the Minister of Education, in accordance with provisions in section 22 of the Act respecting the Conseil

supérieur de l'éducation, submitted to the Protestant Committee, for approval from a moral and religious standpoint, 686 curricula, textbooks and teaching aids, i.e., 54 curricula or curriculum guides, 530 textbooks and 102 teaching aids.

Name	Curricula and Curriculum Guides			Textbooks			Teaching Material		
	S*	A*	R*	S	A	R	S*	A	R
Preschool	3	3	0	16	16	0	4	4	0
Arts	4	4	0	15	15	0	2	2	0
Religious and moral training	7	7	0	--	--	--	--	--	--
Languages	15	15	0	220	220	0	17	17	0
Mathematics and Sciences	5	5	0	137	137	0	17	17	0
Technical and Vocational Subjects	--	--	--	39	39	0	1	1	0
Social Sciences	20	20	0	103	103	0	61	61	0
Total	54	54	0	530	530	0	102	102	0

*S submitted for approval

A approved from a religious and Moral standpoint until the end of June

R rejected

III - HUMAN AND FINANCIAL RESOURCES

MEMBERS OF THE COUNCIL, CONFESSIONAL COMMITTEES, COMMISSIONS - SECRETARIAT

THE COUNCIL

The mandates of Lucien Rossaert (Vice-President) from Montréal and Christiane Bérubé-Gagné from Rimouski have been renewed until August 31, 1988.

Five new members have been appointed to the Council for four-year terms, from September 1, 1984 to August 31, 1988:

- Pierre Lucier (President), Québec City
- Danièle Bédard, Lachine
- Donald Burgess, Baie-d'Urfé
- John Geci, Montréal
- Pierrette Godbout-Perreault, Saint-Hyacinthe

to replace Claude Benjamin (President), Joan Fitzpatrick, Rosaire Morin, Stephen Pavelko and Claude Rochon, respectively.

Members of the Conseil supérieur de l'éducation

Name	Function	Term	Place of Residence City	Place of Work School Region
Lucier, Pierre	Chairman	1984-1988	Québec City	Québec City
Rossaert, Lucien	Vice-Chairman	1984-1988-2nd	Mont-Saint-Hilaire	Montréal
Anderson, Kathryn	Director, Centre dialogue de l'Église unie du Canada	1984-1987	Montréal	Montréal
Auchinleck, Gerald	Chairman of the Protestant Committee	1984*	Montréal	Montréal

Balthazar, Louis	Professor, Department of Political Science, Université Laval	1982-1986	Québec City	Québec City
Baril, Daniel	Moral training teacher Commission scolaire Sainte-Croix Chairman of the Mouvement laïque québécois	1982-1986	Montréal	Montréal
Bédard, Danièle	Psychologist	1984-1988	Lachine	Montréal
Bélanger, Jules	Professor, French Department, Cégep de la Gaspésie	1982-1986--2nd	Gaspé	Bas-Saint-Laurent-Gaspésie
Bernier, Raymond	Director, Sales and Marketing Boulangerie coopérative Saint-Augustin	1981-1985	Québec City	Québec City
Bérubé-Gagné, Christiane	Social animator	1984-1988--2nd	Rimouski	Bas-Saint-Laurent-Gaspésie
Bissonnette, Jean-Guy	Chairman of the Catholic Committee	1984*	Longueuil	Montréal
Burgess, Donald	Professor, Faculty of Education, McGill University	1984-1988	Montréal	Montréal
Capistran, Claude	Director General, Commission scolaire de Varennes	1983-1987	Contrecoeur	Montréal
Ducharme, Claude	Québec director of the United Automobile Workers	1981-1985	Montréal	Montréal
Geci, John F.	Associate, Rourke, Bourbonnais et Associés, Management Consultants	1984-1988	Montréal	Montréal
Gervais, Henri	Photo laboratory technician Radio-Canada, Montréal Chairman of the Fédération des comités de parents de la province de Québec	1981-1985	Brossard	Montréal
Girard-Frère, Pierrette	Member of the Association des directeurs d'école de Montréal	1983-1987	Laval	Montréal

Godbout-Perreault, Pierrette	Community worker, Conseil de la famille, Richelieu- Yamaska	1984-1988	Saint-Hyacinthe	Montréal
Laramée, Alain	Instructor in Communications and doctoral student at the Université de Montréal	1981-1985	Montréal	Montréal
Mus-Plourde, Monique	Member of the comité des parents de la région Nord, Commission des écoles catholiques de Montréal	1982-1986	Montréal	Montréal
Pelletier, Yvan	Director of Teaching Services, Commission scolaire Jean-Chapais	1983-1987	Saint-Pascale	Kamouraska
Robinson, Ann	Professor of Law, Université Laval, Chairperson of the Fédération des associations de professeurs d'université du Québec	1981-1985	Saint-Sauveur-des- Monts	Montréal
Simard, Françoise	Teacher, école secondaire Lafontaine, Commission scolaire de Chicoutimi	1982-1986	Chicoutimi	Chicoutimi
Teboul, Victor	Director, <u>Jonathan</u> magazine	1983-1987	Montréal	Montréal

Associate Members

Boudreau, Thomas-J.	Deputy Minister of Education
Stein, Michel	Associate Deputy Minister for the Catholic Faith
Schlutz, Ann	Associate Deputy Minister for the Protestant Faith
Durand, Alain	Joint Secretary
Paré, Raymond	Joint Secretary

* The Chairmen of the Catholic and Protestant Committees are ex officio members of the Council.

CATHOLIC COMMITTEE

The mandates of four members have been renewed until August 31, 1987:

- Jean-Guy Bissonnette, Longueuil, representing religious authorities;
- Bernard Fortin, Rosemont, representing parents;
- Monsignor André Gaumont, Saint-Pamphile, representing religious authorities;
- Fernand Paradis, Québec City, representing educators.

Two new members have been appointed:

- Sylvia Chesterman, Ville Mont-Royal, whose mandate ends August 31, 1987, representing parents and replacing Denise Hébert;
- Monsignor Jude Saint-Antoine, Montréal, whose mandate ends August 31, 1986, representing religious authorities and replacing Monsignor Charles Valois.

Members of the Catholic Committee

Name	Function	Term	Place of Residence City	Place of Work School Region
Representatives of Religious Authorities				
Bissonnette, Jean-Guy	Chairman	1984-1987--2nd	Longueuil	Montréal
Beauchamp, Lucien	Lecturer and animator, Centre de formation pastorale, Diocèse de Valleyfield	1983-1986--2nd	Salaberry-de- Valleyfield	Montréal
Gaudette, Pierre	Professor of Theology, Université Laval	1982-1985--2nd	Sillery	Québec City

Gaumont, André, Mgr	Bishop of Sainte-Anne-de-la-Pocatière	1984-1987--2nd	La Pocatière	Québec
Saint-Antoine, Jude, Mgr	Auxiliary Bishop of Montréal	1984-1986	Montréal	Montréal
Representatives of Parents				
Bélanger, Denise	Parent	1982-1985	Cap-de-la-Madeleine	Trois-Rivières
Bergeron, Luc	Teacher, école Marcel-Raymond, Commission scolaire Lac-Témiscamingue	1983-1986	Lorrainville	Abitibi-Témiscamingue
Chesterman, Sylvia	Director of Educational Services, Commission des écoles catholiques de Montréal, English sector	1984-1987	Mont-Royal	Montréal
Fortin, Bernard	Director, Office de la famille, Diocèse de Montréal	1984-1987--2nd	Montréal	Montréal
Lupien, Marie-Alice	Nurse, Hôpital Le Gardeur	1982-1985--2nd	Repentigny	Montréal
Representatives of Educators				
Dubé, Rita	Pedagogical consultant in moral and religious training Commission scolaire régionale de l'Estrie	1982-1985	Saint-Denis-de-Brompton	Sherbrooke
Hofbeck, Joseph	Professor, Department of Theology, Concordia University	1983-1986--2nd	Pierrefonds	Montréal
Jobin, Doris	Teacher, école Albert-Schweitzer, Commission scolaire Mont-Fort	1983-1986	Saint-Bruno	Montréal
Paradis, Fernand	Director General, Fédération des commissions scolaires catholiques du Québec	1984-1987--2nd	Québec City	Québec City
Parent, Pascal	Priest, Sainte-Blandine	1982-1985	Sainte-Blandine	Bas-Saint-Laurent-Caspésie

Ex officio Members

Stein, Michel Associate Deputy Minister
for the Catholic Faith
Mallette, Guy Secretary

PROTESTANT COMMITTEE

The mandates of three members have been renewed until August 31, 1987:

- Kathleen Cox, Aylmer, representing educators;
- Delbert Dougherty, Lachute, representing educators;
- Knute-B. Sorensen, Pointe-Claire, representing parents.

Three new members have been appointed:

- René Frey, Rosemont, whose mandate expires August 31, 1987, representing Protestant faiths and replacing Oscar Masseau;
- Carolyn Pratt, Saint-Lambert, whose mandate expires August 31, 1986, representing educators and replacing Ann Schlutz;
- Ruth Syme, Montréal, whose mandate expires August 31, 1987, representing Protestant faiths and replacing Constance Middleton-Hope.

Members of the Protestant Committee

Name	Function	Term	<u>Place of Residence</u> City	<u>Place of Work</u> School Region
Auchinleck, Gerald	Chairman, Director of Instructional Services, Protestant School Board of Greater Montréal	1982-1985--2nd	Montréal	Montréal

Church Representatives

Frey, René (Rév.)	Pastor, Église baptiste évangéliste de Rosemont	1984-1987	Montréal	Montréal
Kallemeyn, Harold	Pastor, Église réformée de Saint-Hubert	1983-1986	Saint-Lambert	Montréal
MacQueen, Kenneth	Resource person, United Church of Canada	1982-1985--2nd	Dorval	Montréal
Martin, Howard-G.	Director General, Youth Horizons	1983-1986--2nd	Pierrefonds	Montréal
Syme, Ruth	Pastor, First Presbyterian Church, Verdun	1984-1987	Montréal-Ouest	Montréal
Thomson, Heather Joan	Pastoral animator, Eastern Townships School Board	1983-1985	Waterville	Estrie.

Representatives of
Parents

Cumyn, Ann Rhodes	Parent	1982-1985	Baie-d'Urfé	Montréal
Paulette, Margaret	Chairperson, Lennoxville School Board	1982-1985--2nd	Sherbrooke	Estrie
Sorensen, Knute-B.	Former Assistant Director General, Lakeshore School Board	1984-1987--2nd	Pointe-Claire	Montréal

Representatives of
Educators

Cox, Kathleen	Former teacher, Aylmer School Board	1984-1987--2nd	Aylmer	Outaouais
Dougherty, Delbert	Director General, Laurentian School Board	1984-1987--2nd	Lachute	Laval-Lauren- tides
McKay, Gerald	Professor, Faculty of Education, McGill University	1983-1986--2nd	Senneville	Montréal

Peacock, Donald	President, Montréal Teachers Association	1983-1986--2nd	Montréal	Montréal
Pratt, Carolyn	Parent	1984-1986	Saint-Lambert	Montréal

Ex officio Members

Schlutz, Ann	Associate Deputy Minister for the Protestant Faith
Kuntz, Harry	Secretary

COMMISSION ON ELEMENTARY EDUCATION

The mandates of two members have been renewed until August 31, 1987:

- Roger Cormier, Sherbrooke
- Marc Leduc, Chambly.

Four new members, whose mandates expire August 31, 1987, have been appointed to the commission:

- Lyse Chartrand, Longueuil
- Anna-Maria Folco, Montréal
- Roger Guillemette, Normandin
- Richard Pallascio, Saint-Bruno

to replace Micheline Trudel-Lamarre, Jimmy Di Genova, Raymonde Simard and Bruce Cook, respectively.

Members of the Commission on Elementary Education

Name	Function	Term	Place of Residence City	Place of Work School Region
Bérubé-Gagné, Christiane	Chairperson, Social animator	1984-1985--3rd*	Rimouski	Bas-Saint-Laurent-Gaspésie
Bellemarre, Marcel	Pedagogical consultant in learning disabilities, Commission scolaire de Gatineau	1983-1985	Buckingham	Outaouais
Boissonneault-Hébert, Lise	Teacher, Commission scolaire de Jonquière	1982-1985--2nd	Jonquière	Saguenay-Lac-Saint-Jean
Chartrand, Lyse	Animator-researcher, Fédération des unions de famille	1984-1987	Longueuil	Montréal
Cloutier, Rollande	Commissioner, Commission scolaire des Vieilles-Forges	1983-1986	Trois-Rivières	Bois-Francs
Cormier, Roger	Professor, Faculty of Education, Université de Sherbrooke	1984-1987--2nd	Sherbrooke	Estrie
Delisle, Roger	Director of Educational Services, Commission scolaire de Saint-Hyacinthe	1982-1985--2nd	Saint-Hyacinthe	Yamaska
Ducharme, Lucie	Preschool educator, Commission scolaire Marie-Victorin	1982-1985	Saint-Apollinaire	Québec City
Folco, Anna-Maria	Pedagogical consultant, Commission scolaire Jérôme-Le Royer	1984-1987	Montréal	Montréal
Gobeil, Jean-Guy	Director, école Roc-Amadour, Commission des écoles catholiques de Québec	1982-1985	Neufchâtel	Québec City
Guillemette, Roger	Director General, Commission scolaire La Vallière	1984-1987	Normandin	Saguenay-Lac-Saint-Jean

Langelier, Jan Édith	Teacher (specialist), Mount Pleasant School, Lakeshore School Board	1982-1985	Notre-Dame-de-l'Île-Perrot	Montréal
Leduc, Marc	Pedagogical consultant, Commission scolaire Taillon	1984-1987--2nd	Saint-Bruno	Montréal
Pallascio, Richard	Professor, Department of Mathematics and Computer Sciences, Université du Québec à Montréal	1984-1987	Saint-Bruno	Montréal
Stafford, Douglas W.	Director, Dunrae Gardens School Protestant School Board of Greater Montréal	1982-1985	Pointe-Claire	Montréal
Vincent, Suzanne	Coordinator			

* A member of the Council is appointed chairperson by his/her colleagues, for a one-year renewable term.

COMMISSION ON SECONDARY EDUCATION

The mandates of four members have been renewed until August 31, 1987:

- Hildburg Barkany, Saint-Jérôme
- Marcel Busque, Saint-Georges-de-Beauce
- Marcel Mius D'Entremont, Sainte-Foy
- Marie-Claude Rail, Sainte-Foy

Five new members, whose mandates expire August 31, 1987, have been appointed to the commission:

- Gisèle Charlebois, Baie-d'Urfé
- Dominic Martini, Saint-Bruno
- Dominique Morissette, Québec City
- Frances Rotman, Montréal

to replace Jeanne Maheux, Harvey Ennever, Norman Wener and Maria O'Gallagher, respectively.

Micheline Dionne-Gagnon has been newly appointed for one year to replace Roger Desbiens, who resigned.

Members of the Commission on Secondary Education

Name	Function	Term	Place of Residence City	Place of Work School Region
Girard-Frere, Pierrette	Chairperson, Member of the Fédération des directeurs d'école, Commission des écoles catholiques de Montréal	1984-1985	Laval	Montréal
Barkany, Hildburg	Chairperson, parents' committee, Commission scolaire Saint-Jérôme	1984-1987	Saint-Jérôme	Laval-Laurentides-Lanaudière
Behnan, Benoît	Pedagogical consultant, Commission scolaire régionale Blainville-Deux- Montagnes	1982-1985--2nd	Montréal-Nord	Laval-Laurentides-Lanaudière
Bouchard, Joseph	Coordinator of Vocational Training, Commission scolaire régionale du Bas-Saint-Laurent	1983-1986	Rimouski	Bas-Saint-Laurent-Gaspésie
Busque, Marcel	Teacher, Polyvalente Saint- Georges, Commission scolaire régionale de la Chaudière	1984-1987--2nd	Saint-Georges	Québec City
Charlebois, Gisèle	Teacher, Polyvalente Mgr-Richard, Commission des écoles catholiques de Verdun	1984-1987	Baie-d'Urfé	Montréal

Dionne-Gagnon, Micheline	Teacher, Polyvalente de Jonquière, Commission scolaire régionale Lapointe	1984-1985	Shipshaw	Saguenay-Lac- Saint-Jean
Jobin, Mireille	Adaptation coordinator Commission des écoles catholiques de Montréal	1982-1985	Montréal	Montréal
Jutras, Jean-Vianney	Director, Service des Affaires sociales, Ville de Montréal	1983-1985	Longueuil	Longueuil
Martini, Dominic	Director-teacher, Polyvalente Macdonald-Cartier, Commission scolaire régionale Chambly	1984-1987	Saint-Bruno	Montréal
Mius d'Entremont, Marcel	Educational Coordinator, Commission scolaire régionale de Tilly	1984-1987--2nd	Sainte-Foy	Québec City
Morissette, Dominique	Professor, Faculty of Education, Université du Québec à Trois-Rivières	1984-1986	Québec City	Bois-Francs
Rail, Marie-Claude	Student, Université Laval	1984-1987--2nd	Sainte-Foy	Québec City
Rotman, Frances	Principal, Édouard VII School, Protestant School Board of Greater Montréal	1984-1987	Montréal	Montréal
Gingras, Maurice	Coordinator			

COMMISSION ON HIGHER EDUCATION

The mandates of four members have been renewed until August 31, 1987:

- Claudine Baudoux, Chicoutimi
- Roland Parenteau, Montréal
- Jitka Stéphanie Vobecky, Sherbrooke
- Norman Henchey, Montréal.

Five new members, whose mandates expire August 31, 1987, have been appointed to the commission:

- Louise Corriveau, Longueuil
- André Gbodossou, Sainte-Foy
- Julie Morency, Saint-Foy
- Claire Verret-de-la-Durantaye, Trois-Rivières

to replace Wilfrid Gariépy, Marcel Renou, Robert Patola and Jean Ménard, respectively. Richard Diubaldo, Montréal, was appointed to replace John S. Daniel, whose mandate expired August 31, 1985.

Members of the Commission on Higher Education

Name	Function	Term	Place of Residence City	Place of Work School Region
Robinson, Ann	Chairperson, Professor of Law, Université Laval, President of the Fédération des associations des professeurs d'université du Québec	1984-1985--2nd	Saint-Sauveur- des-Monts	Montréal
Baudoux, Claudine	Professor, Faculty of Education, Université du Québec à Chicoutimi	1984-1987--2nd	Chicoutimi	Saguenay-Lac- Saint-Jean
Beauregard, Claude	Assistant Vice-President, Public Affairs, Bell Canada	1982-1985	Montréal	Montréal
Corriveau, Louise	Professor, Department of Sociology and Anthropology Collège Édouard-Montpetit	1984-1987	Montréal	Montréal

Demers, Christian	Director, Department of Physics, Université du Québec à Trois-Rivières	1982-1985	Trois-Rivières	Bois-Francs
Diubaldo, Richard	Director, Centre for Mature Students, Concordia University	1984-1985	Beaconsfield	Montréal
Fahmy, Pauline	Professor, Faculty of Education, Université Laval	1983-1986--2nd	Sainte-Foy	Québec City
Gbodossou, André	Director, Master's Program in Project Management, Université du Québec en Abitibi-Témiscamingue	1984-1987	Sainte-Foy	Nord-Ouest
Henchey, Norman	Professor, Faculty of Education, McGill University	1984-1987--2nd	Lachine	Montréal
Marchand, Azilda	Director, Office municipal d'habitation, Rouville	1982-1985--2nd	L'Ange-Gardien	Montréal
Morency, Julie	Student, Université Laval	1984-1987	Sainte-Foy	Québec City
Ouellet, Hector	Direction de l'analyse et de l'évaluation des programmes, Fédération des CLSC du Québec	1982-1985	Montréal	Montréal
Parenteau, Roland	Professor, Service de l'administration des ressources humaines, École des hautes études commerciales de Montréal	1984-1987--2nd	Outremont	Montréal
Verret de la Durantaye, Claire	Vice-Dean/Professor, Department of Administration and Economics Université du Québec à Trois-Rivières	1984-1987	Trois-Rivières	Trois-Rivières
Vobecky, Jitka	Director, Centre de recherche en nutrition humaine, Département des sciences de la santé communautaire, Université de Sherbrooke	1984-1987--2nd	Sherbrooke	Cantons-de-l'Est
Henriette Dupuis	Coordinator			

COMMISSION ON ADULT EDUCATION

The mandate of Marie-Paule D. Vaillancourt has been renewed until August 31, 1987.

Six new members, whose mandates expire August 31, 1987, have been appointed to the commission:

- Jean Canac-Marquis, Bellefeuille
- Louis Côté, Beauport
- Peter Galley, Laval
- Yvan Landry, Saint-Georges-de-Beauce
- Lorraine Séguin, Lévis
- Linda Shohet, Montréal

to replace Gérard Pelletier, Liliane Labelle, Raymond Bolla, Michel Lemire, Yolande Laviolette and Madeleine Préclaire, respectively.

Members of the Commission on Adult Education

Name	Function	Term	<u>Place of Residence</u> City	<u>Place of Work</u> School Region
Ducharme, Claude	Chairman Director, United Automobile Workers	1984-1985--2nd	Montréal	Montréal
Canac-Marquis, Jean	Director, Adult Educational Services, Commission scolaire Saint-Jérôme	1984-1987	Bellefeuille	Montréal
Côté, Louis	Social Sciences Coordinator, Service de l'enseignement général et socio-culturel, ministère de l'Éducation	1984-1987	Beauport	Québec City

Galley, Peter	Director, Adult Educational Services for Anglophones, Commission des écoles catholiques de Montréal	1984-1987	Laval	Montréal
Landry, Yvan	Director, Labour Relations Les Aciers Canam Inc.	1984-1987	Saint-Georges	Québec City
Lebret, Murielle L.	Chairperson-Director General, Comité pour l'intégration des personnes handicapées du Québec	1983-1986	Montréal	Montréal
Nadeau, Madeleine	Coordinator, Adult Education, collège François-Xavier-Garneau	1983-1986	Saint-Nicolas	Québec City
Ouellet, Michelle H.	Coordonnatrice des programmes de formation d'animatrices, Association féminine d'éducation et d'action sociale	1983-1986	Saint-Jérôme	Montréal
Palin, Fernand	Director, Adult Educational Services, Commission scolaire de Chicoutimi	1983-1986	Jonquière	Saguenay-Lac-Saint-Jean
Proulx, Jacques	Professor, Department of Psychology, Université de Sherbrooke	1982-1985--2nd	Victoriaville	Cantons-de-l'Est
Rodrigue, Norbert	Coordinator, Training Centre, Confédération des syndicats nationaux	1983-1986	Lanoraie	Montréal
St-Pierre-Babin, Sylvie	Director, Conseil des coopératives de l'Outaouais	1982-1985	Gatineau	Outaouais
Séguin, Lorraine	Guidance counsellor, Commission de formation professionnelle du Québec	1984-1987	Lévis	Québec City
Shohet, Linda	Coordinator, Literacy across the Curriculum, Dawson College	1984-1987	Montréal	Montréal

Vaillancourt, Marie-

Paule D.

Adult education teacher, Centre

Katimavik, Commission scolaire

Sainte-Croix

1984-1987--2nd

Outremont

Montréal

Lamontagne, Paul-Henri

Coordinator

SECRETARIAT

ADMINISTRATION

- Pierre Lucier, President of the Council
- Lucien Rossaert, Vice-President of the Council

SECRETARIAT OF THE COUNCIL AND THE CONFSSIONAL COMMITTEES

- Raymond Paré, Joint Secretary of the Council
- Alain Durand, Joint Secretary of the Council
- Guy Mallette, Secretary of the Catholic Committee
- Harry Kuntz, Secretary of the Protestant Committee

DIRECTION DES ÉTUDES ET DES RECHERCHES

- Arthur Marsolais, Director

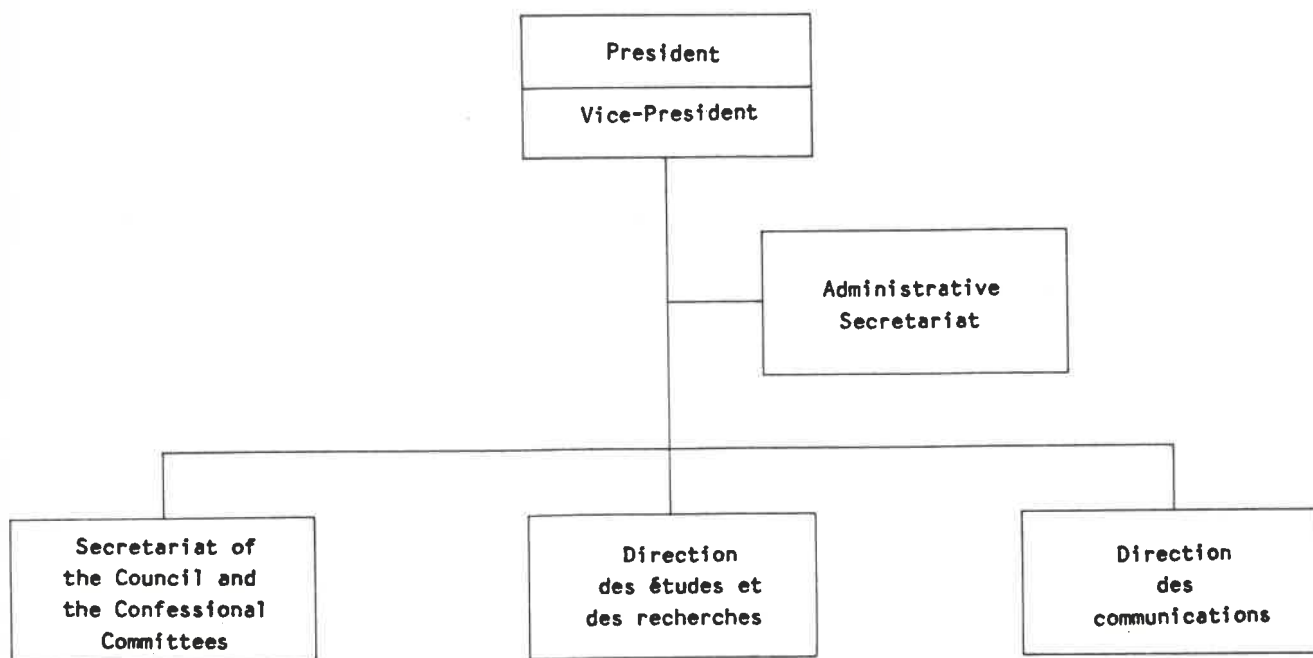
DIRECTEUR DES COMMUNICATIONS

- Jean-R. Deronzier, Director

AUTHORIZED STAFF AS OF APRIL 1, 1985

	Supervisory Staff	Budget/ Person- nel Man- agers	Profes- sionals	Techni- cians	Office Staff	Total
Office of the President and Office of the Vice- President	2	-	-	-	1	3
Secretariat of Council bodies	3	-	6	-	5	14
Études et recherches	1	-	3	-	1	5
Communications et documentation	1	-	2	1	2	6
Administrative secretariat and reception	-	1	-	-	3	4
Total	7	1	11	1	12	32

ORGANIZATIONAL CHART OF THE SECRETARIAT OF THE
CONSEIL SUPÉRIEUR DE L'ÉDUCATION



Financial Resources

Budget and Expenditures (\$000)

Fiscal Year Ending March 31, 1985

Program: 02 - Consultation

Item: 01 - Conseil supérieur de l'éducation

Supercategories	Appropriations	Amended	Expenditures
Categories	Voted	Budget	
31-- Operations - Staff			
01--Salaries	1 155.6	1 090.6	1 045.5
02--Other remuneration	12.2	12.2	52.5
Subtotal	1 167.8	1 102.8	1 098.0

91-- Operations - Other Expenditures

03--Communications	157.6	157.6	160.2
04--Professional services	561.7	626.7	624.5
05--Maintenance and repairs	0.2	0.2	3.1
06--Rent	28.0	28.0	3.0
07--Supplies	20.6	20.6	41.8
08--Equipment (less than 1.0)	1.0	1.0	2.0
11--Other expenditures	9.6	9.6	5.5
Subtotal	778.7	843.7	840.1

92 Capital

08--Equipment	10.1	10.1	9.9
Subtotal	10.1	10.1	9.9
Total	1 956.6	1 956.6	1 948.0

SUMMARIES OF ADVICE SUBMITTED BY THE COUNCIL TO THE MINISTER OF EDUCATION

VERS DES AMÉNAGEMENTS DE LA FORMATION ET DU PERFECTIONNEMENT DES ENSEIGNANTS DU PRIMAIRE ET DU SECONDAIRE (SEPTEMBER 28, 1984)

This advice was prepared within the framework of the broad consultation undertaken on the training and professional development of elementary and secondary school teachers. This consultation must precede the definition of an overall policy on, and amendment of, Regulation No. 4 respecting teaching permits and certificates.

In a recent report on teachers, the Council devoted a chapter to the training and professional development of teachers, in which it broached most of the questions found in the ministerial project. For this reason, it delayed preparation of its advice, which responds to specific points in the Ministry's consultation document, while reiterating most of the policy directions outlined in the report on teachers.

SHARING RESPONSIBILITIES

A change in direction is necessary with respect to the sharing of responsibilities between the Ministry and the universities. The ministère de l'Éducation currently establishes broad educational policies, official school policy and province-wide curricula. It must coordinate the requirements of the public education system and the quality of teacher training. This fact justifies the Ministry's maintaining its primordial responsibility in identifying the types of compétence expected from teachers and the definition of the main objectives of teacher training. On the other hand, according to the Council, the universities must fully exercise their mandate concerning teacher training and develop their own teacher training programs. Consequently, the universities must enjoy full autonomy in this field and wide latitude for initiative according to each one's areas of specialization. In particular, this implies that the Ministry stop intervening as it currently does in the elaboration, approval and review of university teacher training programs.

At present, the most appropriate method of ensuring the necessary collaboration in reviewing the training and professional development of teachers is the Comité de la formation des enseignants, which has been inactive for several years. Armed with a mandate revised according to current needs and a broadening of its membership to include representatives of students and parents, this consultative committee could be the focal point of communication and participation between various partners and the ministère de l'Éducation. The Council advocates establishing the committee without delay, to enable it to function as soon as the new regulation governing teaching certificates has been adopted.

PROFESSIONAL AND PRACTICAL CONCERNS IN TEACHER TRAINING

The Council supports the Ministry's desire to vigorously reconfirm the importance of the professional development of teachers and proposes that it be made the focus of development in universities, school boards and schools.

Among the facets of training which teachers must learn, emphasis should be placed on the ability to reflect on education itself, its nature, trends and the sense of personal development, i.e., on a certain notion of professional culture likely to ensure a solid foundation for training. Although it is hard to establish the proper balance between theory and practice in teacher training programs, the Council feels that the time currently allocated to practice is insufficient. To further enhance this aspect of training, it proposes appreciably lengthening the duration of practical activities and, if need be, extending the year of psychopedagogy stipulated in Regulation No. 4.

To guarantee high-quality practical training, it is necessary to establish more dynamic, structured relationships between the universities and the schools. In this respect, the idea of schools associated with the universities, proposed in the ministerial study, is worthy of special attention. Associated schools would be public institutions which officially accept to collaborate with professors responsible for teacher training in the universities. They would

become veritable centres for practical teacher training.

The possibility of establishing regional resource centres patterned on Teachers' Centres in the U.K. is also worthy of consideration, especially in terms of professional development and keeping teachers abreast of new developments. Such centres would be the focus of exchanges on teaching aids and pedagogical information and would help bring teachers and theoreticians closer together.

TEACHER PROBATION SYSTEM

The current teacher probation system does not produce the expected results. Teachers' refusals to evaluate their colleagues, limited supervision and veritable support, the absence of observation of new teachers in the classroom, and limited support from the universities mean that new teachers complete their two years of probation as best they can, and receive their permanent certificate almost automatically. Conditions for entering the profession must be radically altered. In this perspective, the Council supports the Ministry's intention to abolish the current probation system, which implies a thorough reorganization of initial teacher training in the universities.

The Council recommends that the probationary period be considered an integral part of initial training, and that the practicum be lengthened during training in the university. These changes will inevitably affect the overall duration of initial training. For this reason, the Council feels, as it already proposed in its advice on teachers, that it would be advisable to increase initial teacher training to four years, including practical training.

THE RIGHT TO THE PRACTICE OF TEACHING AMONG ELEMENTARY AND SECONDARY TEACHERS

Current principles respecting the certification of teachers have led to excessive diversification and compartmentalization of teaching certificates: at present, there are 268 different ones. To remedy this situation, the ministère de l'Éducation proposes a single certificate which would grant a general

authorization to teach, regardless of language used, subjects taught or the level of teaching. The certificate would be accompanied by a list of qualifications and would enable school boards to assign teachers to classes according to each one's abilities.

The Council asked itself what the legal implications of a single certificate accompanied by a list of qualifications might be; it doubts whether this can resolve the problem of the excessive compartmentalization of certificates. It seems that an attempt must be made to find an intermediate solution and propose types of certificates which avoid current over-specialization, in order to achieve greater, although not unlimited versatility, while preserving those types of specialized certificates which are occasionally necessary. Regardless of the type of system selected, mastery of the mother tongue should be a prerequisite for obtaining a teaching certificate.

Teacher training in the vocational sector poses a considerable problem: Québec still does not have a truly efficient basic training system for vocational teachers, as the «learn-on-the-job» system still prevails. The laudable approach outlined in the ministerial study, which advocates eliminating differences in status and cheap training for vocational teachers, remains theoretical and does not offer short-term, realistic solutions. At present, the Council is unable to propose concrete solutions. It feels that they can be found through intensive, systematic research involving the Ministry, the universities, schools and vocational teachers.

However, the Council does not subscribe to the proposal that auxiliaries be hired, to act as expert vocational teachers' assistants; such a measure risks dissociating pedagogical competence and professional competence and institutionalizing a group of second-rate teachers. Instead, it feels that a methodical search for special solutions should be carried out, which would enable teachers in this sector to fully combine teaching ability and competence in their field of teaching.

PROFESSIONAL DEVELOPMENT OF ELEMENTARY AND SECONDARY SCHOOL TEACHERS

Teaching is a changing field which demands ongoing education and sustained professional training. Teachers must constantly endeavour to remain abreast of changes in teaching and education. To achieve this end, the Council advocates two types of professional development plans. On the one hand, overall needs justify the introduction of province-wide plans, elaborated, above all, according to pedagogical changes affecting the entire education system; on the other, there is a need for more personalized plans which respond more specifically to individual needs in the development of each teacher's career.

To finance professional development, the Council suggests two guiding principles:

- courses and activities related to professional development, retraining and upgrading which are immediately demanded by changes in, and the requirements of, the education system should be officially included in teachers' overall duties and not entail salary changes;
- university studies appropriate to teaching or related duties, undertaken outside working hours and without the assistance of the professional development fund should continue to be recognized for salary purposes.

CONCLUSION

After the experience of some 15 years since the abolition of normal schools and the transfer of their responsibilities to the universities, it is fortunate that the ministère de l'Éducation is now taking stock of the principal aspects of the initial training and professional development of teachers.

The Council hopes that the ministerial consultation will be promptly followed up through a broad policy and specific regulations likely to promote the training and professional development of teachers on a renewed basis,

properly adapted to contemporary society and responding fully to the needs and aspirations of teachers and the demands for quality in education.

PROJET DE MODIFICATIONS AUX RÉGIMES PÉDAGOGIQUES DU PRÉSCOLAIRE, DU PRIMAIRE ET DU SECONDAIRE, CONFORMÉMENT AU PROJET DE RÈGLEMENT SUR LES ARCHIVES PUBLIQUES (NOVEMBER 1, 1984)

This document was prepared in response to a request from the Minister of Education for advice on a proposed regulation respecting the public archives, involving changes in official school policy at the preschool, elementary and secondary levels with respect to sections governing the keeping of course results.

It should be pointed out that section 7 of the Archives Act stipulates that government agencies must establish and keep up to date a retention schedule respecting their active and semi-active documents. Division 1, section 2 of the proposed regulation related to the act stipulates that the schedule must be submitted to the Minister of Cultural Affairs, in accordance with section 8 of the aforementioned act.

School boards are covered by the act and the regulation, especially with regard to the keeping of course results. Henceforth, they will have to establish their retention schedule and submit it to the Minister of Cultural Affairs.

This provision will lead to changes in official school policy at the preschool, elementary and secondary levels:

- Current section (sub-section 1) respecting the keeping of course results.

- At the preschool and elementary school levels, the pupil's course results are kept in a place that ensures their safety and confidentiality, until the day when the person concerned reaches 75 years of age (section 24). At

the secondary level, the pupil's course results are kept in a place that ensures their safety and confidentiality, until the day when the person concerned reaches the age of 75 (section 9).

- Proposed section (sub-section 1).
- The same, except for the duration indicated.

REMARKS

Whereas this amendment to official school policy simply ensures the concordance of such policy and the Archives Act by substituting a schedule established by the school boards for the current province-wide retention schedule of course results;

whereas this amendment does not have any effect on teaching;

whereas the safety and confidential nature of the course results preserved continue to be protected;

whereas the type of person authorized to consult these course results remains the same, as does the right of the parents of minors or of students who have come of age to obtain the course results kept,

- the Council does not object in principle to amendments outlined in section 24, sub-section 1, of the «Regulation respecting the basis of elementary school and preschool organization» and in section 9, sub-section 1, of the «Regulation respecting the basis of secondary school organization», provided provision is made to ensure, by other means, that course results are kept for a sufficiently long period.

Although the Minister of Cultural Affairs, under the Archives Act, may «modify a retention schedule submitted to him» (section 9) and, by regulation, «determine (...) the standards and conditions of management of the

archives, particularly regarding their preservation (...) alteration and disposal» (section 37, sub-section 2), he ultimately maintains full discretion to decide how long course results will be kept. For example, he may, in his own policies, decide that such limits will be the same for all school boards, or accept differing limits.

The problem of the duration of preservation persists; it may well be prejudicial to individuals where, under a preservation calendar adopted by a school board, the precipitous destruction of their course results prevents them from having access to the records when they really need them. With regard to continuing education, such a need might arise, for example, during course registration or the assessment of a student's previous studies.

This problem must be solved in an equitable manner which reconciles the relative autonomy of the school boards and a reasonable limit for preserving course results, which should be ensured for the benefit of those concerned.

- For this reason, the Council recommends that the Minister of Education refer this aspect of the matter to the Minister of Cultural Affairs, with a view to exploring possible equitable solutions to it.

Among others, the Council envisages the following hypotheses:

1. The Minister of Education might reach an agreement with the Minister of Cultural Affairs whereby the latter, in his policy (section 4), establishes a period for keeping course results which is sufficiently long to satisfy the possible needs of users during their ongoing education.
2. The Minister of Cultural Affairs might reach an agreement with the Minister of Education whereby the latter, through a directive to the school boards, harmonizes the minimum period for preserving course results throughout the school system.
3. Should the ministries concerned fail to reach agreement on either of the

preceding hypotheses, the gouvernement du Québec could, through regulation, under section 37, sub-section I of the Archives Act, waive provisions of the act governing the keeping of course results as they apply to school boards. If such were the case, current official school policy would not have to be amended.

TEACHING SECOND LANGUAGES IN PRIMARY AND SECONDARY SCHOOLS (NOVEMBER 1, 1984)

Québec's linguistic situation is unique a fact, which has a bearing on any approach to second language teaching.

French, the national language of Québec, is a minority language in North America, which means that it is potentially threatened. This fact must be borne in mind when second language teaching is examined, with respect to measures needed to protect and develop French, and precautions necessary in Québec when promoting English as a second language. The generalized mastery of French, the national language of Québec, is a necessity for all Quebecers, and the government must facilitate their acquisition of it.

English, one of the two official languages of Canada and the language of Québec's biggest cultural minority, is a vital element of our cultural heritage; it cannot be considered a foreign language. English is also the dominant language in North America and is used throughout the world. Mastering English is a major asset in terms of equal opportunities in North America, and essential for any individual wishing to engage in advanced training, or aspiring to securing a place in international trade, technology, the arts, cooperation and most other fields of endeavour.

Second language teaching in the elementary and secondary schools has been examined primarily in terms of efficiency: has such teaching reached its stated objectives? What measures might be implemented to improve it? Are there intentions which should be rekindled in this area? In the first instance

such questions invite an examination of the socio-cultural and pedagogical parameters surrounding the question of second language teaching. Secondly, the Council deals separately with English and French as second languages, as both are evolving in Québec in a manner which prohibits simple comparisons.

Socio-cultural and Pedagogical Parameters

Given the unique position of French, the national language of Québec and a minority language in an environment where a knowledge of English is of the utmost importance, Québec has adopted a clear linguistic policy, expressed in official school policy at the preschool, elementary and secondary levels, which establishes the place of both languages in the curricula of French and English language schools.

On several occasions, Quebecers have indicated their expectations with regard to efficient teaching of English and French as second languages. According to a Gallup poll taken during the summer of 1984, two-thirds of English-speaking Canadians demanded that French be taught as a second language in the schools. According to the Québec Federation of Home and School Associations, parents are primarily concerned that English-language schools teach their children sufficient French to enable them to live comfortably in the Québec linguistic and cultural environment. During consultations on the Green Paper in 1977, four French speaking Quebecers out of five felt that the teaching of English as a second language should be part of the compulsory curriculum in French language schools. More recently, a survey conducted by the Fédération des comités de parents de la province de Québec indicated that 50 percent of respondents were dissatisfied with English teaching in elementary schools; the corresponding figure for secondary schools was 60 percent.

More specifically pedagogical parameters must also be taken into account. For example, it seems that a policy respecting second language teaching cannot be separated from one concerning teaching of the mother tongue. For this reason, it is important to promote mastery of English and French as second languages, and bear in mind that such efforts can only achieve their

full cultural and pedagogical scope if they are based on even more vigorous promotion of the quality of French and English as mother tongues. Mention should be made here of the special case, although it is widespread in Montréal, of allophone students for whom both languages learned in school are second languages and who should also be able to fully master their mother tongues, to avoid cognitive – or indeed, emotional – problems.

Other aspects of the pedagogical environment affect second language learning. While schools are important places for such learning, the media and the community, parents and the immediate entourage also have a decisive effect.

Where parents display a positive attitude toward the second language, and especially toward those whose mother tongue it is, they contribute unquestionably to developing among young people the motivation required for learning. The competence of teachers is also undeniably a key factor. It is essential for teachers to have a thorough knowledge of all aspects of the languages they teach. In this respect, the Council wishes to draw attention to various forms of professional development open to teachers. Classroom organization and the learning environment may also be decisive factors with regard to the efficiency of teaching; for this reason, the distribution of courses, class size, the quality of teaching aids available, exchange programs, visits and sojourns abroad are important.

TEACHING ENGLISH AND FRENCH AS SECOND LANGUAGES

The Council's recommendations concerning the teaching of English as a second language are based on data, observations and comments that it has analysed in light of the situation described earlier.

The new curriculum stresses communication; it is expected that a non English speaking pupil having completed elementary school will be able to use English as a means of communication in situations corresponding to the needs and interests of his age-group. Upon completion of secondary school, a pupil should be able to communicate in English in everyday situations.

It would appear that, with regard to implementation of the new curriculum, much emphasis is being placed on the professional development of teachers, particularly in terms of the latter's adoption of the curriculum's spirit, and the objectives and methods it proposes.

In elementary schools, it is to be noted that all school boards do not currently allocate the full amount of time prescribed by official school policy for teaching English as a second language, and that many of them start teaching it in fifth year rather than in fourth year. The Council recommends that this situation be rectified.

The regulation now in force stipulates that in English-language schools, the teaching of French as a second language must begin in grade one, for two hours a week. In secondary schools, the regulation requires four credits per year, i.e., about one hundred hours of activity for each year of the course. Moreover, for secondary studies to be certified, the 40 compulsory credits must include four credits for French as a second language in Secondary IV and Secondary V. In both elementary and secondary schools, the school board may use French as the teaching language for subjects other than French as a second language, in accordance with regulations established by the Minister.

The implementation of new curricula covering French as a second language, whose application began obligatorily in 1985-1986, is under way. Under them, pupils should be able to communicate in situations where the use of French is necessary or useful. They are designed to develop self-confidence among pupils when they use French, spark their interest and make them more aware of the French-speaking community in Québec and individuals who speak French.

Problems noted in some schools in implementing the new curricula covering French as a second language centre on the training and professional development of teachers and a lack of appropriate teaching aids, which also apply to English as a second language.

In elementary schools, 120 minutes a week are allocated to teaching the core program; in secondary schools 225 minutes are devoted to such teaching. As this has been deemed insufficient to enable pupils to achieve a certain mastery of French in everyday communication, and to facilitate the socio-cultural integration of young people in Québec society, parents and a number of school boards felt it was necessary to introduce special programs to increase pupils' contact time with French in the schools. For this reason, in certain school boards, 30 percent of pupils are currently registered in immersion programs, and 12 percent in intensive French programs.

These types of teaching attempt to replace what the community — and indeed, the family — are unable to provide, i.e., frequent, high-quality contact with French as a means of communicating with French-speaking people.

Immersion programs in French as a second language appear to be working. Nonetheless, English-language schools are questioning the real interest displayed by the ministère de l'Éducation in this type of teaching. They would like the Ministry to publish the results of research and programs for use in the schools, and provide support not only in authorizing such teaching, but in applying and following it up.

Requirements concerning the training and professional development of teachers of French as a second language are the same as those described earlier with respect to their colleagues who teach English as a second language. Training in second language teaching and a knowledge of the language are essential in both groups of teachers.

However, there is one specific concern which teachers must bear in mind, related to the nature of the French which should be taught in the schools. School boards must ensure that standard French is taught, taking into account the particularities of Québec French. The Council feels that a Québec French exists which is entirely correct and fully usable throughout the world. It goes without saying that teachers must master this French and be properly trained to teach it.

A problem currently exists with respect to teaching material adapted to the needs of elementary and secondary school pupils studying French as a second language, for the application of new curricula, whether through core or immersion programs. The Council recommends that a systematic attempt be made to quickly remedy this situation.

The Council is also strongly in favour of visits, exchanges and study trips to bolster communication between English speaking and French speaking pupils.

CONCLUSION

It has never been easy to deal with teaching French and English as second languages, as too many cultural, social, political and even emotional factors complicate problems related to it. However, it is important to discuss this question as openly and calmly as possible, all the more so as a considerable number of Quebecers seem to agree on several observations and expectations. The Council is convinced that much is at stake, for individuals and for Québec society as a whole, in the underlying message found in this advice, which emphasizes the need to significantly revitalize the teaching of English and French as second languages.

On the basis of these reminders and highlights, the Council recommends:

1. that school boards allocate at least all the time prescribed by official school policy to teaching English as a second language in elementary schools, in order to attain curriculum objectives;
2. that various types of experimentation and innovation in teaching English as a second language be clearly and officially encouraged, and authorized, especially intensive teaching, and that a framework for critical follow-up and evaluation be elaborated and made known to the public;
3. that only teachers who have a properly certified mastery of English and teacher training be assigned to teach English as a second language;

4. that, despite budgetary constraints, school boards do everything in their power to ensure proper supervision of teachers of English as a second language, particularly by appointing a full-time or part-time pedagogical consultant, as the case may be;
5. that the production of quality teaching material for courses in English as a second language be vigorously pursued; that, to this end, teachers and pedagogical consultants be encouraged to produce teaching material and that, in collaboration with publishers, the dissemination of the best locally produced teaching material be undertaken;
6. that closer attention be paid to the teaching through immersion of French as a second language and, following the example of other curricula, that it give rise to projects involving information, development and systematic experimentation;
7. that school boards ensure that the quality of French taught to non French-speaking pupils meets the norms of standard French, taking into account the particularities of Québec French and that, to this end, teachers be required to have adequate training;
8. that initiatives to foster production of teaching material adapted to the needs of Québec English speaking elementary and secondary school pupils studying French as a second language be encouraged and supported, in core and immersion programs; to this end, that a systematic effort be made to catalogue and evaluate these experiences and the material produced, create more promising conditions for them, and ensure the necessary distribution in collaboration with publishers;
9. that communication between English and French speaking pupils be fostered and bolstered.

PAR-DELÀ LES ÉCOLES ALTERNATIVES: LA DIVERSITÉ ET L'INNOVATION DANS LE SYSTÈME SCOLAIRE PUBLIC (MARCH 15, 1985)

Public schools should be able to offer diversified educational services that satisfy the needs of all pupils. This is the main theme of this advice of the Council to the Minister of Education.

The ability to satisfy as adequately as possible pupils' diverse educational needs is probably one of the most important challenges facing the school system. Individualization of instruction, the implementation of special educational services intended for specific types of pupils, diversification of pedagogical approaches and improvements in the schools, and support for educational projects are all goals which testify to a right to be different which successive reforms have attempted to promote.

The ability to innovate, without which there can be little true diversity and without which the school system would quickly become ossified and, as such, be incapable of satisfying ever changing pupil needs, is another challenge.

A study of alternative schools led the Council to deal with the entire school system, while focussing attention on the point of view which alternative schools themselves seek to emphasize, i.e., the diversity of the educational needs of pupils, to which schools must respond with a diversity of services.

First, it would undoubtedly be useful to state what an alternative school in Québec is. An alternative school may be defined as an innovative public school which, because of its orientation and methodology, offers an approach and educational services that are markedly different from other public schools. There are two major types of alternative schools: «pedagogical alternative» schools advocate autonomous development among pupils; «curriculum alternative» schools emphasize pupil development in a subject area — music, art, science, physical education and so forth.

Three questions arise with respect to the operation of pedagogical alternative schools, not only for the benefit of the schools, but for that of the entire school system, i.e., the evaluation of pupils' performance, the integration of school subjects and clear recognition of pedagogical alternative schools.

EVALUATION OF PUPILS' PERFORMANCE

The pedagogical approach advocated by the pedagogical alternative school is more global than disciplinary. In it, the six years of elementary school are deemed to be the framework in which objectives are achieved; each child may reach the objectives at different times, according to his own development.

Under the circumstances, it is readily apparent that evaluation methods can hardly follow common and set timetables. However, this situation has certain disadvantages, if only with respect to ensuring that pupils make the transition smoothly from an alternative elementary school to a regular secondary one, as Québec currently has only one alternative secondary school. The transfer from alternative elementary schools to regular ones, and the reverse, must also be taken into consideration. Both types of transition favour less global forms of evaluation. For this reason, the Council recommends adopting a system of evaluation in pedagogical alternative schools which punctuates learning according to a graduated scale of objectives more closely allied to that practised in regular schools, whereby the six years of elementary school are broken into more clearly delineated stages.

THE INTEGRATION OF SCHOOL SUBJECTS

Project-oriented teaching, on which pedagogy in alternative schools is extensively based, implicitly supposes a decompartmentalization of school subjects. However, for want of tests, it is hard to determine to what extent each subject is integrated into the child's development, and to establish whether each subject is sufficiently mastered.

The integration of school subjects is a question of the utmost importance in terms of classroom organization and teaching practices. In the elementary school, this integration is proposed as a desirable ideal, to be pursued and developed by the classroom teacher. In the secondary school, insistent, unwavering criticism has been heard in recent years directed against excessive compartmentalization of subjects and teaching. The integration of subjects is related to the integration of learning and the personal acquisition of knowledge. It is a complex undertaking which supposes adequate resources. The elaboration and mastery of such resources demand that systematic research and experimentation be carried out. Moreover, the Council recommends that priority be given to current research and experimentation programs on the integration of subjects and that alternative pedagogical schools be consulted to benefit from their experience in this field.

CLEAR RECOGNITION OF PEDAGOGICAL ALTERNATIVE SCHOOLS

It seems that pedagogical alternative schools bother many people. Their status often appears precarious within their own school board.

School boards should take a clear stand on such pedagogical alternative schools. The Council feels that such schools must be recognized and encouraged; it is convinced that they represent a valid response to real, clearly identified educational needs.

METHOD OF RECRUITMENT OF CURRICULUM ALTERNATIVE SCHOOLS

With regard to curriculum alternative schools, we must ask ourselves about the selective method of recruitment practised in them, which appears to suppose the identification of what might be called intellectual prowess or talent for a special field of knowledge or the arts. These schools cannot satisfy the needs of pupils who, without necessarily being gifted or capable, from the outset, of achieving the programs' objectives in less time than is allocated, display a taste and ability for the arts, for example.

More schools should organize their timetables so that time is available to pursue certain types of learning. School boards must more clearly define the objectives pursued by curriculum alternative schools and make them accessible to more diversified clientele, particularly by avoiding associating intellectual prowess with certain special skills.

DIVERSITY IN PUBLIC SCHOOLS

Experience in alternative schools shows that regular schools appear unable to respond to the highly varied needs of pupils. To remedy this situation, and to foster greater diversification in regular schools, the Council proposes various measures based on provisions governing the operation of schools, such as official school policy, the enrichment of curricula, methods of grouping pupils and the development of educational projects.

EDUCATIONAL REGULATIONS

Educational regulations provide some room to manoeuvre, although it is not obvious, and is more often evoked than defined. One has to be fairly conversant with the subtleties of the system to clearly grasp it. The flexibility of official educational regulations confirmed by experts must be more widely explained and known.

At present, educational regulations explicitly provide for special educational services for children with learning difficulties, pupils in economically disadvantaged areas, those who have just arrived in Québec, those requiring additional instruction in French, those studying at home or in hospitals, those requiring pedagogical support, and Inuit and Amerindian pupils. Such services are to be included in provisions in the new Act respecting public elementary and secondary education. Neither official school policy nor the new act mention services for gifted or talented pupils.

The Council requests that remedial measures be adopted in the act and official educational regulations in order to clearly recognize the rights of gifted and

talented children.

ENRICHMENT OF PROGRAMS

Curricula are now structured so that they can be enriched locally. The Act respecting public elementary and secondary education stipulates that from now on «the school board shall determine the guiding principles for enriching objectives and adapting optional contents of official programs of studies.» To allow regular schools to respond concretely to the special needs of their gifted and talented pupils, strong measures must be taken so that school boards and the ministère de l'Éducation ensure the optional enrichment of curricula and provide adequate resources for doing so.

GREATER FLEXIBILITY IN GROUPING PUPILS

With the abolition of the enriched, regular and slow streams in secondary schools and the implementation of a policy governing the integration of children with learning difficulties, the heterogeneous grouping of pupils has been fostered. However, certain practices respecting the grouping of pupils strangely resemble the reintroduction of the streams mentioned above. The development of curriculum alternative schools might even suggest that the possibility of having enriched schools has not been dismissed; regular schools are still called upon to apply the official doctrine of the heterogeneous class.

Faced with this question, the Council feels that there is every reason to relax the methods of grouping pupils in regular schools, in order to be able to better respond to diverse educational needs and foster individualized teaching. It even proposes encouraging experimentation with homogeneous groupings for certain activities.

DIVERSIFICATION OF EDUCATIONAL PROJECTS

Bil 3 respecting the reorganization of the school system, includes a basic educational orientation which may be the basis for renewing diversity in the

public school system, i.e., the gradual, concerted achievement of autonomy among the schools centred on high-quality educational projects corresponding to their needs. The act stipulates that school boards must encourage the achievement of every school's educational project. Projects of interest already exist in regular public schools, some of which resemble those found in alternative schools. School boards are thus invited to foster, first and foremost, the development and execution of educational projects at the local level.

INNOVATION IN PUBLIC SCHOOLS

A number of innovations are to be noted in public schools other than alternative schools. These improvements generally cover teaching in regular schools, without altering the overall operation of the school; however, as they are not systematically catalogued, they often go unnoticed. With respect to innovation, pedagogical and curriculum alternative schools have a special place as innovation is central to their global project.

Innovation must be fostered in all schools; above all, it must not be confined to alternative schools. While it must be a source of satisfaction that schools take the initiative in implementing and developing original types of operation, it would be disturbing if uniformity, or indeed blandness, were to become the lot of regular schools.

The dissemination of experiments and information cannot be dissociated from support and innovation. In this respect, catalogues and inventories of various projects are highly useful. A number of favourable conditions are needed to support innovation in regular schools. Among them, receptiveness to, and a desire for, progress among school officials are of the utmost importance, as are criteria related to budgetary choices which, in the Council's view, must foster assistance to thoughtful progress and pedagogical renewal. The stability of teaching staff and their training and professional development will also play an important role in the future of innovation in the schools.

MANAGING INNOVATION AND DIVERSITY

It is anticipated that public schools will increasingly foster diversity because of social pressure arising from the alternative school movement and projected changes in Bill 3. Diversity is likely to be emphasized in three ways, i.e., through greater numbers of alternative schools; greater differences between schools, especially through the development of better defined educational projects; and greater variety within regular schools through recourse to a broader range of teaching methods.

Greater diversity in public schools must be managed throughout the system and in the school boards.

The Council wishes to underscore several requirements related to managing innovation and diversity.

- It seems important that management of innovation and diversity be established, from the outset, through consultation and cooperation.
- It is necessary to foster and respect the autonomy schools require to elaborate and accomplish an educational project corresponding to the needs and aspirations of their pupils and the surrounding community.
- Balance and fairness should be maintained between alternative schools and other public schools.
- Support must be given for the development of diversity; it consists of administrative and financial support and a contribution designed to ensure stability and professional development among teaching staff.
- Management of innovation and diversity must encompass clear, widely disseminated information respecting services offered by a network of diversified schools.

- One final requirement covers the limits of diversity in the public school system. Such limits are pedagogical, social, political, administrative and financial.

CONCLUSION

While the Council recognizes the place alternative schools warrant in the public system, it is essentially recommending that innovation and diversity also be fostered in all regular schools. And that, openly, rather than through officious methods which make it possible to discreetly circumvent objectives outlined in common policies.

The Council therefore recommends:

1. that pedagogical alternative schools ascribe greater importance to systematic evaluation of developed abilities and acquired knowledge on the part of pupils and that such schools implement a more graduated approach to the objectives of elementary school programs;
2. that, under current research and experimental programs of a pedagogical nature, high priority be accorded to subject integration; it is further suggested that pedagogical alternative schools at the elementary level be urged to participate in research-action projects in this field;
3. that school boards grant distinctive recognition to the accomplishments of pedagogical alternative schools in their commendable efforts to meet real and diversified educational needs; the Council also suggests that such schools be supported both explicitly and equitably;
4. that school boards clearly delineate the objectives pursued by curriculum alternative schools, while carefully avoiding the identification of intellectual prowess with particular aptitudes; moreover, these goals should be made more readily accessible to clientele with diverse backgrounds;

5. that the Minister of Education reaffirm the importance and necessity of innovation and experimentation in every school, both regular and alternative, and that the Minister make all projects widely known: the Council also recommends that certain essential conditions be established accordingly, in particular the firm support of school authorities, enlightened budgetary choices, stability among teaching staff, and encouragement for staff to participate in professional development programs;
6. that the ministère de l'Éducation and school boards ensure wide distribution of specific information concerning the margin of manoeuvre within the educational regulations, so that all schools may take advantage of the flexibility it provides;
7. that the rights of gifted and talented pupils to suitable educational services be clearly written into the Act respecting public elementary and secondary education by the Minister of Education; the Council recommends that those rights be included in current educational regulations until the new act comes into effect;
8. that school boards and the ministère de l'Éducation take vigorous, concerted action to implement optional enrichment of school programs, centred on structured, proven teaching materials;
9. that, in cooperation with school boards, the ministère de l'Éducation clarify practices with regard to heterogeneous grouping of pupils, and that the ministry encourage and support experimentation in homogeneous grouping for certain activities with a view to fostering individual instruction;
10. that school boards give priority attention and support to the creation and local supervision of high-quality educational projects adapted to community needs;
11. that each school board specify and make known the policies it intends to promote with regard to innovation and diversification of educational services offered within its territory.

POUR LE RENOUVELLEMENT ET LE RESSOURCEMENT DU PERSONNEL D'ENSEIGNEMENT (May 9, 1985)

Based on a study of the demographic evolution of the teaching profession and the attendant professional and social repercussions, the Council has noted that ageing and high unemployment among young people are both reflected in the Québec teaching community. However, its conclusions are neither pessimistic nor alarmist. The Council affirms that two compelling needs emanate from the issue of ageing in the teaching profession: first, finding more outlets -- and socially more equitable ones -- for young graduates; second, providing present staff with more systematic opportunities to renew their resources. Moreover, the study shows the falsity of the prevailing notion that teachers who have reached or passed the average age are incapable of providing quality teaching. To the contrary, the Council believes that age often compensates its inevitable share of fatigue and exhaustion with professional maturity which serves education well. If a problem of ageing does indeed exist, it is rather because the average age of members of the profession is moving upward and because it is increasingly difficult to achieve equilibrium among various age-groups.

FIGURES THAT SPEAK FOR THEMSELVES

ELEMENTARY AND SECONDARY EDUCATION

The Council presents an analysis, well supported by statistics, of changes, since the reforms of the 60s, in the average age of elementary and secondary school teachers, compared with changes in the number of pupils. This serves as a reminder that the democratization of the Québec education system and the increase in population gave rise to the hiring of large numbers of new recruits 20 years ago. Indeed, the elementary and secondary school population rose from 1 265 863 pupils in 1960-1961, to 1 588 788 within a ten-year period.

After 1970-1971, however, the school population fell on an inverse curve to 1 066 958 pupils in 1983-1984. During that time, starting in 1971-1972, the number of teachers dropped by about 9 300. Their average age, which was 32 in 1970-1971, has risen to 41.6 today.

It should be noted that in the French language sector, the sharpest drop in the number of teaching posts occurred in secondary schools, especially in vocational education. The Montréal, Québec City, Saguenay-Lac-Saint-Jean and central Québec regions were affected the most. In the Catholic English-language sector, some 600 elementary and secondary teachers currently have availability status, most of them in Montréal.

Given that half of all teachers are between 35 and 45, and a quarter of them are over 45, and that the school population will increase very slightly or not at all (if it does not actually decrease), it is anticipated that future turn-over in the profession will be minimal. The average age of teachers will consequently rise, leaving few positions open to young graduates.

EDUCATION IN THE COLLEGIATE SECTOR

It is in this sector that the explosion of the student population is especially striking. Between 1967-1968 and 1982-1983, full-time enrolment increased from 14 077 to 131 264, nearly an 800 percent increase. There were 9 880 teachers in 1982-1983, most of whom were between 30 and 45, the average age being 39.

What does the future hold in store? It is hard to say, as changes in the student population in coming years will depend on a number of unknown factors, such as unemployment among young people aged 15 to 24, the duration of studies, adult enrolment and so forth. However, in the next 10 years, the number of students registered full-time may well drop, with the result that the number of teachers will decrease, too.

The Council therefore concludes that the average age of Cegep teachers will continue to rise, slowly but surely, as it will hardly be possible for new graduates to join the ranks; current concentration of age-groups suggests that few teachers will retire within the next 10 years.

UNIVERSITY TEACHING

According to the Conseil des universités, whose recent publications have been cited by the Conseil supérieur de l'éducation within the overall context of the Québec education system, between 1973-1974 and 1982-1983, the university teaching profession experienced demographic changes which varied widely from one discipline to another. Overall, teaching staff increased by 20 percent, compared with a 51 percent rise in the number of students. The average age of university lecturers rose from 39.5 to 43.8 years, at a time when the student population was increasing rapidly.

As for the future, the Conseil des universités predicts that over the next 20 years, the number of university professors will level off at about 7 000. Between 1982-1983 and 2002-2003, their average age will rise from 43.8 to 47.4 years; in the latter year, the largest segment (20.5 percent) will be 60 or over. At that point, the problem of the ageing of teaching staff will gradually resolve itself through retirements; in the meantime, the problem remains just as thorny in this sector as it is in the others. The Conseil des universités fears that graduate studies and research programs will be weakened as a result, that students will be less inclined to pursue doctoral studies and, possibly, that serious problems will arise when the time comes to hire greater numbers of professors.

Based on these statistics, the Conseil supérieur de l'éducation has concluded that, over the next 10 years, few jobs will be open to new recruits at any level of teaching, because staffing has levelled off or even been reduced, more markedly so in some sectors than in others; this situation may then gradually resolve itself by 2005. Moreover, these factors will be exacerbated

by the unbalanced distribution of staff in various age-groups, which is particularly noticeable at the elementary, secondary and collegiate levels. Such concentrations in certain age-groups suggest, at least with respect to specific disciplines and sectors, that retirements will occur fairly erratically. Hiring competent, experienced teachers and maintaining pedagogical continuity in the schools may well pose a serious challenge.

PROBLEMS ARISING FROM THE AGEING OF TEACHERS

In view of the current scarcity of jobs for young people and accelerated changes in society, science and technology, some people wonder whether staff of mature years should not, as far as possible, relinquish their positions in favour of younger colleagues, among whom vitality and competence are ostensibly more prevalent.

In answer to this question, the Council shows that it is essential to avoid demeaning older workers and believing that their jobs should be maintained solely for humanitarian reasons. It demystifies the image of the older worker as a less productive employee because of diminished physical and intellectual powers, an inability to adapt, evolve or accept the authority of younger people.

TYPES OF AGEING

The Council points out that there are different types of ageing, i.e., biological ageing, whose characteristics vary markedly from one individual to another, and psychological ageing, whose effects apparently now appear later and later in life. Research has shown that there is no relationship between age and educability, that the productivity of scientists begins to decline noticeably only at the age of 70, and that intellectual and physical performance are unquestionably sustained through training and exercise. A distinction is still made between chronological and work-related ageing, which most affects young people, while some older colleagues are completely immune to it.

WORK-RELATED AGEING

The Council has referred to various studies carried out in the industrial sector and in educational institutions. The first group, dealing with the effects of age on productivity and behaviour at work, are enlightening, even with regard to teaching, although the latter field has its own distinctive characteristics. This research contradicts many prejudices against older people and proves that such workers are valuable assets. Although research in the educational milieu is often less conclusive because it has more inherent methodological problems, it nonetheless shows that it is risky to establish a causal relation between the number of years worked and the decrease in competence or output. To the contrary, evidence tends to point to the value of experience in several respects. There is, however, one reservation with respect to university professors: it is to be noted that many of the older ones abandon research.

With regard to the quality of teaching at all levels, it is recognized that marked discrepancies in attitude and behaviour are attributable more to personality differences than to age. Where the latter factor appears decisive, some disparities display themselves in such a way that the complementarity of differing age-groups seems preferable to the predominance of a single one.

However, it must be recognized that work-related ageing exists and that it can affect even relatively young teachers. It results primarily from a lack of revitalizing influences, the routine nature of certain specialized tasks which are repeated year after year for want of professional mobility, the especially tedious conditions in which teaching often takes place in public schools and which ultimately wear down teachers, or cause burn-out.

REVITALIZING THE TEACHING PROFESSION

While chronological ageing must not be considered a source of discredit to teachers, work-related ageing in the progression as a whole and among individual teachers is nonetheless troubling, and will continue to be. The Council

deems that prospective measures should have two main, complementary objectives, i.e., fostering the recruitment of young graduates and providing adequate personal and professional resources for current teaching staff, in light of new social and technological challenges. However, the Council is fully aware that its recommendations, to be realistic, must take into account society as a whole, particularly with respect to the distribution of public investments and a general job-creation policy. For this reason, it is emphasizing measures which should not substantially increase the cost of the system.

FOSTERING RECRUITMENT THROUGH THE CREATION OF NEW TEACHING POSITIONS

To achieve this goal, the Council is advocating, above all, the following measures:

- a) Time-sharing. Under this system, several teachers agree to share the same position; their salaries are reduced in the same proportion as their duties. This arrangement obviously entails an increase in the number of teachers working in the classroom, which may be undesirable, especially in elementary schools. However, provided that disadvantages are attenuated by the appropriate organization, time-sharing may be a useful way to open up the teaching profession to young candidates. More and more people apparently wish to strike a balance between their professional and private lives, particularly working couples.
- b) Leave of absence with deferred salary. This system is already being employed to reduce the number of teachers on availability. It is a restricted plan whereby, for example, a teacher works for four years at an annual salary reduced by 20 percent, then in the fifth year is granted a one-year leave of absence at the same rate of pay. The Council suggests broadening this system in such a way that work may be interrupted more or less frequently and for shorter or longer periods, with guarantees being offered respecting income, job security and retirement. This measure, like the preceding one, has the great advantage of applying to all teachers, rather than inviting older teachers to make room for younger ones.

- c) Gradual retirement. The Council feels that this is an excellent way to prepare for a new way of life, providing that authorities see fit to make up the resulting shortfall, in whole or in part.

ADULT EDUCATION: A JOB-BANK FOR YOUNG GRADUATES

Numerous adults have resumed their studies in recent years. To meet the demand, many educational institutions have regular staff work overtime, or hire part-time teachers. Why not call upon young graduates more frequently? Obviously, the Council is aware of the need to train them intensively and supervise them adequately, although it may mean organizing several hours a week of exchanges between regular teaching staff and young colleagues in the adult education sector, to foster better balance among teachers in both sectors, while decompartmentalizing them. However, various agencies and placement services will have to make a concerted effort to ensure that lists of candidates are complete and up to date.

PROFESSIONAL REGENERATION

In recent years, the professional development to teachers has somewhat declined, although it has long been considered essential to the quality of teaching. The Council recognizes that various kinds of refresher and retraining courses meet the job's immediate needs. However, to ensure thorough personal and professional regeneration, the Council feels that greater use must be made of full-time studies, i.e., the more sustained enrichment afforded by a one-year leave of absence. The Council is exploring a number of possible methods for achieving this end and is inviting the government and employers to cooperate. For example, a collective fund, managed jointly by teachers' associations and school administrations could provide scholarships, awarded according to established criteria. Such a fund could also be used to pay tuition fees or defray research expenses. Obviously, rules governing the operation of such a fund would have

to be agreed upon by teachers and educational institutions.

Professional renewal could also be achieved by lending teachers to municipalities or private companies, social or cultural agencies, other provinces or foreign countries. In the latter case, it would be necessary to link this type of measure to various governmental programs covering international cooperation and development assistance, or identify countries and agencies which would be willing to reach worthwhile agreements for the parties concerned, to avoid excessive costs.

The Council notes that it would be impossible to judiciously implement all of these measures without a recognized body responsible for coordinating new measures adopted by the educational system.

THE COUNCIL RECOMMENDS:

1. that the ministère de l'Éducation and the ministère de l'Enseignement supérieur, in collaboration with schools and unions of the staff concerned, undertake to implement measures which, like time-sharing, leave of absence with deferred salary and gradual retirement, would free teaching positions which would systematically be offered to young graduates;
2. that educational institutions systematically foster the hiring of young, unemployed graduates in the adult education sector and that, to this end, various placement services cooperate in each region to provide complete data banks on the human resources available;
3. that the ministère de l'Éducation and the ministère de l'Enseignement supérieur, in collaboration with schools and the unions of staff concerned, undertake to develop and implement measures which, like one-year leaves of absence and the lending of services, promote thorough personal and professional revitalization.

4. that a joint provincial committee be established, comprising representatives of school administrations and teachers' associations at various levels, which would be responsible for exploring and clarifying measures designed to ensure renewal of the teaching profession and revitalization of teachers, two essential components of any current policy respecting the management of human resources in education.

VARIOUS PATTERNS FOR GROUPING PUPILS IN THE FIRST CYCLE OF SECONDARY SCHOOLS (May 9, 1985)

Since the establishment of the network of secondary schools 20 years ago, one of the organizational responsibilities assumed by the schools, i.e. the method of grouping pupils in the first cycle of secondary school, has constantly sparked often impassioned discussions.

It is hard to reconcile the regionalization of services, declining school populations, budget cutbacks, parents' expectations, the specific needs of adolescents and the requirements of official school policy. It is hardly surprising that the debate has become more strident on numerous occasions, especially when small schools have been closed.

In its advice, the Council informs the Minister of Education of the outcome of its analysis of this question and attempts to offer assistance to communities responsible for deciding where services are to be located and how pupils are to be grouped, by providing them with guidelines for making or reviewing decisions respecting the method for grouping pupils in the first cycle of secondary school.

For the secondary school, organizing the first cycle is an important task: it entails welcoming all pupils from elementary school and enabling each of them to achieve his fullest potential.

For young people, this is a significant transitional phase in their education between elementary school and Secondary IV, where their options truly begin to diversify in the comprehensive school. Many changes take place: to varying degrees, pupils are separated from their families, teaching staffs are larger, they make new friends and experience new methods, timetables and schools. Personal changes also occur; as they become adolescents, they have special needs characteristic of their age-group.

Schools must be organized to satisfy a multitude of demands with respect to learning and the way pupils are integrated into school life. It is, therefore, with good reason that the schools have developed some 150 diversified methods of grouping in order to deal with the 150 000 pupils in the first cycle of secondary school.

In its advice, the Council examines the three most widely-used models of grouping, by focussing on the decision-making process which led to the type of grouping selected, the way pupils are integrated into school life, and the resources available from various services. It then comments on conditions for providing high-quality educational services.

1. Small elementary and secondary schools, i.e., those with 100 or fewer pupils in the first cycle. There are approximately 15 500 pupils in this category.
 - Although parents favour these schools because they are small, close to the child's home and the focus of generally good relations among educators, the Council questions the quality of the services they can offer. It is far from certain that pedagogical concerns are of paramount importance when administrative decisions advocating their maintenance are made. Nor is it certain, given the limited resources allocated to small schools, that they succeed in ensuring a more harmonious transition between elementary school and the second cycle of secondary school. Integration into school life frequently resembles that prevailing in elementary school, without the adjustments which the psychological make-up of adolescents demands. Teaching practices found there are rarely innovative and hardly centred on lear-

ning. A cursory examination of data respecting academic achievement in small schools indicates that in some of them, only 15 percent of the pupils obtain a high school diploma after five years of study.

2. First-cycle schools, i.e., those with more than 100 pupils. There are about 33 000 pupils in this category.

— These schools are very popular because they are close to the neighbourhood or village, small (an average of 225 pupils) and have homogeneous populations (12-14 years). However, their numbers are decreasing from year to year as the overall school population declines. Parents are usually satisfied with first-cycle schools, as their potential for guidance and supervision is better adapted to pupils than in elementary or big schools. In terms of atmosphere and follow-up, they are opposite of what parents perceive comprehensive schools to be.

— Most of the advocates of such schools are convinced that they are the most closely adapted to young people's needs. Resources allocated to them are more abundant than in small schools. It is, therefore, surprising to note that the integration of pupils into school life and the advantages of physical and psychological security predominate in these schools, often to the detriment of teaching, renewal of the methods employed or the evaluation of the quality of learning, which are not up to expected standards. Such schools are unable to accept pupils with problems, who in reality would benefit from the school's proximity to the home, but who are sent to comprehensive schools offering the appropriate services.

3. Secondary and comprehensive schools offering both cycles. These schools have about 105 000 first-cycle pupils.

— Comprehensive schools are often feared by parents, and are still the object of unwarranted prejudices, although they have evolved significantly in recent years. In the course of visiting various types of schools offering

both secondary cycles, the Council gradually became convinced that their image is often distorted. To reassure parents, a number of school boards have decided to adapt school organization to the specific needs of young adolescents, in terms of teaching and integration into school life, by offering them separate timetables, classrooms, regulations and teaching staff and, more often than not, an assistant director responsible for the first cycle. Pupils claim that they feel at ease in such schools; resources are plentiful and adapted to them. It is in big schools, above all, that organic links exist with elementary schools through specific projects related to placement and special courses, or through pedagogical support measures adapted to the pupils. However, what is surprising in all instances is that between one-third and half of the pupils entering Secondary I are affected by these measures.

- In recent years, secondary schools offering both cycles are comprehensive schools that have become more manageable institutions. The decline in enrolment in many formerly overcrowded schools has facilitated a number of adjustments. The Council endorses the generalization of this type of organization, which groups two schools under one roof, i.e., which organizes a first-cycle school with distinctive, autonomous pedagogical services within a comprehensive school. In this way, the advantages of the first-cycle school are combined with those of the physical organization of the comprehensive school.

POINTS OF REFERENCE IN DECISION-MAKING

From its analysis of current practices for grouping first-cycle pupils, the Council has drawn information which seems important to pass on to communities responsible for establishing where services are provided and how pupils are grouped. Such development is so closely linked to the life and diversity of various communities that uniform regulations clearly cannot be set by a central authority. It is necessary, and advisable, to foster a diversity of situations and judge each case on its merits, according to the circum-

stances. Local responsibility must, however, be supported by the best possible information and by the fullest possible awareness of the risks and consequences inherent in the choices to be made. By stressing here that the quality of educational services must always be at the heart of criteria and justifications for decisions, the Council wishes to assist the communities concerned in making the most educationally and pedagogically advantageous choices. For this reason, a number of recommendations evoke principles likely to enlighten initiatives designed to ensure quality education. Others are intended to facilitate the development of procedures essential to the decision-making process.

To this end, the Council recommends:

1. that school boards establish and make known the guidelines they intend to follow with respect to information, consultation and decision-making concerning methods for grouping pupils in the first cycle of secondary school;
2. that the method of grouping first-cycle pupils be based on factors likely to promote the quality of education and the achievement of learning and personal development objectives;
3. that, when implementing such a method of grouping, local authorities clearly inform parents of the manner in which they intend to observe secondary school educational objectives and provide educational services likely to favour the efficient attainment of them;
4. that, where the first cycle is integrated into a five-year secondary school, local authorities ensure that the first cycle is sufficiently autonomous and adapted to the specific needs of pupils in that age-group;
5. that the ministère de l'Éducation compile and distribute, to all school boards, according to a breakdown which permits comparison between various methods of grouping pupils, statistical data on the academic progress of pupils, including passes and failures, tardiness, drop-outs, diplomas obtained, educational orientations and the pursuit of post-secondary studies.

6. that school boards systematically evaluate the knowledge and skills of pupils once they have completed elementary school and during the first cycle of secondary school; that, to enable them to make enlightened decisions respecting necessary pedagogical, organizational and budgetary choices, they inform those concerned of the overall results of the evaluations;
7. that, with the technical assistance of the Minister of Education, school boards inform concerned parties about the financing and actual costs inherent in various methods of grouping first-cycle pupils in secondary schools, and the impact of different hypotheses under consideration on the quantity and quality of the services offered;
8. that, in collaboration with the schools and with a view to fostering the most enlightened decisions possible, the ministère de l'Éducation compile and distribute information on various methods of grouping first-cycle pupils in secondary schools.

TO SUCCEED WITH THE ACADEMIC INTEGRATION OF PUPILS WITH DIFFICULTIES (May 9, 1985)

In 1978, the policy statement and plan of action concerning children with difficulties confirmed the trend toward the democratization of education and universal access to quality educational services. The principle of «integration», the innovative pivotal point of the reform advocated, was based on the growing recognition of the rights of the individual, which has become increasingly widespread in Western nations over the past decade. This recognition has most notably resulted in a concern for enabling those with difficulties to take their rightful place in society.

The 1978 policy, which states that everyone is entitled to quality education in public schools, in the most normal setting possible, was aimed at integrating

young people with difficulties and proposed that the schools make whatever organizational and pedagogical arrangements considered necessary. The policy's seemingly simple statements announced radical changes. The reform rejected the medical approach then employed, because it fostered marginalization, and advocated preventive measures, adapted assistance, and the ongoing evaluation of situations, all based on the observation of the pupil's overall performance, instead of his handicap. Henceforth, services, not pupils, were to be adapted, which was no small challenge for the schools.

Much has been said in recent years about the problems inherent in applying the policy of integration. Some of them are attributable to the problems the education system experienced at that time, including the repercussions of the general economic downturn and major pedagogic changes. However, above all, it is important to bear in mind that it involved a difficult, demanding project which called into question solidly established beliefs and practices. Implementation of the policy entailed risks and problems which even a harmonious application could not avoid.

The Council felt that, several years later, it was germane to examine the progress which has been made in order to establish whether current services in the schools fully integrate pupils with difficulties and provide them with adequate teaching.

By failing to propose a clear, practical definition of integration, the policy statement gave rise to all manner of interpretations of the multitude of situations it covers. Such ambiguity was responsible, in part, for the ups and downs which characterized the application of the general development plan for pedagogical services accompanying the policy. By emphasizing gradual measures, even to organize services at all levels, the policy focussed attention on physical integration. In many instances, it appears that the schools overlooked the importance of vital preliminary steps, such as the identification of pupils' needs and the adoption of appropriate pedagogical objectives.

It is the Council's opinion that a definition should specify that integration is a process in which several agents (parents, teachers and other professionals, administrators and the individual concerned) must cooperate to establish services and support measures adapted to the pupil's special needs, based on the close examination of his overall performance.

SOME GENERAL STATISTICS

According to available data, in 1984-1985 about 60 000 pupils in elementary schools, i.e., 11 percent, were deemed to be learning disabled. Among them, approximately 38 000 (7 percent), or 2 pupils out of 3 among those identified, displayed slight learning problems. Another group of 14 000 pupils, or 2.5 percent of the total, were found to have serious learning difficulties or slight mental deficiencies which required special measures to enable them to progress at a pace appropriate to their level. The remaining 8 000 pupils (1.5 percent), displayed physical or sensory problems, or emotional disturbances which did not affect their intelligence.

Statistics for 1984-1985 at the secondary level reveal that about 38 000 pupils, or 9 percent of the total, were considered as having learning and adaptation difficulties. Only 6 000 pupils, i.e., approximately 1.5 percent, were deemed to have slight learning problems, compared with 20 500 (nearly 5 percent, or more than half of pupils identified as having difficulties in secondary schools) who had serious problems or were handicapped by a slight or average mental deficiency. Some 11 000 pupils (2.5 percent) had motor or sensory deficiencies or were emotionally disturbed.

While slight learning problems were significantly more frequent than serious ones in elementary schools, the opposite was true in secondary schools.

The development plan respecting school adaptation services is intended for relatively large numbers of pupils, i.e., 10 percent of the overall elementary and secondary school population. While considerable progress has been made

since 1978 in implementing diversified, adapted measures, a variety of stumbling blocks have nonetheless appeared and have somewhat tempered initial enthusiasm for the policy statement. The Council has identified the problems which the ministère de l'Éducation, school boards and schools have encountered, while cataloguing administrative and pedagogical practices, studying policies and plans of action, examining research reports, and hearing the comments of planners and concerned parties. To remedy the situation, the Council has formulated specific recommendations for each of them.

MEASURES TO BE UNDERTAKEN BY THE MINISTRY

Six recommendations are directed to the ministère de l'Éducation. Among the multitude of measures in the initial plan which have been solidly implemented, they are strongly desired by concerned parties in order to better support measures undertaken by school boards in achieving goals respecting pupils with difficulties.

First, the Council recommends that the Ministry quickly clarify the orientation of the integration policy with regard to pupils on whose behalf staff in the ministère de l'Éducation and the ministère des Affaires sociales intervene, to better establish the sharing of responsibilities and resources.

To the same end, the Council recommends that the ministère de l'Éducation define the public school system's responsibility in offering educational services to all pupils, and that it specify how the public school system is to supply these services to pupils with severe mental handicaps.

Moreover, the Council recommends that the Ministry promote cooperation to ensure that the concept of the standardization of services is interpreted consistently by staff in the ministère de l'Éducation and the ministère des Affaires sociales, especially to ensure that the needs of children placed in foster homes are properly met. It is also important for the Ministry to quickly establish rules governing service agreements between school boards and

between school boards and private establishments.

Following publication of the official programs and the new evaluation policy, educators also expect the ministère de l'Éducation to display vigorous leadership to facilitate the development of measures appropriate to the pedagogical arrangements required by special groups of pupils.

The Council recommends, in this respect, that the Ministère commission school boards in various regions to elaborate appropriate pedagogical intervention and evaluation procedures. It also suggests that the Ministère take steps to encourage, in collaboration with schools and universities, research-action and basic research, to validate intervention models and existing measures, and create new ones.

With regard to budgets, it is essential to review certain rules concerning financing, to counteract the negative effects of provisions related to the organization of educational services for pupils with difficulties. In particular, this means those applying to budgetary allocations and the working conditions of staff concerned. The Council strongly recommends that the Ministry adopt a method of financing which takes into account actual enrolments in a given year. It also insists that a review be undertaken of norms respecting the nature of staff and the organization of services intended for pupils with multiple handicaps or serious behavioural problems or learning disabilities. Such measures should allow school boards more room to manoeuvre in order to vary services and diversify the staff needed for the most serious cases.

Moreover, it is important that provisions in collective agreements be compatible with the spirit of the policy. In collaboration with various concerned parties, the ministère de l'Éducation must verify the pedagogical impact of measures which permit a choice between extra services or the application of a specific ratio to pupils with difficulties. Under this alternative, the choice and quality of services required must be determined once pupils' needs have been analysed. To facilitate this process, the Council recommends that the Ministry commit itself to harmonizing definitions used for different categories in official documents.

RESPONSIBILITIES OF THE SCHOOL BOARDS

The Council recognizes that the school boards have important responsibilities in planning appropriate educational services according to the new notion of integration. The elaboration of a local policy, which is essential, would require that they examine and evaluate administrative customs and practices, unequivocal choices respecting pedagogical support for pupils or schools, and preparation of staff and resources. The Council makes six specific recommendations for them, in areas where it is important that they display leadership, in order to fully implement measures which will enable them to provide services to pupils with difficulties.

First, the Council recommends that every school board appoint a qualified person to define, apply and supervise the appropriate measures.

Despite a number of initiatives which have already been undertaken, the Council notes that many local policies duplicate provisions found in province-wide guidelines, that few of them are accompanied by concrete measures respecting their application, and that a consensus is not always reached in this regard among various concerned parties. For this reason, it recommends that every school board immediately elaborate a local policy and an organization plan for pupils with difficulties, and that it make it widely known to educators and parents.

Moreover, with a view to ensuring basic guarantees concerning planned implementation, the Council recommends that school boards establish consultative committees on services for handicapped pupils or those with difficulties, in accordance with sections 236-238 of Bill 3, without awaiting the outcome of legal proceedings on the constitutionality of the act.

To a large extent, the vitality of a local policy of integration depends on the commitment, preparation, training and support provided to the staff involved. The Council deems it essential that the school boards, using current management methods, ensure that school administrators and staff commit themselves to, and participate in, the development and application of their local policy. It also advocates that they clearly identify the pedagogical and budgetary choices they make to ensure the availability and quality of the services provided. Moreover, the Council recommends that the school boards help schools analyse their needs with respect to resources and services to be offered to pupils with difficulties.

THE SCHOOL'S LEADING ROLE

To complete the division of responsibilities in the crucial area of the integration into the schools of pupils with difficulties, the Council devotes one chapter to the leading role played by the school, the focus of the educational process. It is the schools which must assume responsibility on a day-to-day basis for integrating pupils and meet the challenge posed by the adoption of personalized intervention plans. While the challenge is not the same in elementary and secondary schools, guarantees of success appear to be closely linked to four factors: the quality of reception, personalized intervention plans, realistic identification of the institution's needs in assuming its responsibilities, and active collaboration with parents.

Beyond passive tolerance, the presence in the classroom of pupils who are different raises the delicate question of reception, which, in day-to-day school life, becomes a vital prerequisite to integration, as it enables the pupil to identify himself with a group in which his development and learning will be encouraged. It is incumbent upon the school to ensure that this stage is properly carried out; it must clearly make the pupil part of its concerns and prepare the school in advance. The Council recommends that, beyond reception itself, the school provide quality services to pupils with difficulties; to this end, it should include a concern for such services in its educational project.

The second key to providing quality educational services to pupils with difficulties is personalized intervention. The policy statement clearly stressed that the primary responsibility of schools is for the pupils and noted the decisive role played by teachers and other educators in making decisions likely to affect pupil' academic progress. Any intervention requiring support measures should, henceforth, first involve the observation and analysis of the pupil's overall performance, and the identification of precise objectives for intervening, involving the active participation of school directors, teachers and support staff. In any event, it was felt that it was necessary for parents, who are preeminently responsible for their children's education, to participate. Moreover, the policy statement indicated that the information made available to pupils respecting the school's expectations of them was likely to contribute to the success of various interventions. An examination of current practices reveals significant changes in all of these aspects.

Nonetheless, the Council points out that the process of establishing a plan for personalized intervention is the key to success if the schools are to fully integrate pupils with difficulties. It is important that the schools pay close attention to this matter and be provided with the appropriate means to carry out each step. For this reason, the Council recommends that school administrators coordinate educational intervention and collaboration among various concerned parties, and that they periodically elaborate and evaluate with the latter plans for personalized intervention, based on the systematic observation and analysis of pupils' overall performance. Moreover, it recommends that administrators indicate to their school boards their needs respecting the integration of pupils with difficulties, including in-service training for school staff. To conclude, it recommends that the school seek actively to involve parents in planning and carrying out an appropriately adapted pedagogical intervention, and that it provide them with adequate information on their children's evaluation and behaviour.

CONCLUSION

The difference of pupils with difficulties reveals more clearly than any other characteristics how vital it is for the education system to respond to the needs of individuals. The Council is convinced that, in terms of its underlying principles and orientations, the proposed integration of learning-disabled pupils is a valid, timely choice, entirely worthy of the considerable energies and resources allocated to it. It is aware that the school system and Québec society as a whole have yet to fully understand the project; such comprehension encompasses the concrete, day-to-day - indeed, inescapable - implications of such an educational and social choice.

The Council is firmly convinced that the project must be perfected so as to ensure the successful integration of pupils with difficulties into the schools.

FREEZE ON THE TIME PRESCRIBED FOR PRE-SCHOOL AND PRIMARY EDUCATION (June 12, 1985)

The Minister of Education solicited the advice of the Council on the proposed amendment of sections 37 and 41 of the Regulation respecting the basis of elementary school and preschool organization, which deal with the time prescribed for teaching. In 1984-1985, it totalled 11.75 hours per week at the preschool level, and 23.5 hours in elementary schools; in 1985-1986, it was to increase to 12 and 24 hours, respectively.

The proposed changes are designed to maintain the teaching time in 1985-1986 that was established for the preceding year. According to the Minister of Education, the purpose of this measure is to «take into account the government's decision to maintain the teacher's 1985-1986 work-load at the level established for the 1984-1985 school year.»

In its advice, the Council regrets that the initial project, designed to increase the number of teaching hours per week to 12.5 and 25 - a plan which the Council supported in April 1983 -- cannot be achieved. It still feels that the pedagogical arguments in favour of the increase are valid. However, it understands that the anticipated freeze in teachers' work-loads would require new funds to lengthen the prescribed time; according to the Minister of Education, such resources are not available.

To conclude, the Council is convinced that prescribed teaching time is an educational issue which warrants discussion as such, not as a question related to teachers' working conditions.

THE TEACHING OF MATHEMATICS IN PRIMARY SCHOOL (July 4, 1985)

The teaching of mathematics has changed appreciably in recent years, especially since 1979, when The Schools of Québec: Policy Statement and Plan of Action identified a number of urgent needs and signalled an extensive program to update curricula. In its advice to the Minister of Education, the Council studies the main changes which have occurred, particularly with respect to curriculum plans, teaching and learning.

The Council reviews the question in order to elucidate, in terms of ongoing changes, those factors which affect the quality of teaching of mathematics in elementary schools. The choices made in Québec still appear to be the best ones, bearing in mind that the mastery of mathematics often affects overall academic success, pupils' future vocational choices and social advancement. The objectives of the new program strike the Council as excellent. However, it feels that there is room for improvement in order to pursue the program more efficiently.

IMPORTANCE AND RELEVANCE OF THE MATTER

The teaching of mathematics, which many people believe to be in decline, is unquestionably one of the main concerns of parents with regard to their children's education. This is hardly surprising. Teaching which is appreciably different from what they have known is disconcerting for parents: such teaching has changed markedly in recent years, in Québec and in other countries. In the event of failure, the parents' inability to help their children exacerbates the anxiety which they normally feel under the circumstances. The feeling is all the more acute as they are aware that the mastery of mathematics often affects their children's academic and vocational future. Moreover, they know, if only vaguely, that mathematics are closely linked to ever-changing needs in the fields of knowledge, technology and, indeed, culture.

CHANGES IN THE TEACHING OF ELEMENTARY MATHEMATICS

In 25 years, the teaching of elementary mathematics has evolved from arid learning, based on the acceptance of adults' demonstrations and conclusions, to an initiation to the subject's very foundations and, as a result, to the joys of creative intelligence. Orientations adopted in curricula and pedagogical practices have been affected primarily by studies on artificial intelligence, which have aroused interest in the problem-solving approach. This process endeavours to develop the pupil's ability to use his knowledge and experience through the investigation of what are, for him, new and unexpected situations. Thus, the child transforms his knowledge and «incompetence» into new skills, using problems which lead him to learn mathematical notions likely to solve them. Such a dynamic approach, which calls upon the pupil's initiative, creativity and active participation, reflects what is best in current mathematics teaching methods and is one of the most novel aspects of the present curriculum. This is clearly an improvement over earlier curricula.

MORE COHERENT OBJECTIVES - A CLEARER CONCEPTION OF CURRICULA

It might well be asked what, precisely, is being done with the current curriculum. The continuity which links it to the preceding core program makes it practical for teachers and reassuring to a number of parents. It reflects the elementary mathematics to which generations of Quebecers have been accustomed. However, the curriculum introduces changes through displacements, additions and deletions. Moreover, it comprises many innovations which, although they are not overwhelming, orient teachers to a fuller understanding of children's needs, with respect to short-term learning and their entry into secondary school. Primarily, it encourages teachers to emphasize the teaching of mathematics using problems to be solved. In this respect, the new curriculum draws on the notion of mathematics as an adaptable tool whose rules evolve with the search for practical solutions to problems posed by our surroundings. Rather than limit themselves to initiating pupils to established, unchanging knowledge and having them respect concepts based on pre-set laws and rules, the teacher must use concrete situations and problems requiring the use of mathematical concepts that are already known or must be devised.

The Québec curriculum compares favourably with most other North American curricula conceived at the same time, as the study of a number of documents reveals. There is, however, room for improvement in a forthcoming version of it.

The Council notes, among other things, that the curriculum fails to achieve concretely, in a series of appropriate objectives, the creative concept of mathematics it conveys; the concept is not sufficiently delineated. Indeed, there is a lack of coherence between the concept of mathematics advocated by the program and the objectives proposed therein, with the result that many of the latter still appear to result from a decidedly outmoded perspective.

In order to align learning objectives with new orientations, educators must be able to interpret the latter from the standpoint of «useful» mathematics, i.e., intended to solve concrete problems. It is far from certain that all teachers

and pedagogical consultants have the training, time and resources called for by such an interpretation.

Hesitancy with respect to the fundamental perspective is probably one of the main causes of the problems noted by many teachers and observers. Many of them are of the opinion this hesitancy that may indeed have obscured the curriculum's true pedagogical aims.

The learning objectives may actually give the impression of a return to ready-made mathematics, which pupils learn by rote, all the more so as the multiplicity and diversity of goals to be achieved mask their simplicity. While the curriculum adopts a broadened version of mathematics and the teaching of them, it sustains, through its internal structure, certain ambiguities which hamper the desired change in mentalities and pedagogical practices.

The same ambiguity is found in the procedure for applying the curriculum. Methodological guidelines are not very explicit, despite an abundance of teaching manuals. Once again, there exists a need to explain the curriculum's basic concepts to teachers, especially with respect to the procedure based on problem-solving which has been circumvented. While this option demands new attitudes and behaviour, which have yet to be developed and tested, a number of teachers apparently only feel the need to emphasize the presentation of reasoned problems. The Council finds this confusion disturbing with regard to the attainment of fundamental changes to which this type of approach is so inextricably linked.

Moreover, the curriculum offers little information on the evaluation of learning, which is, nonetheless, crucial in the pedagogical perspective advocated. The absence of practical orientations, concrete suggestions and appropriate tests engenders confusion and a feeling of powerlessness among teachers; even the process of implementation does not provide teachers with sufficient guidelines. Pedagogical evaluation practices are also fraught with uncertainty.

This shortcoming is even more serious as it is essential to adopt the means to

efficiently evaluate the acquisition of mathematical skills and reflexes, which is precisely what the curriculum aims to achieve, rather than various ready-made notions.

THE COUNCIL THEREFORE RECOMMENDS:

1. that, during the process of reviewing the curriculum, learning objectives be reformulated to make them more consistent with the notion of mathematics advocated by the curriculum, i.e., mathematics are essentially a means of mastering reality, to which pupils are being introduced and, as such, are a dynamic process of creative construction.
2. that the ministère de l'Éducation clarify the approach emphasized through problem-solving and ensure that teachers have the appropriate training and resources to correctly understand and practice it efficiently;
3. that the ministère de l'Éducation have formative and summative tests developed which are consistent with the aims of the curriculum and ensure that teachers are properly trained to use them;
4. that assistance programs under the Fonds FCAR (Fonds pour la formation des chercheurs et l'aide à la recherche) and unsponsored research programs of universities refocus attention on methods of teaching elementary mathematics, particularly with respect to problem-solving and the evaluation of learning.

ENHANCING TEACHING SKILLS THROUGH APPROPRIATE TRAINING AND PROFESSIONAL DEVELOPMENT

It goes without saying that the best curriculum in the world is of little use among teachers whose mathematical and teaching skills are inadequate and who

constantly instil a sense of failure among pupils. Also, a number of faculties of education may be contemplating raising the prerequisite knowledge of mathematics demanded of future applicants. However, while sound basic training in the subject is intrinsic to the quality of teaching, teacher training programs should aim at developing teaching skills. Teacher trainees must be provided with the opportunity to reflect systematically on their mathematical knowledge and skills, in order to present pupils with situations which enable them to expand their own mathematical knowledge.

Although most teachers now in Québec schools have upgraded their skills over the past 20 years or benefited from a refresher course when the curriculum was recently introduced, a number of teachers seem insecure; some even doubt their very competence. However, many pedagogical consultants believe that most teachers have an adequate knowledge of mathematics, although constant efforts must be made in teaching to help them achieve the changes proposed by the new curriculum and modify their overall pedagogical approach accordingly. Pedagogical support must be sustained and, if need be, extended to the classroom. While a number of observations brought to the Council's attention indicate an appreciable improvement in the quality of teaching in recent years, they nonetheless suggest that traditional beliefs, attitudes and practices, which must be corrected, persist tenaciously.

TEACHERS MUST EXAMINE THEIR ATTITUDES TO MATHEMATICS

Aside from their competence, teachers' attitudes unquestionably play a decisive role in the way children perceive mathematics and, as a result, in the way their learning progresses. Because of the important role they play, teachers exercise a powerful influence over pupils. Their reactions, even unconscious ones, can spark pupils' enthusiasm or inspire an aversion to mathematics. For this reason, it is essential that teachers be able to discern in themselves an instinctive fear of mathematics arising from an unpleasant personal lear-

ning experience, in order to instil in their pupils behaviour which is free from anxiety and a feeling of rejection. Such introspection must not be limited to simple neutrality toward mathematics and must enable the teacher to establish a stimulating classroom atmosphere.

Moreover, teachers must avoid an authoritarian vision of mathematics, which leads them to present the subject as a series of rules, principles and proofs based on inviolable, defined laws, rather than on arbitrary, convenient and variable heuristic conventions. From it may result a tendency to evaluate pupils according to their «correct answers» and classify them as good or bad «performers», thereby reinforcing academic selection.

Despite efforts to eliminate sexist stereotypes from textbooks, sexist attitudes and beliefs respecting the potential of girls in mathematics and the utility of the subject in their future still persist, most often, paradoxically, among women teachers. Such prejudices must be fought, all the more so as their repercussions may, in the long run, cause pupils to drop out, create anxiety and limit girls' career choices.

These findings and considerations have led the Council to recommend:

5. that, in future versions of curriculum guides and in activities designed to support the implementation of the curriculum, teachers be encouraged to become aware of negative, and often sexist, attitudes and develop attitudes toward mathematics which are positive and free from sexual stereotypes;
6. that universities providing teacher training ensure that graduates have a solid knowledge of methods of teaching mathematics, based on a personal reconstruction of elementary mathematics;
7. that current professional development programs for teachers place greater emphasis on activities designed to improve the teaching of mathematics;
8. that, in addition to occasional refresher courses, school boards provide

teachers with ongoing pedagogical support.

OBSTACLES TO IDENTIFY IN ORDER TO IMPROVE PERFORMANCE IN MATHEMATICS

Children's mathematical thinking blossoms and grows in elementary school. While educators and parents are especially concerned with pupils' success in this subject, pupils are also concerned with obtaining good grades. Unfortunately, although most of them display an aptitude for mathematics, a number of them suffer a considerable loss of motivation and interest along the way; some even experience problems which prevent them from succeeding in the subject. The question of academic success becomes acute, bearing in mind that performance in mathematics at the end of elementary school helps open or close doors once pupils enter secondary school. From elementary school onward, course results serve as indicators of the pupil's subsequent academic progress, as considerable weight is given to the subject in future classifications.

IMPORTANCE OF EVALUATION AT THE PROVINCIAL AND INDIVIDUAL LEVELS

Despite the vital importance of success in mathematics, virtually no data exist on the success of learning the subject in elementary schools, especially as there are no uniform examinations at this level. It is, therefore, impossible to confirm that pupils generally learn well or poorly, more or less, better or less effectively than preceding generations. For this reason, the Council feels it is necessary to implement standardized tests in mathematics and measure to what degree the subject is mastered. It advocates systematic, periodical surveys, undertaken in scientifically selected groups of pupils, to achieve what might be termed a «systematic evaluation» of learning.

It should be noted that, as a pupil's success is to a large extent determined by using tests, their nature and quality greatly affect academic achievement. While test results indicate the pupil's performance, they cannot, in them-

selves, reveal his veritable proficiency in mathematics. Although all children do not learn at the same pace or in the same manner, they are often required to demonstrate what they have learned at the same time, in a feverish climate engendered by exams and the impending school report.

On the other hand, the quality of certain tests used to measure learning and judge the pupil's progress sometimes seems debatable. All too often, a number of math tests emphasize the ability to recite what has been learned, rather than the ability to discover notions as answers to problems. Of course, a number of pupils have problems; however, judgments which identify them must be based on a measurement of their actual achievement, and indicate the quality of the skills displayed.

THE EFFECT OF THE FAMILY ENVIRONMENT ON ACADEMIC SUCCESS

A number of parents demand academic performance of their children which is beyond their capabilities at the time. Excessive pressure stifles the pupil, who becomes discouraged, gives up and ultimately fears mathematics. On the other hand, some pupils suffer from a lack of stimulation from their families, who do not provide the minimum amount of supervision necessary to do their homework or successfully surpass themselves. Despite an undeniable aptitude for mathematics, such pupils lose interest in the subject and obtain poor grades. The physical and psychological atmosphere in the home is often not conducive to concentration and calm, which are essential for academic success.

For this reason, the Council feels that parents have an important role to play with respect to their children's learning of mathematics. Indeed, the attitudes they display toward the subject and the support they give their children foster more or less harmonious, successful learning. Young people are more receptive to parental influence than is usually thought. For example, the sexist prejudices of parents who still question the utility of mathematics for girls quickly dampen their motivation, thus reducing their chances of success in the subject. Moreover, parents are naturally inclined to judge mathe-

matics on the basis of their own learning experiences. Where the experience was unpleasant, their negative attitude may affect their children.

However, most parents recognize that mathematics are essential, and attempt to help their children. Often, they know little about new methods and are overwhelmed by specialists' jargon. Only if they are properly equipped can they play an effective role. It is incumbent upon the schools to provide parents with appropriate, sustained information on what their children are doing in class, and what they are learning or are not learning properly.

THE COUNCIL ALSO RECOMMENDS:

9. that mathematics be singled out as a high-priority subject in any province-wide, systematic evaluation of the mastery of basic learning;
10. that, using procedures for ensuring that information is communicated from the school to parents, administrators give proper emphasis to the mathematics curriculum;
11. that the ministère de l'Éducation, the school boards and teachers' associations cooperate in producing videos, brochures, information documents and so forth for parents, designed to make them more aware of frequent negative - if not sexist - attitudes to mathematics, and promote the development of positive attitudes, free from sexist stereotypes.

2. SUMMARY OF ADVICE SUBMITTED BY THE CATHOLIC COMMITTEE

FAITH EDUCATION IN THE SCHOOLS (April 25-26, 1985)

As teachers responsible for Catholic moral and religious training and teaching

the Catholic faith are aware that efforts in recent years by the episcopate and the ministère de l'Éducation to improve religious teaching will only bear fruit if teaching is carried out under better conditions and teachers are better prepared, the Catholic Committee feels it is necessary to propose changes to ensure quality religious teaching.

The committee points out the vital role played by teachers responsible for Catholic moral and religious training and wishes to help them carry out their duties with enthusiasm, conviction and a minimum of practical problems. Its reflections clarify teachers' responsibilities in educating young people in the Catholic faith, and compare them with the role which the Church, the family and the parish must play. Its recommendations propose realistic solutions designed to ensure that Catholic moral and religious training is provided competently and efficiently.

DISCONTENT AMONG TEACHERS RESPONSIBLE FOR RELIGIOUS TRAINING

Discussions on the reorganization of schools and hearings held by the Catholic Committee have revealed a number of problems which teachers must face every day. For example, it noted that teachers are often dissatisfied, or even tempted to abandon highly demanding teaching in which they are not always adequately supported. Moreover, the expectations, with regard to the faith, of parents who have partly or completely abandoned religious observance, appear to disconcert them. Parents are unable to comprehend that educators responsible for religious teaching may not be practising Catholics or be incapable of professing their faith. Pupils are highly critical of teachers who, according to them, do not seem to believe, who are poorly prepared or who teach them everything but religion.

Why has this situation developed? Many factors have contributed to it, the first of which is the change in the sociocultural context. It displays itself, among other things, through the disappearance of a consensus which, in the past, fostered the education of young people in the Catholic faith. Today,

religion is contested, and this has resulted in the various degrees of faith, indifference and disbelief now found among teachers, parents and pupils.

Moreover, the break-up of the family has altered the atmosphere in which children are raised. A number of parents no longer know where they stand in relation to religious values, although they recognize their importance for their children; consequently, many children enter kindergarten without any Christian training.

Schools are no longer as homogeneous as they once were; pupils represent a diversity of ethnic backgrounds, cultures, social strata, learning abilities and so forth. Furthermore, schools occasionally find it hard to structure their educational projects.

Even the ecclesiastic community has felt the repercussions of changes in society: the spiritual dimension of the individual is becoming blurred, as is the Church's presence in society.

The problem of the teacher's competence is, however, the elementary concern of the Catholic Committee. The universities are not adequately training elementary school teachers. As optional courses dealing with doctrinal content or methods of teaching religious education are part of an extensive selection of courses, the likelihood of their being chosen, and offered, is reduced accordingly. Moreover, pedagogical support in the schools is increasingly inadequate, because of a regrettable tendency to reduce staff responsible for religious education in favour of other duties.

This practice also exists in secondary schools where authorities nonetheless deplore the lack of preparation or retraining of teachers who have been re-assigned to religious education part or full time, or who do not have the pedagogical resources necessary to apply new curricula, which are changing at an accelerated pace.

Mention must also be made of the extent of duties assigned to specialists in

religious education who, during a six-day cycle, may be called upon to meet between 10 and 13 groups, i.e., between 300 and 400 young people, and prepare three or four programs for pupils at two or three different levels. Obviously, this hardly fosters quality religious training in the Catholic faith.

Last, but not least, is the problem teachers experience in expressing their faith. Parents and pupils expect teachers responsible for Catholic religious education to dynamically express their faith; according to the committee's regulations, such teachers must be Catholic. On the other hand, it is also felt that religious education only demands good professional work, while its repercussions on the pupil's faith are the concern of pastoral care and guidance services and pastors. Teachers often become exasperated when faced with the extent of the demands on them, all the more so as their faith may undergo entirely normal fluctuations. Furthermore, elementary school teachers wishing to be excused from providing compulsory religious education for reasons of conscience have not often taken advantage of their right because of problems in applying procedures in the schools for satisfying the Catholic Committee's regulation. They are unable to express a faith they do not have; the falsity of their situation lends itself to the establishment of a climate of hypocrisy which scarcely promotes education in the Catholic faith.

THE ROLE AND RESPONSIBILITY OF TEACHERS

In accordance with the wishes of most parents, legislation obliges Québec schools to offer Catholic religious education and stipulates that they may be officially declared Catholic confessional schools. In the opinion of the Catholic Committee, there is every reason, first, to ask what must characterize such teaching in relation to the interventions of those involved in educating young people in the Catholic faith outside the school, in order to ascertain possible consequences on the role and duties of teachers. The school is not solely responsible

for teaching pupils the integral catechism; teachers' responsibilities must be neither complete nor marginal, but complement those of the Church, Christian communities and the family.

The Church, whose role is predominant, must help those who are baptized to believe in their faith; the archbishops are responsible for the essential aspects of education in the Catholic faith. It is incumbent upon them to define the aims of religious curricula in the schools and, by various means, assist and support the school.

The parish is considered an ideal place to teach the catechism. It is essential that procedures be implemented to enable ecclesiastic communities to more systematically take charge of the initiation of young people to a commitment to, and celebration of, the Christian mystery in the Church.

Without the support of parents or friends who openly celebrate their faith and endeavour to follow it in their day-to-day lives, the efforts demanded of schools produce only limited results. The school can hardly make up for shortcomings in religious training in the home. It is equally important for parents to involve their children in choices they make respecting religious education, encourage them so that they remain faithful to their choice, especially in pluralist schools, and accompany them throughout their training. They must also cooperate with the school, as much as they can, by participating in the elaboration and implementation of the school project and by supporting teachers, particularly when problems arise.

It may well be asked if religious education has a place in the school. The Catholic Committee's response is unequivocal: education in the Catholic faith is not provided there to satisfy the Church's wishes, but to fully satisfy the needs of pupils who have been baptized Catholic. As the school is responsible for ensuring the individual's overall growth, it must pursue the development

of his religious dimension and, through religious education, provide young people who are seeking the meaning of their lives with an enlightening point of view on questions which other subjects fail to elucidate.

For this reason, the teacher is compelled to adopt an approach to religion and its teaching which is the same as that of other teachers, i.e., an educative one. It is not sufficient for him to deliver purely objective information on the Christian message; he must also show that Christ offers a coherent response to young people in search of a meaning to their lives. In practice, this will result in the teacher's encouraging the pupil to celebrate his faith with those who share it and profess it through concrete commitments.

To attain these objectives, one requirement has proven to be fundamental: to be authentic, Catholic religious education demands that all those who teach it be Catholic. Is this realistic, given changes in religious attitudes among Québec teachers and society as a whole? The committee's answer is based on remarks made during its hearing, mentioned earlier. Parents and children expect coherent, high-quality teaching, provided by teachers who believe in it. The latter have expressed the discomfort they feel when teaching religion, especially in elementary schools. There are still many elementary school teachers who, for various reasons, wish to continue providing religious education. With flexibility, and provided the appropriate measures are found in each school, the committee feels that it will be possible to find teachers in the elementary schools who are able to satisfy the requirement that they be believers, while respecting the conscience of those who prefer to take advantage of their right to be exempted from such teaching. Is it justifiable, in educational terms, to make the Catholic faith a prerequisite for providing Catholic moral and religious training?

Teachers can hardly avoid a personal commitment in elementary school, where children understand intuitively and need to apply their training to their lives. Moreover, it is inconceivable that those responsible for guiding adolescents in their fundamental search for the message of Christ in secondary schools are bereft of religious beliefs. It is the very nature of teaching which demands that the teacher have faith and be able to express it.

Anyone providing Catholic religious education must be able to deal, with conviction, with the essential tenets of the Catholic faith. This conviction stems from the teacher's ability to express his faith normally, as any ordinary believer would, and from his ability as a teacher to teach and transmit to the pupil the motivation which the subject matter inspires in him. Such an educational relationship will express itself above all through the teacher's ability to offer young people a significant Christian message, not out of a concern to indoctrinate them, but out of a desire to draw a personal, freely given response from them.

Echoing numerous comments received from teachers in recent years, the Catholic Committee is proposing to the Minister of Education certain changes primarily concerning the schools. Through the following recommendations, it intends to contribute as concretely as possible to solving problems affecting teachers responsible for Catholic moral and religious training, which detract from the quality of their work.

THE CATHOLIC COMMITTEE RECOMMENDS:

1. that the Minister of Education ensure that the new policy respecting the

training and professional development of teachers make compulsory adequate preparation among future elementary school teachers called upon to provide Catholic moral and religious training and moral education;

2. that, to satisfy regulations adopted by the Catholic Committee, future elementary school teachers have an opportunity to acquire, in the course of their initial training, a summary of the basic tenets of the Catholic faith and a theoretical and practical initiation to the Catholic moral and religious training curriculum;
3. that the course on the organization of the Québec education system required to obtain a teaching certificate include:
 - accurate information on the confessional nature of the Québec school system;
 - information explaining to future elementary school teachers that they will be called upon to provide Catholic moral and religious training, Protestant moral and religious training or moral education.
4. that job descriptions and conditions for employment for the educator providing support, outlined in section 302 of the Act respecting public elementary and secondary education, indicate a specific responsibility when teachers who will be called upon to provide Catholic moral and religious training are hired;
5. that school boards ensure when hiring teachers who will be called upon to provide Catholic moral and religious training that they satisfy the Catholic Committee's regulatory requirements;
6. that school authorities take the necessary steps to:
 - fully respect the teacher's right to refuse for reasons of conscience to provide Catholic moral and religious training;

- ensure the pupil's right to receive quality Catholic moral and religious training;
- 7. that school authorities, when replacing teachers who have exercised their right to refuse for reasons of conscience to provide Catholic moral and religious training, opt in elementary schools for solutions which, as far as possible, enable other teachers to provide such training;
- 8. that, in secondary schools, school boards ensure that teachers providing Catholic moral and religious training or those providing moral education may also teach their pupils one or two other programs, preferably in the same field;
- 9. that, within five years, budgets and a number of hours of professional development be allocated to teachers providing Catholic moral and religious training proportionate to the time the teacher devotes to such training;
- 10. that school boards take the necessary steps to ensure that teachers responsible for religious education programs now being implemented be offered adequate refresher courses or professional development, and that teachers be obliged to participate in them;
- 11. that school boards organize for all teachers not specialized in religious education who must teach Catholic moral and religious training for the first time, a refresher course lasting a minimum of 15 hours, and that teachers be obliged to participate in it;
- 12. that school boards organize for teachers who change from secondary school to elementary school and provide Catholic moral and religious training in the latter, a refresher course lasting a minimum of 15 hours, and that teachers be obliged to participate in it;
- 13. that a teacher specialized in another field and called upon to provide Catholic moral and religious training in a secondary school be obliged to

take a refresher course lasting at least 15 hours for each program he teaches;

14. that, to apply provisions in legislation, school boards grant the educator responsible for providing support to confessional services sufficient means (time, budget, staff) to ensure veritable, effective pedagogical support to teachers providing Catholic moral and religious training;
15. that the school director, in collaboration with teachers and the pastoral animator, provide parents with appropriate information on Catholic moral and religious training and pastoral care and guidance services;
16. that school boards recognize the following duties as the normal duties of the educator responsible for administrative support in Catholic schools, and for Catholic moral and religious training services and pastoral care and guidance services:
 - participate with his immediate collaborators in meetings for various officials responsible for confessionality in the school boards;
 - encourage the participation of teachers providing Catholic moral and religious training and pastoral animators in spiritual refresher courses organized by the diocese;
 - organize, as need be, professional development sessions, in collaboration with the diocese.

CONSEIL SUPÉRIEUR DE L'ÉDUCATION



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