



Gouvernement du Québec
Comité catholique

Questionnaire
regarding religious education
given in schools
to English language Catholics

Report on the results
of replies

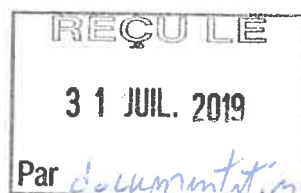
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February 1989

TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION	1
PART 1	
Analysis of statistical results from questionnaire	4
PART 2	
Findings and conclusions	12
PART 3	
Solutions underway and planned	16
CONCLUSION	22

INTRODUCTION

At the beginning of 1988, the Catholic Committee prepared and distributed a questionnaire on Catholic moral and religious instruction and pastoral animation in schools attended by English speaking Catholics in Quebec. The intent of the questionnaire was to permit parents, clergy and educators to indicate their degree of satisfaction concerning the quality of Catholic religious education being presented to their children in elementary and secondary schools across Quebec.

The following paragraphs introduced the questionnaire distributed and serve to understand the background within which the Catholic Committee sought information.

The focus for this survey-examination will be the two fundamental objectives for religious education outlined by the Catholic Committee in its document Faith Education in the Schools (May 1985).

"... to ensure a systematic presentation of the person and message of Jesus Christ ... with continued reference to the young persons' life-experiences, to their persistent questions, to their search for meaning in life ... (# 53).

... to present this subject matter in such a way as to encourage the pupils to celebrate their faith with those who share their beliefs, and to witness to their faith in everyday life through concrete commitments. (# 54)."

The Catholic Committee would like to learn from English speaking Catholics how successfully they estimate these objectives are being met in the education of their children. To this end, the Catholic Committee has prepared this questionnaire to permit parents, clergy and educators to indicate the degree of their satisfaction regarding the quality of Catholic religious and moral instruction and pastoral animation being presented to their children.

The rate of return (43% of questionnaires distributed) as well as the generally positive indications of the majority of replies indicate an authentic interest and positive desire for quality moral and religious instruction and pastoral animation among English speaking Catholics within all regions of Quebec.

RATE OF RETURN

Received 603 questionnaires

43% of the cases represent parents

34% of the cases represent teachers

49% of the cases are from Montreal Island

84% of the cases are from Catholic schools - 49% of these are from Catholic Elementary schools

Approximately 35% of the questionnaires contained comments/suggestions

34% of the questionnaires submitted return addresses

DISTRIBUTION OF REPLIES

QUESTION	EXC	GOOD	POOR	INADEQ	?	M	TOTAL
1	91(15)	372(62)	58(10)	47(8)	14(2)	21(3)	603(100)
2	48(8)	365(61)	113(19)	34(6)	20(3)	23(3)	603(100)
3	103(17)	281(47)	82(14)	54(9)	49(8)	34(5)	603(100)
4	34(6)	194(32)	70(12)	136(23)	135(22)	34(5)	603(100)
5	73(12)	336(56)	45(8)	27(5)	92(15)	30(4)	603(100)
6	72(12)	279(46)	53(9)	35(6)	127(21)	37(6)	603(100)
7	65(11)	232(39)	104(17)	110(18)	71(12)	21(3)	603(100)

EXC = EXCELLENT
 INADEQ = INADEQUATE
 ? = DON'T KNOW
 M = MISSING VALUE

N.B.: The first number in a column represents the number of returns for a question. The second number is the overall percentage. (For example, Q #1 has 91 returns rated excellent which is 15% of all returns for Q #1.

PERCENTAGES COMBINED INTO THREE RATINGS

QUESTION	SATISFIED	DISSATISFIED	DON'T KNOW
1	77	18	2
2	69	25	3
3	64	23	8
4	38	35	22
5	68	13	15
6	68	15	21
7	50	35	12

SATISFIED = EXCELLENT, GOOD
 DISSATISFIED = POOR, INADEQUATE

PERCENTAGE OF RESPONDENTS ACCORDING TO QUESTION

QUESTION	SATISFIED			DISSATISFIED			DON'T KNOW		
	PAR	TEAC	OTH	PAR	TEAC	OTH	PAR	TEAC	OTH
1	81	79	83	16	20	16	4	2	1
2	72	70	75	25	27	19	3	3	6
3	68	65	69	21	28	25	11	7	6
4	43	33	48	19	55	40	38	13	12
5	71	68	80	16	8	11	12	25	8
6	60	58	73	17	14	14	23	28	13
7	56	45	54	30	43	38	14	12	9

SATISFIED = EXCELLENT, GOOD

DISSATISFIED = POOR, INADEQUATE

PAR = PARENT

TEAC = TEACHER

OTH = LAY CATHOLIC, PRIEST, PARISH, COUNCILLOR, PASTORAL ANIMATOR,
RELIGIOUS SISTER, EDUCATIONAL ADMINISTRATOR, OTHER.

The questionnaire was mailed out by the Catholic Committee utilizing mailing lists of: parent school committees,

Provincial Association of Catholic Teachers (PACT),

Provincial Association of Teachers of Ethics and Religion (PATER).

As well, Diocesan Directors of each Quebec diocese received questionnaires which they distributed to English speaking Catholics within their diocese.

The Catholic Committee would like to thank all those organizations and individuals who helped to make this study fruitful.

SPECIAL NOTE

This document presents an interpretation by the Catholic Committee of the statistical results of the questionnaire. Please note that the statistical report in its entirety as well as a breakdown for each of the eleven administrative regions is available upon request from the Catholic Committee.

PART 1. ANALYSIS OF STATISTICAL RESULTS FROM QUESTIONNAIRE

ANALYSIS OF EACH QUESTION

The questionnaire requested a perception of the respondent regarding each of the seven topics examined (ie. NOT necessarily factual knowledge of the actual situation). The overall aim seeks to determine the degree of satisfaction with Catholic moral and religious instruction and pastoral animation in the respondents' opinion.

COMMENTS AND SUGGESTIONS FOLLOWING EACH QUESTION

Each of the seven questions left space for respondents to write in comments and/or suggestions concerning the topic presented. Of the 603 questionnaires returned, 204 contained comments and/or suggestions. These have been interpreted and reported following the summary of replies presented for each of the seven questions.

Hence, the summary is reported in three parts:

- a brief analysis of the replies,
- the most frequently mentioned comments,
- the most frequently mentioned suggestions.

Any comment or suggestion which does not specify a percentage indicates that this comment or suggestion was found in less than ten (10) percent of the 204 replies.

Question #1: In your opinion, Catholic students are receiving in elementary and/or secondary school a systematic presentation "of the person and message of Jesus Christ" which is:

RATING	PARENT	TEACHER	OTHER
EXCELLENT	47(19)	21(11)	19(18)
GOOD	156(62)	134(68)	68(65)
POOR	19(8)	23(12)	10(10)
INADEQUATE	21(8)	16(8)	7(7)
DON'T KNOW	9(4)	3(2)	1(1)
TOTAL	252(100)	197(100)	105(100)

Replies

More than 77% of the replies (parents 81%, teachers 79%, others 83%) indicate that they consider the presentation to be excellent or good. This indicates a remarkable degree of satisfaction. As well, the closeness of percentage between parents and teachers is noteworthy.

Note: The summary reflection on comments/suggestions for question #1 are combined with those of question #2 due to the similar nature of the two questions and are presented following question #2.

Question #2: In your opinion, the students' appreciation of the religion received at school rates as:

RATING	PARENT	TEACHER	OTHER
EXCELLENT	23(9)	13(7)	8(8)
GOOD	161(63)	124(63)	68(67)
POOR	54(21)	38(19)	14(14)
INADEQUATE	11(4)	15(8)	5(5)
DON'T KNOW	8(3)	6(3)	6(6)
TOTAL	251(100)	196(100)	101(100)

Replies

In general, the replies indicate that the students (72%) consider their course in Catholic religion as excellent or good. Only 25% would consider it poor or inadequate.

This question was not asked of the students themselves. However, it is reasonable to presume that the parents or teachers in communication with the students are knowledgeable of their opinion.

Comments (Questions #1 & #2)

It is generally remarked that the interest expressed by the students towards the religion course is highly dependent upon the interest and enthusiasm expressed by parents and teachers.

A number of respondents (15%) commented on the inadequacy of the available classroom material for the teaching of religion.

A certain number (10%) of replies regretted the lack of relationship between the content of the religion program and the life experience of the students.

Suggestions (Questions #1 & #2)

A good number (20%) of respondents suggested making available new text books and updating present teaching materials. 15% expressed the need that teachers be prepared more adequately; they must be well trained and live their faith.

A certain number suggested that more emphasis be placed upon basic Catholic doctrine, morality and the Eucharist.

The desire was expressed that the teaching personnel and administration of the school offer support to religion teachers, promote positive religious values and involve themselves in religious activities in the school.

Question #3: In your opinion, the students' appreciation of pastoral animation in their school rates as:

RATING	PARENT	TEACHER	OTHER
EXCELLENT	41(16)	37(19)	20(21)
GOOD	130(52)	91(46)	47(49)
POOR	35(14)	29(15)	15(16)
INADEQUATE	17(7)	25(13)	9(9)
DON'T KNOW	28(11)	14(7)	6(6)
TOTAL	251(100)	196(100)	97(100)

Replies

There is a general perception that pastoral animation is valuable: 64% find pastoral animation excellent or good.

Yet 53 of the teacher replies (27%) believe that the students rate pastoral animation as poor or inadequate. As the teachers are within the school situation, the divided response on the part of teachers must not be ignored.

Comments

Nearly half (45%) of the comments concerning pastoral animation are positive while 20% are negative.

A number (10%) indicate that the pastoral animator does not visit the students in the classroom frequently enough while others (7%) indicate that they do not have any pastoral animator in the school.

There are also indications from the comments that the role of the pastoral animator is not very well defined, that they are not sufficient for student needs, and that frequently they do not have sufficient materials.

Suggestions

A number of suggestions indicate that pastoral animation should have more time in the school schedule.

There are a number of suggestions that the pastoral animator should benefit from more training, greater budget etc.

Question #4: As far as you know, the teachers, in order to implement the programs in Catholic religious and moral instruction, receive local professional in-service which is:

RATING	PARENT	TEACHER	OTHER
EXCELLENT	16(6)	7(4)	9(9)
GOOD	93(37)	55(29)	38(38)
POOR	19(8)	31(16)	15(15)
INADEQUATE	28(11)	74(39)	25(25)
DON'T KNOW	96(38)	24(13)	12(12)
TOTAL	252(100)	191(100)	99(100)

Replies

Regarding professional development of religion teachers, the degree of dissatisfaction is rather high; only 38% find it good while 35% find this poor or inadequate (in fact three times as many indicate inadequate compared to those who mark poor).

Comments

One third (30%) of the comments expressed a negative attitude towards the local professional in-service offered in schools while a number (20%) indicated that it does not exist in their schools.

The comments indicated a number of problems in professional development in moral and religious education: too few sessions, lack of time to attend sessions, sessions at too great a distance to attend, planned sessions treated of secondary importance.

Suggestions

Thirty (30) percent of suggestions indicated a desire for more professional in-service while ten (10) percent suggested that well-trained professionals conduct the in-service sessions. There were requests for qualified English-speaking resource people as well as suggestions that sessions be mandatory for religion teachers.

Question #5: In your opinion, would the parents rate their satisfaction with the classes of Catholic religious and moral instruction being provided for the students in the schools in your area:

RATING	PARENT	TEACHER	OTHER
EXCELLENT	39(16)	17(9)	13(13)
GOOD	140(56)	116(59)	65(67)
POOR	25(10)	9(5)	7(7)
INADEQUATE	16(6)	6(3)	4(4)
DON'T KNOW	31(12)	49(25)	8(8)
TOTAL	252(100)	197(100)	97(100)

Replies

Sixty-eight (68) percent of the replies believe that the parents are satisfied with the Catholic religious and moral education being offered to their children.

It is worth noting here the relatively high "don't know" responses (49 ie 25%) among teachers.

Comments

While a significant number (40%) comment on the satisfaction of parents, some (15%) suggest that the parents "don't really care" while others (15%) comment that parents are in fact poorly informed about the religion program.

Comment is also made that the level of satisfaction depends upon the religion teacher and the program offered.

Suggestions

Thirty (30) percent of the suggestions request that the parents be kept informed regarding the religion program, while fifteen (15) percent suggest more parental involvement in the religion classes and more adequate support at home.

Fifteen (15) percent of the comments request more reference to Catholic doctrine.

It is also suggested that there be encouragement of meetings between the religion teachers and the Parents' School Committee.

The desire is expressed for greater collaboration between the parish and the school.

Question #6: In your opinion, do the parents in your area appreciate the various pastoral activities carried out within the schools as:

RATING	PARENT	TEACHER	OTHER
EXCELLENT	37(15)	18(9)	13(13)
GOOD	112(45)	92(48)	61(60)
POOR	24(10)	17(9)	8(8)
INADEQUATE	19(8)	10(5)	6(6)
DON'T KNOW	57(23)	54(28)	13(13)
TOTAL	249(100)	191(100)	101(100)

Replies

In assessing the replies, fifty eight (58) percent indicate that are satisfied. However, a significant number of "don't know" (21%) might suggest that pastoral animation may not be well understood.

Comments

Half of the comments indicate that the parents are satisfied while thirty (30) percent indicate that the parents do not appreciate or are not aware of the various pastoral activities carried out in the school.

Suggestions

Thirty (30) percent of the suggestions indicate a desire to involve more parents in pastoral activities while fifteen (15) percent suggest that the parish should activate more pastoral activities.

There are suggestions promoting better communication between pastoral animator and parents, parents being better informed, introducing more laity into pastoral activities.

Question #7: Would you consider the efforts of your local diocese in promoting the quality of Catholic religious and moral instruction for young English speaking Catholics in your schools to be:

RATING	PARENT	TEACHER	OTHER
EXCELLENT	35(14)	19(10)	10(10)
GOOD	110(43)	69(35)	44(44)
POOR	39(15)	40(20)	19(19)
INADEQUATE	39(15)	45(23)	19(19)
DON'T KNOW	36(14)	23(12)	9(9)
TOTAL	259(100)	196(100)	101(100)

Replies

The efforts of the diocese receive an overall favourable rating of fifty (50) percent. Fifty seven (57) percent of the parent replies and forty-five (45) percent of teacher replies rate diocesan participation as excellent or good. Thirty-five (35) percent give the diocese a rating of poor or inadequate.

It is possible that many may not know the contribution of the diocese to religious and moral education and pastoral animation in the schools as diocesan activities are often known only by those directly affected by them.

Comments

Fifty (50) percent of the comments expressed a negative attitude toward their diocese as promoting religious and moral instruction and pastoral animation while thirty (30) percent of the comments were positive. These statistics are significant in the light of the degree of overall satisfaction expressed in questions one and two.

Comments also reflected the opinion that poor efforts may result from being an English minority in a French community.

A number of comments reflected upon the need for greater leadership upon the part of parish priests.

Suggestions

Thirty (30) percent of the suggestions indicated that the priest should be more involved in school activities and available for consultation with teachers and parents regarding religious and moral education.

A number of suggestions urged that the diocese conscious of the needs of English language Catholics might become more effective in communications between Francophone school commissions, diocesan and provincial committees. The dioceses should offer personnel and financial resources for religion classes.

PART 2. FINDINGS AND CONCLUSIONS

2.1 SPECIFIC FINDINGS PER QUESTION

62% of the cases suggested that students are receiving a good systematic presentation "of the person and message of Jesus Christ".

61% of the cases suggested that the students have a good appreciation of the religion course at school.

47% of the cases suggested that the students have a good appreciation of pastoral animation in their school.

32% of the cases suggested that teachers receive good local professional in-service.

23% of the cases rate this service as inadequate.

56% of the cases suggested that the parents would rate their satisfaction with the classes of Catholic religious and moral instruction as "good".

46% of the cases suggested that the parents have a good appreciation of the various pastoral activities carried out within the schools.

39% of the cases suggested the efforts of the local diocese in promoting the quality of Catholic religious and moral instruction to young English speaking Catholics as being "good".

Each of the above statistics represents the highest percentage prevalent for each question.

2.2 CONCLUSIONS

1. Seventy-eight (78) percent of the respondents to the questionnaire were from
region 06,1 Laurentides - North Shore of Montreal,
region 06,2 Longueuil - South Shore of Montreal,
region 06,3 Montreal Island.
2. Eighty-eight (88) percent of respondents were speaking for students in Catholic schools.
3. Fifty-three (53) percent of respondents re: Catholic school rated religious education as excellent or good.
4. Eighty-two (82) percent of Catholic school respondents were in regions 06,1 (Laurentides), 06,2 (Longueuil), 06,3 (Montreal Island).
5. The distribution of responses by the eleven educational regions of Quebec corresponds to the proportion of English language Catholics in Quebec.
6. In general, the returns both from the Island of Montreal as well as from the other regions of Quebec indicate positive satisfaction for present efforts being undertaken in Catholic religious education. This satisfaction reflects the response of parents who were the largest group of respondents (256 parents). This satisfaction is also manifested by teachers (197 replies).
7. One third of the respondents (204 of 603 returned questionnaires) took time to write in comments and suggestions. These written remarks were in the majority positive, and they proved helpful in interpreting the numerical statistics obtained from the returns. A number of respondents indicated that they would like to see programs linking religion more explicitly with the daily life-experiences of students. Some requests called for more emphasis upon basic Catholic doctrine, morality and the Eucharist (Questions #1, #2 and #5).

8. Question #4 provides statistical information from teachers confirmed by written comments and suggestions indicating that a high percentage of teachers of Catholic moral and religious instruction would appreciate increased information and professional development concerning the evolving Catholic content and educational methodology of the new Quebec programs (Question #4).
9. Comments and suggestions offered in reference to questions #1 and #2 drew attention to the lack of text books available and didactic material for Catholic moral and religious instruction.
10. Very positive response to question #6 indicates strong support for and appreciation of parents and teachers regarding pastoral animation complementing religious education. Ways to strengthen the effectiveness of pastoral animation in relation to religious and moral instruction, particularly in the secondary school, should be studied and developed (Question #3).
11. Responses to questions #2 and #5 indicate the need felt among parents that they be better informed about, and be more involved in, the religious education of their children. There is evident need to inform parents of the content and objectives of religious education taught in schools and to provide sound support for parents' collaboration carried out in their home (Questions #5 and #6).
12. Concerning the quality of Catholic religious education, respondents replying for Catholic schools indicate slightly greater satisfaction than respondents replying about Catholic students in Protestant schools. This is particularly noted concerning efforts of diocesan cooperation with religion teachers and/or parents of Catholic students in Protestant schools.
13. The degree of satisfaction of respondents is slightly higher for religion provided in elementary schools than in secondary school.
14. There was a clear indication among respondents that religious instruction and pastoral animation could not be truly effective unless the administration and teaching staff of the school supported and took active part in the religious life of the school (Question #3).

15. A significant number of respondents commented or suggested that there is an actual need to improve parish and diocesan roles in the religious development of the students in coordination with the religious instruction and pastoral animation of the school while respecting the autonomy of each (Question #7).
16. The principal expectations of those responding to the questionnaire concern:
 - support in informing and educating parents particularly through the office of education of their respective diocese;
 - professional development for religion teachers;
 - availability of didactic materials.

Solutions either presently underway or envisaged are attempting to meet these expectations.

2.3 GENERAL CONCLUSION

The Catholic Committee did not intend nor develop a highly scientific questionnaire nor detailed study of the educational situation of English language Catholics in Quebec. However, the high rate of return proportionately representative for each region of Quebec was accomplished with very little effort on the part of the Catholic Committee. As well, the positive nature of the returns can be concluded as faithfully representative of the mindset and will of English language Catholics in 1988 Quebec.

Far from being indifferent or disinterested about the religious education of their children, the replies of parents, teachers and others to the Catholic Committee questionnaire provides ample evidence affirming the faith convictions and specific educational expectations of English speaking Catholics in Quebec concerning the religious education which they desire and request for their young people. Such conviction and positive aspirations can only be received with gratitude and creative collaboration by those ecclesial, educational and political leaders concerned with Catholic education today in Quebec.

PART 3. SOLUTIONS UNDERWAY AND PLANNED

In 1982, the advice of the Catholic Committee to the Minister of Education on the situation and needs of English speaking Catholics, put forward recommendations considered useful in addressing their expectations.

Six years later, in 1988, the present study, whose intent was to know the degree of satisfaction concerning the quality of Catholic religious education among English language Catholics, indicates that certain of these expectations remain for English speaking Catholics - in particular:

- suitable support for personnel teaching Catholic moral and religious instruction;
- necessary teaching materials.

The Catholic Committee is conscious of the efforts which must continue to be made to assure the services necessary to maintain quality religious education. Thus it wishes to note the steps undertaken and those yet to be realized: solutions underway and planned.

3.1 SOLUTIONS UNDERWAY

3.1.1 Pedagogical support by the Ministry of Education for personnel teaching catholic moral and religious instruction

- Introduction of new Ministry of Education religion programs:
20 sessions already held with regard to the introduction of new programs for schools
- Professional development of teachers:
13 sessions held involving 259 elementary school teachers in 1987 representing 30 school commissions;
7 sessions held involving 106 secondary school teachers in 1987 representing 19 school commissions;
15 sessions planned for 1988-1989.

- Retraining programs:

2 summer sessions (3-4 days) involving 57 elementary and secondary teachers in 1987 and 1988.

3.1.2 Development of didactic materials

An exceptional grant of \$347,550 spread over three consecutive years (1988, 1989, 1990) will be budgeted by the Ministry for the production of basic texts for Catholic moral and religious instruction.

This production of text books and teachers' manuals is well under way at both the elementary and secondary school levels.

A consultative committee, constituted of competent professionals drawn from the English Catholic school personnel, will act as an advisory committee throughout the production process of didactic material.

Student's texts accompanied by teachers' manuals for grades one and two of the elementary school have recently been published. Grade three and secondary one texts and teachers' manuals are well under way. The student texts and teachers' guides for all four of these grades will be available for classroom use for the school year beginning in September 1989.

The remaining texts are in planning and will follow quickly. This production will alleviate many of the difficulties and fulfill the requests indicated frequently in response to the questionnaire.

3.1.3 Other services offered by the Direction de l'enseignement catholique of the Ministry of Education for english language catholics

- Personnel

The administrative director;

1 full time professional;

1 full time "loan of service" (4 years);

Casual contracts budgeted according to ½ person a year;

11 regional "répondants" who have the responsibility to assure quality of religious education services to English language Catholics within each region;

Linguistic professional services equivalent to 1 ½ to 2 professionals a year;

2 full time persons for translation and adaptation.

- Development of personnel for pastoral animation.

An annual session for 20 to 30 secondary pastoral animators.

- Support for the "educational project" of the Catholic school.

3 information sessions promoting the kit "Educational Activity and the Religious Dimension".

- Implementation of the 1987 Regulation of the Catholic Committee.

Translation and promotion among the school commissions of materials relative to the new Regulation of the Catholic Committee. 5 information sessions relative to the new Regulation of the Catholic Committee.

- "Ententes" between Catholic and Protestant school commissions.

Coordination between school commissions and regional "répondants" for the fulfilment of interconfessional agreements.

- English language publications for Catholic education.

3 issues have been published of English Catholic Education whose goal is to favour communication with English language Catholics;

23 publications destined for the English language Catholic school are available from the Direction de l'enseignement catholique or from the Superior Council of Education;

At least 15 other projects are under way.

3.2 SOLUTIONS PLANNED

3.2.1 Distribution of this report

The first undertaking of the Catholic Committee following the completion of this report will be distribution of this document. The report will be forwarded, as promised, to all who in responding to the questionnaire provided their name and address. The report will also be forwarded to the Minister of Education, to the Quebec Bishops' committee on education, to the Deputy Minister for the Catholic Faith, as well as to the French and English language professional associations concerned.

3.2.2 Support for English language parents

One of the principal expectations indicated in the results of the questionnaire concerns support for English language Catholic parents. In responding to this within the limits of its jurisdiction, the Catholic Committee envisages certain actions:

1. A meeting between the Catholic Committee and the Quebec Bishops' committee on education and information provided to the Quebec Assembly of Diocesan Directors for religious education

to convey the results of the questionnaire specifically with regard to diocesan support desired by English language Catholics for religious education.

2. Preparation and distribution of a booklet informing English language Catholic parents of the services to which their children are entitled by law within any school commission in Quebec.
3. Distribution in English of publications of the Catholic Committee within the school network as well as to those individuals who, on returning the questionnaire, provided their name and adress.

3.2.3 Professional development for teachers

This report lists above certain sessions of professional development undertaken by the Direction de l'Enseignement catholique on behalf of English language religion teachers. It appears that these efforts must be increased to meet the actual needs of a greater number of teachers. Hence the Catholic Committee proposes:

- the Ministry of Education being aware of the particular situation of the English language religion teachers: their needs regarding in-service, the fact that many of these teachers must teach a number of programs, difficulties of providing these teachers with professional services and development within French language boards, the Ministry offer support to the local school commissions or itself take charge of some professional development for these teachers.

- the Ministry of Education undertake the necessary means to assure the regional educational officers (repondants) as well as Christian education counsellors acquire greater sensitivity in discerning and responding to the professional needs of English language religion teachers.

3.2.4 Production of Didactic materials

This present report has indicated above (# 3.1.2) a major solution recently undertaken.

The Catholic Committee has undertaken to obtain assurances from the Minister of Education that the production of religion text books and teachers' manuals for elementary and secondary schools presently underway will continue and within a reasonable time-frame.

CONCLUSION

The Catholic Committee hopes that this report will be useful in all instances of decisions by government, educational and church bodies, in providing a greater sensibilization to the situation of English language Catholics as well as in designing solutions toward improvement.

A further inquiry among English language Catholic students is intended to complement this present study. This may be delayed a little due to present projects presently underway by the Committee.

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