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STANDING COMMITTEE ON PRIVILEGES AND ELECTIONS

Chairman

**Mr. J. Wally McKenzie
Constituency of Roblin**



Monday, October 29, 1979 8:00 P.M.

**Hearing Of The Standing Committee
On
Privileges and Elections
Monday, October 29, 1979**

Time: 8:00 p.m.

MR. CHAIRN, Mr. J. Wally McKenzie.

MR. CHAIRMAN: The Committee will come to order. Mrs. Lavoie.

MRS. MARIE THERESE LAVOIE: I'm sorry, I cannot supply you with a brief, but I'll be sending it. Okay?

MR. CHAIRMAN: That's quite all right, Mrs. Lavoie.

MRS. LAVOIE: Okay. Well, I would like to bring to your attention a letter to the editors of the Free Press and the Tribune regarding Home Education. It is written by Father Svoboda in regard to an article from the Winnipeg Superintendent, Mr. Downey, and the letter reads as follows:

"To the Editor: Parents hurt by public school system. There is something rotten in the state of Denmark, Shakespeare, from Hamlet.

I wish to answer to the concerned observation of Mr. Downey, in the Tribune of October 18th. His concern is that a new trend and organization of parents would interfere with the public school system.

The new organization of parents trying to defend their civic rights in education is considered as illegal and dangerous to the future of our public education system. Let us say first that the MASH Manitoba Association for Schooling at Home, has no purpose to encourage parents to withdraw their children from our present schooling system, rather it is channelling the widely existing unrest among parents who are wondering what's going on with our schools, and who want to defend their basic parental rights. This may bring about a conflict with the public school system attendance and monitoring of good education.

It may fortunately, just for the time being, serve as a temporary preventive measure until some of the educational experts, who impose questionable contents and methods as good education, come to terms with their philosophy, methods and better judgments and become more concerned with sound education rather than experimentation.

For a large group of parents the necessary resources are lacking to put their children in recognized private, parochial or independent schools, therefore, are powerless to exercise their right as parents to choose the kind of education they want for their children. Unfortunately, Mr. Downey wishes to exploit this powerless captive audience to maintain the public school system by denying these parents an educational outlet which is within their means to exercise their parental rights. Therefore, this large group of parents who do not accept the present state of the public school system, who cannot afford private schools and who may be denied the option of correspondence courses, will not be allowed to function nor survive in a democratic society.

This is justified with a better look at the objectives and tasks of the School Attendance Act. Its first objective is not to protect children from exploitation but rather to direct them positively in human, religious, educational, social and moral formation that they will need in their future. Parents don't exploit children usually, they pro-create them, they love them and they want them to have the best education possible. Likewise, the school system, which has as much interest as parents, desire the best for children to achieve a good education. Exceptionally, there may be an exploitation by some parents in cases of special social conditions or child abuse, then the school has to intervene as a protective system, as well as the parents who have the right to appeal for help to the Department of Education, to our legislation if there is something exceptional, abuse in education either by the teaching personnel or by a respective school division.

All this is said to determine the respective goals and responsibilities and rights of all sectors involved in education. But the critics of Mr. Downey don't touch the core of the question. He is right to say that the present trend that animates all the parents joinin the MASH, is detrimental

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in some way to the present system but he does not see that . the very cause of the unrest among the parents is, and what in the last instance, is threatening and disturbing our well developed system of education. Are these parents some vintage of our society not understanding its progress in morality and civilization? Their very concern is the experimentation that leave aside basics of education, morals, and true genuine humanism. To the objections we hear very often today that moral basics can always be discussed, parents simply answer that they now have too much evidence of the poor results of the present system of education. When the majority of youngsters, not only some of them, no longer accept parental authority and guidance at the age they need it most, when a sixth and seventh grader comes with a teenager's problem, when teenagers grow to cynical immaturity, when they come home with manuals, homework, and projects, with some imposed under strict secrecy, which surpass them morally, when they show signs of psychological harm and confess themselves that they need pedagogical assistance, with questions they cannot cope with psychologically, there is cause for unrest and concern and there is a time to complain. There is also a time to organize and use their parents' rights within the channels of our democratic system, even if some harm is done to our public school system.

It is right to say that we have a flourishing school system. There are some good schools, some responsible superintendents, there are good children and good teachers. I remember the case of a principal who decided to go back to the sound principles with a firm hand but inspiring the youth with brilliant enthusiasm, his wits and some morality. It was a pleasure to co-operate with him to the delight of both parents and youngsters.

By using their rights, the parents united in MASH, take their action as a temporary measure to achieve the same goals that our education system wished to attain. They do hope that our public school system, which does not want a pluralistic system, will correct that trend which could bring about a moral vastland (wasteland) in the coming generation, and bring about about the social apocalypse mentioned by Fidel Castro in the United Nations. This was written by Father Svoboda for a group of parents.

I support this above letter because as a parent, I also have a daughter taking her grade nine correspondence course. She started school this year and she was so unhappy, she came back one day, she had to return her books to the principal and she said she wasn't going back to school, so she came home and I figured, well maybe she should go and work, but I figured that grade nine, this was a shame, you know. So I waited for a couple of weeks and then I said, well, she might settle down and think of going back to school. But, no way, she didn't, so I don't know how I got around to that correspondence course, I mentioned it to her and she was very pleased, so we went in to see Mr. Danylchuk, the superintendent, and first he said, well, it wasn't too good, she should be going back to school seeing there were classes . . . So I said, okay, if it was your daughter, what would you do? I said, it's either she goes to work or . . . she's not going back to school, so you won't give me your okay, if I want to let her take her correspondence course, so he was very nice and he approved, and so he signed the letter and she started and it's fantastic the way she's going at it. She starts at 9:30, she works till 10:30, she takes half an hour, and she goes on and she's been going on for a month now. It's really great . And she's relaxed, she used to skip classes, she hated school, and when I saw this letter I thought well, this is too good to be true. You know I don't belong to MASH because I didn't even know there was such an organization. But I see that some other parents are aware of those things and they want to do something about it. So this is what I had to bring in tonight.

MR. CHAIRMAN: Thank you, Mrs. Lavoie. Questions from the committee? We thank you kindly for your presentation, Mrs. Lavoie.

MRS. LAVOIE: Thank you.

MR. CHAIRMAN: Mrs. Jenner. Mrs. Helen Jenner, and your presentation as a concerned parent.

MRS. HELEN JENNER: That's right.

MR. CHAIRMAN: Proceed, Mrs. Jenner.

MRS. JENNER: Thank you. Meers of the Committee on Privileges and Elections. It is with great reluctance that I come to speak of my personal experiences with Manitoba's educational system.

As a member of the Manitoba ACLD I listened to your questioning following presentation of the Association's brief last Wednesday morning. During presentation of the Manitoba Association

for Children with Learning Disabilities' brief, it was not deemed relevant to the proposed changes in the Act to include specific examples.

Excuse me, I'm sorry, I have a dreadful cold.

MR. CHAIRMAN: Certainly, you're excused.

MRS. JENNER: I didn't use it as an excuse to not come down.

MR. CHAIRMAN: Well, take your time, we've got lots of time.

MRS. JENNER: Good. As I was saying, it wasn't deemed relevant to propose changes in the Act to include specific examples of parental struggles in seeking help for their children.

I have struggled with my conscience and desire for privacy since last Wednesday as I wondered if this committee might benefit from such input. My conscience won and for what it's worth the following is a capsule commentary on the parental merry-go-round which my family has been on since our third child and first son was born, 23 years ago.

He arrived a seemingly healthy, squalling new-born with a funny pointed head. How ironic it seems now to recall that I lovingly nicknamed him "Denny Dimwit". His arrival, added to the two daughters we already had made our family's happiness complete. Little did we know then what lay ahead of us, uow our lives would become an almost endless struggle for our son's educational survival.

I was labelled an over-anxious mother when the pediatrician tested my 2-½ year old son at my insistence. I quote his words: "Your son is at a three-year old level in ability and will talk when he's ready, so don't be an over-anxious mother." Six months later the same pediatrician suggested this happy outgoing child, without language, be seen by specialists at the Children's Hospital. Two and a half years later, after what seemed like endless visits, his father and I learned that our five-year old son had aphasia. This term applies to an injury to the speech centre which at last explained why our son was unable to form words.

By now our family had acquired a style of communicating with this puzzling child through a form of charades. Specialists have emphasized the value of this communication which we had the insight to use. It is my understanding that our son, because of the frustration, should have been totally withdrawn or emotionally disturbed and uncontrollable. We still were a happy, hopeful family, confident the solution was now at hand.

Our son had the good fortune to participate in a project at the Child Guidance Clinic and received intensive speech therapy for almost three years. Though there was little school progress during this period, we had been assured that once language was acquired academic growth would naturally. He had to miss half a day of schooling every day while travelling to and from the Child Guidance Clinic for his hour of therapy. As he slowly learned each sound and painstakingly formed a word, we watched his intelligence emerging. By age nine, this child of ours had two-word sentences and had become a full-time student. Our problems were now behind us, we thought.

I quote from a Child Guidance Clinic Report:

"This is a bright, good looking, happy, somewhat hyperactive boy with normal potential."

The following year our optimism grew as he mastered Roman Numerals, arithmetic problems, and acquired writing skills under the guidance of a patient teacher.

A year later in a Special Ed classroom the well-meaning teacher insisted on starting him and all of the other students over at basic Grade I, Day One level, so as to acquire a better grounding. He was no longer allowed to even write. By mid-year we had a withdrawn, bewildered child who no longer had motivation for learning. His puzzled teacher couldn't understand why he wanted to lie down in the nurse's room and sleep half the day away. Our unspoken fears resurfaced as we watched a happy child turning angry and sadder each day. His supportive pediatrician was equally concerned, but could offer no help. It was at this time that we learned of a group of parents who had formed an association for children with learning disabilities. We decided to find out what they were about and found our child was presenting problems similar to theirs.

We soon decided to look outside of Manitoba, as some other parents had begun doing. We arranged for a loan and travelled to Purdue University Child Achievement Centre. After spending a week with them, I learned our ten and one-half year old son had a severe learning disability. We returned with the Home Program and recommendations for the school to follow. Now we were sure our problems were behind us.

At last, we, the parents, the teachers, and pediatrician could understand and cooperate in providing the help this youngster desperately needed. We were particularly delighted with the Child Guidance Clinic, who did extensive testing before our son started his next school year. Their recommendations to the school our son attended were meant to provide him with individual help

in his areas of deficit.

First though, before one-to-one tutorial help began, it was necessary to rebuild his confidence in himself as a learner. Our patience gradually turned to nagging concern as the months passed and our son seemed to be learning very little. I initiated several meetings of school and clinical personnel with no tangible improvement. Eighteen months later I learned that no part of any recommendations from CGC had been followed. His thirteenth birthday had passed and still no real academic growth had taken place for "this bright boy with normal potential."

We were desperate as the principal commented that he had only until sixteen to get an education. Horrified that a child with special problems was not entitled, so we thought, to attend school as long as other students, his father and I became frantic. We decided that our son must be placed in a private school that would know how to teach him before it was too late, but how and where to start.

I began calling a number of professionals I had met in Special Ed, seeking someone to help me coordinate my efforts. No one in the public school system could help me. One Special Ed person, in sympathy, suggested I speak with a Mr. Ed Moskovitch at the Jewish Child and Family Service. I confessed to not having a drop of Jewish blood in me. But they welcomed me with understanding and concern when it became evident that no one else could or would help.

A social worker assisted in seeking information on private schools throughout the country. The superintendent in my school division had become aware that my husband and I were not prepared to leave our son sitting in a Special Ed class getting nowhere. We were optimistic when he offered our son a chance to be in a regular classroom, under the guidance of a resource teacher.

It was agreed by all concerned that this youngster was in need of having his own home environment, if the school's needs could be met. We were relieved not to have to send him away. Our son had two good years with outstanding teachers who made exceptional progress with him. His reading, though only at a Grade 3 level, was allowing him to begin using encyclopedias, satisfying his thirst for knowledge. We all were delighted with this highly motivated guy, who at 15 was a happy, relatively well-adjusted individual, even with Grade 3 and 4 reading and arithmetic skills.

Then the postman arrived one summer day, with a letter from an administrator in the school division. Our son was not to begin the fall term until a meeting was held to determine if — not what program — but if there was a program for him in the division. My efforts to arrange the meeting before school started were in vain, and when I broke the news to our son, he ran to his room sobbing, not believing that school could be closed to him.

As an aside here, I would have been accepting if he had smashed every piece of furniture in his room, because I have never seen a tantrum or just cause for anyone being as upset as he was. He only broke up a chair.

His teachers had given him the name of his Grade 7 teacher at the end of his June term, and the classroom he would be starting to, and his teachers were going to be preparing the programs to assist that teacher in his work, and now he got this news. All he could say was, they promised me.

I remember the principal's words, that these kids don't make it past 16. I quote him, "They either drop out or are kicked out before 16." It's still happening, gentlemen, to other children.

I was shocked to learn that the two persons who best knew our son, his speech therapist and guidance counsellor, were not to attend such an important meeting. During the meeting, the administrator and special service director were obviously surprised to hear the resource teacher say she had found a classroom teacher who had worked with this nearly pushed out student. Our son returned to classes, but it soon became obvious his academics were not showing gains. He was turning off. We explored alternatives locally, and decided on trying the vocational school our son seemed interested in. He was warmly accepted by the staff, but it soon became evident that teachers lacked the specific training to help a learning disabled student. The school had no resource staff available. Our son kept trying, as did the staff.

During his 18th year, we acquired a copy of the CGC Report, which was never implemented in his 12th year, because, and I quote the principal's words, "The report was too complicated for the staff to understand." Its simplicity angered me and I was determined to give him the chance of at least one year of private schooling, if it wasn't too late.

His keen interest in solar led to him participating as well in a solar and energy conservation course at Goddard College in Vermont, and we were strongly urged to send him to a private school for the learning disabled. With our permission, the college searched for a suitable school. Unfortunately, all had a three year waiting list. Our son returned to his vocational school while we continued to look for a private school that would accept older students. It appeared none could be found. As he completed his fourth year of vocational education, his own concern began to surface. We often heard him saying, I'm not going to get a job because I can't spell. We tried to encourage

him, but knew he couldn't fill out an application form for an employer, let alone read the form.

His social skills had deteriorated as well. Sure, he had acquired a great deal of knowledge through his hobbies in electrical and with plants in his own small greenhouse, but who would give him a chance? During those last few months of his vocational schooling, his father and I learned of a private school in Ontario that might accept our son.

Following a summer tutorial program there and medical tests which revealed hitherto unknown allergies to wheat and sugar, our son was accepted as a full-time student. We borrowed the money to give him his last chance to acquire the reading and writing skills he wanted so badly. He had a successful year, with good growth socially and academically. He chose not to return for a second year at this time — he may later — as he was anxious to try and get, at 23 years of age, his first job. He now has enough confidence and academic skills to survive.

We are almost there, but it has been a long, rough road. The potholes have been many. I hope that our experience will convince members of this committee how important specific legislation is. I know many other parents who have not been so fortunate as my husband and I in struggling to find help for our son. Many of our young, learning disabled adults are going to be dependent on the taxpayer of this province. We are thankful that our son is about to become a taxpayer.

Thank you, gentlemen.

MR. CHAIRMAN: Thank you, Mrs. Jenner. Questions from the committee? Mr. Boyce.

MR. J. R. (Bud) BOYCE: Thank you very much, Mrs. Jenner. I hope it wasn't as a result of some of my questioning that may have left an impression that I didn't want to see done that which you want to have done, because that wasn't the point . . .

MRS. JENNER: No.

MR. BOYCE: We're trying to come to grips with this very difficult problem of Section 41 primarily. Thank you very much for sharing your experience with us.

MRS. JENNER: I've sat and listened to some of the hearings and I felt that perhaps it was only fair to share some of what we parents have had to go through. Believe you me, I could stand here for a week. I have skimmed over probably 150 percent of what we've been through and what we've done, in fact more than that, and it's the only way a child with a learning disability can survive. I'm ntt talking about just Manitoba, in the school systems in this country. There are very few children that are going to make it if they're in that one or two percent of the learning disabled that are severe.

MR. BOYCE: Thank you, Mr. Chairman.

MR. CHAIRMAN: Any further questions? Thank you kindly for your presentation, Mrs. Jenner. Madam, did you care to make a presentation?

MRS. SYBIL PLATTNER: I don't have a formal presentation. I was just informed at 6:00 o'clock that if I wanted to say something I could, so if you would all forgive me for being very informal and probably disorganized, I probably have a couple of things to say.

MR. CHAIRMAN: Come forward.

MRS. PLATTNER: My name is Sybil Plattner, also with the Association for Children with Learning Disabilities, as Helen Jenner is. As Helen Jenner has told you, my story is somewhat similar to Helen's, as a matter of fact, Helen and I met at Purdue University in Lafayette, Indiana, after having been around the merry-go-round in Winnipeg, and not being able to find out why our children couldn't learn.

Our daughter started kindergarten at the usual age and we started her in a parochial school in Grade One, and after a few months it became evident she wasn't going to be able to handle it, so we had to transfer her to a public school. I was looking through her things today and I found her Grade One report card, which says, "Gloria is interested and enthusiastic about her reading. I hope this continues. Gloria expresses herself well, her printing is good. Ability in Cuissenaire is improving and Gloria is developing more confidence in herself. Gloria is reading with confidence and understanding. Gloria expresses herself well. Gloria's reading is good. She has difficulty in

directions; Gloria's oral reading is very good. She still has difficulty in answering questions concerning her reading."

The reason I tell you this is that she passed Grade One and went into Grade Two, and somewhere in Grade Two things began to fall apart for her, although she had no difficulty learning how to read and write. Her spacial concepts and abstract reasoning were not what they expected in school. She had difficulty with numbers, she had difficulty understanding that concept, and because of that, even though her reading and writing skills were good, they decided to put her into a special class.

We thought that the school system knew everything and that we shouldn't question it, so we allowed that to happen. For five years, she was in a special class with children who were emotionally disturbed, retarded, culturally deprived or whatever. Those classes were for children, I maintain, that the school system didn't know what to do with. They couldn't handle her in the regular class, they could not figure out a way to teach her abstract reasoning, therefore she ended up in a special class, where she had a very tiny little teacher who knew nothing about her problems or why she couldn't learn and Gloria sort of was a happy little girl and vegetated there and didn't learn anything.

When she was 12 years old, somebody approached me and said, you know, I know your little girl's in a special class, and I know she shouldn't be there because this girl also had a child in the special class, she said, would you like to join our association? And this is two months after MACLD was formed, and I said, I sure would. And this is when we discovered that the Child Guidance Clinic in Winnipeg, the Children's Hospital in Winnipeg, where we had taken her — all these years, don't think that we weren't doing anything to try to find out what the problem was, we were all over the place in Winnipeg trying to figure out why she couldn't learn because we knew that she was of normal intelligence. A parent has a gut feeling about a child, and if there is something really wrong or you have a feeling your child is slightly retarded or whatever, you know it.

We knew that Gloria was bright, and we couldn't figure out why she couldn't learn in school. We had taken her to the Children's Hospital, and what we found there was — they closed the records to us. I haven't any idea what they did. They took her into the hospital for three or four days and wouldn't tell us what they found. Wouldn't show us the records. I could not fathom that but that's the way it was.

We took her to the Child Guidance Clinic, and they said, yes, she had certain problems and everything, and again, they wouldn't allow us to look at the records. So when we were approached by a couple of girls who formed MACLD, we knew we had to take — you know, you grasp at every straw and we said, sure, we'll join, we'll find out, we've got to find out what's wrong with this kid. And we went along to Purdue University in Lafayette Indiana, and they found out exactly why she couldn't learn, and exactly why she couldn't do abstract reasoning and exactly why she had difficulty in comprehending, although she could read very well, she didn't always comprehend. And we got a remediation program from Purdue, came back to Winnipeg, went to the school system, they knew nothing. They did not know what we were talking about. They could not help her. She still was in a special class.

So as far as we were concerned, it was like going to a clinic, going to Rochester and having them tell you, your child has got cancer, go home and wait for the child to die. Which is what was happening, although we also happened to be a little lucky in that somehow or other, and maybe it was a strong family background, she seemed to remain emotionally stable, because a lot of these children become very unstable emotionally with the constant loss of self-respect and downtrodden ego.

We didn't find out, although we had her to the best doctors in Winnipeg, eye doctors, that she had a visual perceptual problem, and that contributed to why she was having trouble comprehending what she was reading because the words hopped around on the page. Nobody ever found that out here, they found that out there. We did all sorts of therapy and we had to go back to Fort Collins, Colorado again, and of course all this was costing money, and thank heavens we could do it. I don't know what happens to people who can't do it. I'm really here tonight because I'm very concerned about people who don't have the wherewithal to take their children places to find out what is wrong with them.

Our daughter is 24 now. She's married. She's got a son who's three who doesn't talk yet. We know he understands everything. I'm talking here tonight as a grandmother, because this three year old is not, if I have anything to do with it, going to go through what his mother went through in her school years, and his mother isn't going to go through what we went through.

I feel that the school system, such as it is now, it certainly has come along. Before our association, there was not a resource teacher in the school program. Now, most of the schools have resource help. But diagnosis is very hard to come by. We have a very long waiting list at our learning centre. We only have a contract with Winnipeg No. 1. A lot of the other schools will not pay to have children

diagnosed. The Child Guidance Clinic has a long waiting list; the Child Development Centre at the Children's Hospital is very good, it also has a waiting list, and a lot of people, a lot of children fall by the wayside, mainly because their parents aren't aware.

So it's important that all teachers should be aware that they're going to run into a child like this, sure as shooting, if they're teaching kindergarten or Grade One, they are going to see a child like this. All teachers should be able to pick it out. I'm not saying that all teachers should be diagnosticians, that doesn't make any sense, but all teachers should be able to pick out that this child is going to have a problem, and somebody's going to have to do something about it before it's too late, because parents can't afford to send them away. There is no sense in sending a child away from his home. The child should be at home with his parents. The way the education course at the university stands now, learning disabilities are not a compulsory thing. A teacher can take them if they want to take extra courses. Learning disabilities courses should be a required part of the education of everybody coming out of teaching, so that they will be able to pick out this child, and so that child is going to get the help it needs. Because my grandson is not going to flounder in this school system.

My daughter was in Gordon Bell, she was 13 years old, she was in a special class in Gordon Bell. The problem with a learning disabled child is that they know that they can learn, they know that they're intelligent, and they have a very hard time figuring out, why can't I learn? What's wrong with me that I can't learn?

The special classes, aside from the fact that when she was in Gordon Bell she had a teacher who had just come out of a four year education course who had no training in special learning problems, and she was teaching this class. She devastated my daughter that year, and my daughter came home from school one day in January, she was 13, and said, "I'm not going back to that school, tomorrow or ever." I knew she was unhappy but when she came home and told me this I was a little shocked and I said, "Why not?" She said, "I am sick and tired of being called a retard; I am not a retard and I am not going back to that school." I said, "Good for you Glorie, I'm glad you said it." We went to the school to pick up her things out of her locker, the teacher saw us. She would not talk to me; I had tried to contact her many times, I think I scared her a little bit because I think I was more knowledgeable than she was, and she wouldn't talk to me. And when I took Glorie to school to empty her locker she did not come out to say, "Good Luck Gloria;" she didn't come out to say to me, "I hope you find some place for her". She looked at us, turned around and walked away. That was that teacher.

Anyway I phoned the Superintendent of Schools the next day and said, "Hey, I've got this kid here who walked out of that schoolroom, what are you going to do with her?" I told him the story and everything and he said, "I'll contact you in a week". I waited a week and she was home, nothing happened. I phoned him, I got no satisfaction, nothing happened, there was no place for her to go. So, as a last resort I went to St. Mary's Academy and I told the Sister our story, and for humanitarian reasons only, they took Glorie in. They let her work on whatever she could do. She spent most of her time in the Art class because she's talented in painting. All these children have talents and strengths somewhere and it is about time somebody played to their strength, rather than emphasizing day in and day out how lousy they are in mathematics or whatever.

She was there for four years and was never happier in her whole life, and finally the day came when they said, Gloria has gotten to a Grade 11 level, we have to move her into Grade 11, it is getting to a point it's going to be too difficult for her and we don't want her to feel badly about herself, so we will have to tell you that this will be her last year. And then she went out and got a job, etc., etc., and then she got married. So Glorie's I think is one of the success stories.

The thing that really upset me about the fact that she left school and nothing was done by the school division to get her back into something, is the fact that it seems to me if a child is truant they can go after that child and that family and they can insist that that child go back to school. But, if the child quits for the reasons that Glorie quit then no effort is made to find a place for that child, it seems to me it should work both ways. I don't think it does, yet. I think that's about all. We did, in the meantime, of course, have — I've got letters here, I brought a few and I'm not going to read any of them to you — but we had wanted to send Glorie away, we wanted to send her out of the country to school too because we knew she was not being educated to her full potential; simply because the teachers didn't know how to teach her, not that she couldn't learn, they did not know how to teach her. And we had sent her away, as a matter of fact, to Boston in 1975; they were here for our Annual Conference, this Dr. Drake, and he came to the house specifically to see Glorie and at this school, Landmark School in Boston, they do not take children unless they feel they really can help them. And he came to the house and spent quite a time talking to Glorie, and afterwards he said to us, "She's got an awful lot locked up in that head, we're going to get it out for you." And we drove Glorie to Minneapolis and put her on a

plane to Boston that summer, and the next day she ran away from the school; they didn't know where she was for a day, finally she showed up but we had to take her back home, it was too late for her for academics, she was 17, and she just wasn't going to be away from home at 17 having never been away from us before.

She is an only child so she had nobody to talk to; she never had any friends, the problem with the special classes and all — and I think one of the most devastating things about it is that they don't develop any friendships. To this day Glorie has one friend, and that one friend is a girl that was also in a special class. And, although there were 30 children right in my neighbourhood, right where I lived, when Glorie walked out the front door they scattered, Glorie is coming. That devastated her socially, and to this day, even though she does run a nice house, she cooks, she cleans, she washes, she looks after a 3-year old boy, she's going to have another one in December, she still does not feel too good about herself. When she got married she ran off to get married, not because she was so much in love that she had to get married, she needed a friend more than anything, she was just 18 when she did that, but she was not — maturationwise I would say she was 15 when she did it, and so was her husband. But they're making it, they're going to be married 6 years in December and I wouldn't have given you a nickel that it was going to last a year, and they're really doing well.

But, now I have this grandson who is three, he's bright, he knows everything, he can say the odd word but he is not talking yet. We have already had him to the Child Development Centre — thank goodness we have that place, he is already in a very good pre-nursery school at the Society for Crippled Children and Adults — thank goodness that we have that place. I know that he isn't going to go into Grade 1 for four years yet, because there is no way he's going in at six because he is going to be too young, and I know it, he'll go in at seven. And what's going to happen to him when he gets to Kindergarten and Grade 1 in a public school, and his teacher has got a four-year Education Degree without any special training in learning disabilities. And my gut feeling, as a grandmother, is that he is going to have some problems because these things are inherited just as the color of his hair and the color of his eyes. And that's why I came here tonight to speak off-the-cuff.

MR. CHAIRMAN: We thank you Mrs. Plattner for coming before the Committee and bringing us that information. Any questions from the members of the Committee? If not, we thank you kindly.

MRS. PLATTNER: Thank you, and I'm so glad that you're all so well-versed in learning disabilities that you don't have any questions.

MR. CHAIRMAN: Mr. Boyce.

MR. BOYCE: It's not because I don't have any questions at all, and as a teacher I confess I've only taken one course in . . .

MRS. PLATTNER: Could you speak up, Mr. Boyce, I don't hear that well.

MR. BOYCE: I say I've only taken one course in learning disabilities because I thought it was necessary for me to, at least, try to be aware of that of which you speak. But, it is not lack of interest that I don't ask questions, you made your case very well, and Mrs. Jenner made the case very well. I think all of us are empathic to your situation, and, you know, it's our responsibility to try and solve it and I don't think that the former government solved all the problems either, so I'm not trying to lay the fault or the blame on the Minister in this regard.

MRS. PLATTNER: No, actually we're not, if I just may. I think that our major concern is that at the university level something has to be done.

MR. BOYCE: Yes, I understand that, but I just think that it is a little unfair to the committee to suggest that, because we haven't got questions, that we pretend to be authorities. I think if you went around the table and polled each one of us individually, that we've heard your position and I think each one of us is appreciative for your coming, because for someone to come and speak personally is most difficult. It is always easy for people to talk about the children. I know myself . . . so it's not certainly because I'm an authority or lack of interest that I'm not asking questions.

MR. CHAIRMAN: Mr. Brown.

MR. ARNOLD BROWN: Thank you, Mr. Chairman. I would just like to reiterate what Mr. Boyce already has said, that I certainly am very glad and I know that I'm speaking for all of us, that tonight has happened, that you have come out here and that you have talked to us. You certainly have brought the problems that you have encountered to our attention and you've probably done this in a different way than what most of the people have done so far that were speaking for various organizations which puts it in a little more of a remote form. So I would also like to thank you for coming out and we do very much appreciate your comments.

MRS. PLATTNER: Thank you very much, thank you.

MR. CHAIRMAN: Mr. Kovnats.

MR. ABE KOVNATS: Mrs. Plattner, I'm sure your remarks were made out of possibly a little bit of personal bitterness, and I take a little offense to your remarks. I think that if you look around the table, I've got to agree with my colleague in the Legislature, Mr. Boyce, and Mr. Brown, that there isn't anybody around the table that hasn't been touched by your story and I want to know that we are — at least I'll speak — for myself, I can't put the words in the others we have a deep feeling for your story and for your daughter and for your grandson, and we will do something, seeing that it won't happen to others, if we can.

MRS. PLATTNER: Thank you. I apologize. I didn't mean it to sound facetious at all.

MR. KOVNATS: That's the way it came out, ma'am.

MRS. PLATTNER: Oh, well, I suppose that after thirteen years of talking and, you know, hitting a lot of wall, it just comes out naturally. You find it very hard to think that you're talking to somebody that really does understand what you are talking about, and I apologize. I didn't mean it to be facetious, but it came out that way; I'm sorry.

MR. KOVNATS: Mrs. Plattner, I tried to follow, as we all did. I didn't quite understand the problem; I'm not an expert on it, but we do have experts that can advise us and I think that you've got the feeling of this group anyway and we will be looking into it.

MRS. PLATTNER: Thank you very much.

MR. CHAIRMAN: Mr. Cosens.

HON. KEITH A. COSENS: Mrs. Plattner, let me echo what the other gentlemen have said. I wonder if I could pose a couple of questions to you. What would be your estimation of the diagnostic abilities that we now have in this province?

MRS. PLATTNER: Right now?

MR. COSENS: Right now.

MRS. PLATTNER: Well, they're certainly a lot better than they were in the days when we were looking for diagnosis. As I said, we have our Learning Centre, the Lions MACLD Learning Centre, which is a very good diagnostic facility, except that it's backed up so much. There are so many children waiting in line to get in there, they can only handle so many children. Parents do have to pay; the school division won't pay. PARENTS HAVE TO PAY AND I think it came out the other day that it's \$700 now, so there are a lot of people who certainly can't afford to pay that and because they can't afford to pay that, their children are not going to get a diagnosis.

We have the Child Development Centre at the Childrens Hospital, which is a very good diagnostic facility, but the children have to be referred there through the pediatrician. Not all pediatricians will refer their children there. It just so happens that in my grandson's case, we know a couple of pediatricians who are very interested in Learning Disabilities, and I suggested to my daughter she go to one of them, and he got our grandson in there in a period of two weeks.

So if the pediatrician isn't aware, and a lot of them aren't, the child is not going to get into the Childrens Hospital Diagnostic Centre.

Then of course, there is the Child Guidance Clinic, and all the schools know about that, and I imagine they are pretty well backed up also. The waiting period is so long and the problem is that our kids can't wait six months or a year or they just keep falling behind and they keep losing. I think that if we had more facilities in our own diagnostic centre or if it was enlarged, it certainly would help. We have no control over what happens at the Childrens Hospital or the Child Guidance Clinic. I think we do have plans, don't we, Helen, to . . . well, we would hope that our Lions Learning Centre . . . I mean, we were talking about it but I don't know what's happened to the plans. They did want to make it a bigger diagnostic centre but so far, nothing has happened.

MR. BOYCE: Not to the east, I hope. Oh, excuse me, Mr. Chairman, I'm sorry.

MR. CHAIRMAN: Mr. Cosens.

MR. COSENS: Thank you for that particular answer, Mrs. Plattner.

You touched also on the topic of Teacher Training, and mentioned that the Special Ed course at the faculty at this time isn't mandatory. From your experience, what would you recommend as the proper number of courses or the proper training for teachers that would equip them to be qualified to work with these children?

MRS. PLATTNER: Well, I think it's impossible for all teachers to be qualified to work with these children, to do the actual remediation. That takes very special training. But teachers should know that there is such a thing as a child with a learning problem, and if somebody is teaching Grade One and she's got 33 children, chances are she may have two or three in her room, and she should be able to pick that out. That means that she's got to know what a learning disability is. She doesn't have to be a diagnostician to the point where she can figure out exactly why the child isn't learning. I didn't intimate that all because that takes probably three or four years of special training, but I don't think it's a mandatory part of our education system now for teachers to take any courses at all in Learning Disabilities.

We have people who have come to our Association, you know, any time there is a radio program or something in the paper, our office gets phone calls and it never ceases to amaze us that there are some teachers who don't know what a learning disability is, and this is why we say that.

MR. COSENS: So I believe you're suggesting, if I understand you correctly, that there should be courses to at least acquaint people, so that they can recognize or have some appreciation at least of the characteristics of a child in this situation. You are also of course suggesting that there should be additional courses that would train someone to provide that remediation.

MRS. PLATTNER: Yes, I think I know teachers do go away, take these course; I don't know if we have them here. I don't know if they have to go away to take them elsewhere in the States or anywhere in Canada, but I don't think that at our university here they can take special courses in Learning Disabilities that will qualify them to be diagnosticians.

MR. CHAIRMAN: Anything further? Mr. Boyce.

MR. BOYCE: Your general thrust is for the people who have real difficulties with the learning system as it exists. Is it not the case that more than we even dream of have some type of learning difficulties?

MRS. PLATTNER: More which?

MR. BOYCE: More than we even dream of have some kind of learning difficulties?

MRS. PLATTNER: Yes.

MR. BOYCE: Mr. Chairman, if I may, you know, I don't want to refer to the specific case, you know, with your child and the teacher, but if some teacher within the system called my child retarded, I would have them before the Professional Condu Committee of the Teachers' Society so fast that their head would spin. I walked out of a classroom when I was six years old because a teacher . . . not six years old, but in grade six rather, excuse me. . .

MRS. PLATTNER: I'm having trouble hearing you, Mr. Boyce.

MR. BOYCE: . . . because the teacher made fun of a Jewish Rabbi.

MRS. PLATTNER: I said I'm having trouble hearing you. I speak loud but I don't hear too well, I'm sorry.

MR. BOYCE: I guess I'm speaking slowly because I don't want to show my frustration, not with you but with our apparent inability to convince enough people in the public that what we're talking about in education is not just the odd case, or the most difficult case. It's the whole system. When the Minister was asking what our diagnostic capacity, what you think of our diagnostic capacity in the province, you say there has been some inroads made, isn't it the case we have a long way to go?

MRS. PLATTNER: Yes, there have been. I think so. I think, as you say though, to make the public aware, because there have got to be a lot of parents out there, and we know it because we get calls in the office from people saying they have a kid with a problem or whatever, and then we never hear from them again. So we know that a lot of kids are not getting the help they need, whether the parents have to be made more aware also, that if they've got a child with a problem, come forward. They're afraid to go to the schools, or whatever. They just don't have the wherewithal, maybe culturally they don't have the wherewithal to say, you know, my kid's got a problem and I'd better do something about it. It's up to the parent to go to the school if they feel their child is missing something at the school level.

MR. BOYCE: Were you in the room when some group made a presentation in which they suggested there was evidence that 80 percent of those youngsters involved in delinquency have some learning difficulty?

MRS. PLATTNER: That's right. Yes. We've heard that said many times by people who have come down to our annual conference. There have been studies done, and I don't know if they've been done in Canada, but there have been studies done that show that 75 percent to 80 percent of young people in juvenile institutions don't read, or don't read past Grade 4 or 5 level. I wouldn't suggest that that means they've all got specific learning problems. I don't know if I go that far, but if they're not reading, something's wrong somewhere.

MR. BOYCE: I'm not professionally competent to comment on a causal relationship but it does raise a question. I'm sorry I interrupted the Minister when I said that I hope you don't expand to the east because there isn't much room to expand to the east but there are two houses for sale on Canora Street right on the corner. Perhaps a proposal should go to the Minister for his consideration in this regard. Thank you, Mr. Chairman.

MR. CHAIRMAN: Any further questions? Thank you, Mrs. Plattner for your presentation.

MRS. PLATTNER: Thank you very much.

MR. CHAIRMAN: Members of the committee, we have come to the end of the briefs that I have any indication whatsoever that they intend to make a presentation. We can go through the list again and see if anybody knows if any of these persons or groups may want to appear before the committee.

The Dependable Bus Service, No. 6; Mr. Froese, No. 8; Father Klysh, No. 11 — We can circulate Father Klysh's brief. And then on the next page, Antler River Teachers' Association, Deloraine; then comes the Central Regional Liaison Committee from Portage la Prairie; Fort la Bosse Teachers Association, No. 26; South-East Child Development Advisory Committee, Mr. Williams; the Association for Deaf and Hearing Impaired Children, Ms. Warner; The School District of Mystery Lake; Souris Valley School Division; No. 35, Mrs. Taylor; No. 36, the Manitoba Indian Brotherhood, Mr. Flett.

And then on the last page, I have Mr. Bob Otrong, No. 59; Mr. William Hutton, there was a memo from him here today, it said perhaps, and Mr. Roy Benson, No. 65. And we've heard Mrs. Jenner and we've heard Mrs. Plattner.

MR. BEN HANUSCHAK: Did I hear earlier today that there was someone who wished to present . . .

MR. CHAIRMAN: They have come forth now.

MR. HANUSCHAK: What about the City of Winnipeg.

MR. CHAIRMAN: Nothing to me from the City of Winnipeg. Mr. Boyce.

MR. BOYCE: Mr. Chairman, I think that the public is well aware that we were sitting, and we have made ample opportunity for people who wanted to present a brief to appear. That being the case, I would suggest that committee rise and give us an opportunity to review the briefs in our different groups and perhaps the committee could convene in the next week or two weeks and we could spend an hour or so discussing — I'm not saying at this point in time that we would have a recommendation as far as some suggestion that the House should ask the government to consider but in all fairness to those people who have taken the time to present their briefs, I think we should review it because there are some consistent patterns through it all, that we meet again at the discretion of the Chair in a week or so, before the fall session which is on again, off again, type of thing.

MR. D. JAMES WALDING: Mr. Chairman, are there any other briefs that have been filed that haven't been yet circulated to the members?

MR. CHAIRMAN: There is one today that we're supposed to get copies of tomorrow. The Ontario one, No. 53.

MR. WALDING: I understood, Mr. Chairman, No. 2, that that brief had been received and has not yet been circulated to us.

MR. CHAIRMAN: I've got "received report and circulated" on mine. I'll have to check that. It's the Association of Parents of Ecole Provencher, St. Boniface. Mr. Cosens.

MR. COSENS: Mr. Chairman, I do have a copy of that particular brief in my office. If the Clerk does not have a copy in his office, I had received a copy at least a week before our hearings began so if it is not in the Clerk's office, I would be quite willing to have my copy duplicated.

MR. WALDING: And I thank the Minister for that document, Mr. Chairman.

MR. CHAIRMAN: Was there anything else, Mr. Walding?

MR. WALDING: That was the only one I'd noticed. I will accept your word that all the rest have been circulated.

MR. CHAIRMAN: Mr. Kovernats.

MR. KOVNATS: Mr. Chairman, I think I've got to agree with the Honourable Meer for Winnipeg Centre that the duties of this committee have been fulfilled, we have received the briefs of all those interested parties who have had, I guess it's ten days now to make their presentations. And I would agree with Mr. Boyce that we convene in ten days to come up with a report to be presented to the Legislature.

MR. CHAIRMAN: Agreeable? Can we select a date that would be reasonable and acceptable? I suppose it doesn't matter what date we pick we are going to find somebody who is likely tied up.

HON. EDWARD MCGILL: At the call of the Chair?

MR. KOVNATS: At the call of the Chair.

MR. CHAIRMAN: Likely, would a Monday be the best?

MR. KOVNATS: Monday would be suitable.

MR. CHAIRMAN: Okay. Thank you. Committee rise.

THE FOLLOWING BRIEFS WERE PRESENTED BUT NOT READ:

**Privileges and Elections
Monday, October 29, 1979**

300 - 260 St. Mary Avenue
Winnipeg, Manitoba R3C 0M6

(204) 944-9766

CGA

**The Certified
General Accountants Association
of Manitoba**

October 9th 1979

REGISTERED MAIL

The Standing Committee on Privileges and Elections
c/o Room 237, Legislative Building
Winnipeg, Manitoba
R3C 0V8

Gentlemen:

Section 41(8) of Bill 22, The Public Schools Act, states that, "Each school board shall cause the books and accounts of the school division or school district to be audited at least yearly by a chartered accountant, or by an auditor approved by the Provincial Auditor." The Certified General Accountants Association of Manitoba respectfully requests that this proposed section be redrafted to enable certified members of the Association to perform this function without individual approval by the Provincial Auditor.

Our Association is concerned with legislation which may interfere with the competitive ability of our members to provide the full range of professional services for which they were trained under the powers of our Act of Incorporation. In our opinion, the primary criteria for appointment of an auditor should be membership in a professional accounting and auditing body which has been recognized through legislated incorporation in the province. It is incumbent upon the professional body to maintain and enforce high standards of performance in accordance with this legislation.

During the past year an intensive review of all legislation in the province was conducted by our Association. It was determined that the Regulations to the Law Society Act and the Real Estate Brokers Act were unduly restrictive. We are pleased that amendments have since taken place to permit our members to perform the respective audit functions under these statutes.

We would similarly ask your consideration regarding the proposed wording in Bill 22. As a specific recommendation we would suggest the following wording for Section 41(8):

Continued

Audit of Books, etc.

41(8) Each school board shall cause the books and accounts of the school division or school district to be audited at least yearly by a member in good standing of an incorporated body of accountants in Manitoba or by an auditor approved by the Provincial Auditor.

By way of further explanation, let us say that a number of voluntary associations constitute the accounting profession in Canada today. The Canadian experience is not unique. A similar situation exists in many countries, for example, the United Kingdom. The multiplicity of organizations arose in the first instance because the need for accountants grew with our development from an agrarian to an industrial economy. As development occurred, the accounting profession became an increasingly employed profession to the point where today less than half of the members of any particular body are self-employed professionals.

The growth of the General Accountants Association of Canada has been sporadic since its incorporation in 1913. In Manitoba, the provincial body of the General Accountants Association, operated as the Certified Public Accountants Association of Manitoba until 1965. At that point the Association was absorbed by the Institute of Chartered Accountants of Manitoba. The General Accountants Association course continued, however, and in 1973, with 250 members and students, the Certified General Accountants Association of Manitoba was incorporated by a private act of the Legislature. The stated objects of the Association are "to furnish means and facilities by which its members may increase their knowledge, skill and proficiency, in all things relating to the business or profession of an accountant or an auditor, and to hold such examinations, and prescribe such tests of competency as may be deemed expedient to qualify for admission to membership, and to discipline any member guilty of any default or misconduct in the practice of his business or profession."

Members of each provincial Association are also entitled to certification by the 27,000 member General Accountants Association of Canada. The National body coordinates the course of study which is authored and examined by professors from various Canadian universities according to standards set by the Faculty of Commerce and Business Administration of the University of British Columbia. The course is comprised of five levels of study and takes approximately six years to complete. Upon satisfactory completion of all courses and the uniform national examinations, plus satisfactory concurrent practical experience, the student may qualify as a certified member of the Manitoba Association.

To maintain this membership the individual must fulfil compulsory continuing education requirements. The Association offers a variety of continuing education courses, including several in the field of public accounting and auditing.

Continued

The Standing Committee on Privileges and Elections

Page three
October 9th 1979

In the six years since incorporation, the Certified General Accountants Association of Manitoba has grown from 250 members and students to approximately 1200. We believe that this growth reflects the quality of and public demand for the services of our members.

We have supplied a copy of our Act of Incorporation, Code of Ethics and Rules on Professional Conduct, and Academic Calendar. Should you require any further information in order to give this matter your consideration, we would be most pleased to comply.

Yours truly,



L. W. Hampson, C.G.A.
Secretary

/cd
Encl.

BRIEF RE: BILL 22 - PUBLIC SCHOOLS ACT

The Board of Directors of the Children's Aid Society of Western Manitoba would like to take this opportunity to express their comments and concerns about the proposed legislation -- Bill 22. This proposed legislation would certainly improve the accessibility of information regarding public education legislation as it is more organized and condensed than the current Public Schools Act.

We are happy to see that Section 41(5) respecting special programs has been included as we feel that it is important that children with special educational needs have a right to a full education regardless of where they reside in the province. While we recognize that the Act needs to provide some flexibility to school divisions in providing programs, we are concerned that there does not appear to be any appeal process for a family who are not satisfied with the program provided by their local school board. We feel that there should be an appeal board appointed by the Minister of Education, comprised of representatives of various educational organizations and organizations representing the handicapped. This appeal board should have the authority to require a school division to provide a different program than the one being provided, but not to impose a program unless the appeal board also has the authority to commit the necessary funding to allow implementation of their program.

While we know that the Minister of Education's Advisory Committee on Bill 58 had recommended that the Act regulating the Office of the Ombudsman be so amended as to include a function of Ombudsman under the intention of Bill 58, we feel that it is important that his position not be jeopardized by actually having him resolve any disagreements about the provision of special education for any student.

We do feel that it would be beneficial if the Department of Education could define what basic level of educational support services should be available throughout the province. At present with many of the educational resource personnel such as psychologists and speech therapists being provided by special grant, there does not appear to be consistency as to the availability of service.

The Board believes that new school facilities should be fully accessible to handicapped students and that funding should be provided to upgrade existing schools as it becomes identified that there will be one or more handicapped students attending in the near future. We do recognize that to make all existing facilities fully accessible immediately would be very expensive and not justifiable.

We support the continuation of the provision of home to school transportation being provided by the school division for those children who cannot walk to and from school. If this is not universally being provided it should be. However, we do support the principle of normalization in encouraging those who can learn to get to school by walking or public means as long as the costs

of this are borne by the school division so that these students will be better equipped to manage in society when they are finished their education.

With respect to the changes in the School Attendance Act, we support the intent of providing more realistic penalties, than currently exist, for violation of the Act. However, we feel that it would be important for the court to have the discretion to impose other penalties than fines which at times might be more appropriate. Similarly, we feel that there should be provision to hold older children accountable as well for their non-attendance at school as some parents may be very concerned but simply physically unable to assure that their children will attend.

Also, we believe it would be beneficial for some students if there could be provision to involve fifteen year olds in an apprentice or pre-apprentice program rather than providing school leave certificates to these students when it becomes apparent that the traditional school system is not and is not likely to meet the needs of the student. This would have the advantage of keeping the student somewhat educationally oriented while establishing him/her in the work place.

We thank you for this opportunity to comment on Bill 22 -- the proposed new Public Schools Act for Manitoba.

RELATIONSHIP BETWEEN THE PUBLIC SCHOOL SYSTEM
AND THE JUVENILE JUSTICE SYSTEM

The task of providing a meaningful education for delinquent juveniles who do not have academic motivation and/or are learning disabled is one which poses enormous problems for educators in all countries. While Manitoba has benefitted from the leadership of specific people within both the government and the school system, the Province lacks a co-ordinated plan for meeting the educational needs of delinquent children.

On one hand, some correctional staff cite a variety of real or imagined disappointments with the public schools. They claim there is an avoidance of responsibility once a child has been adjudged delinquent and that delinquents are encouraged to apply for early school leaving permits; that suspensions and expulsions are substituted for specialized programs and there is a reluctance to share psychiatric and psychological assessments of students combined with occasional unprofessional handling of confidential data. In turn, the school system complains that the demands placed upon it are unrealistic and excessive. Moreover, school officials are vocal in their criticism of the court process as being unduly secretive and protracted, with court orders carrying little weight, and judges and probation officers unsupportive to the school's request for assistance with truancy problems.

A fundamental disagreement has existed about the responsibility for funding and operating educational programs for delinquents. For example, it is evident that a substantial

number of delinquent children are also learning disabled. Some suffer from perceptual problems, others contend with learning difficulties which are related to cultural differences, language problems, value conflicts, extremes in socio-economic ranges, etc. The juvenile justice system views the provision of both regular and special education for these delinquent groups as a fundamental obligation of the public school system. However, without a clear legislative requirement, for example, as stipulated by Bill 58, schools sometimes absolve themselves of responsibility for educating delinquents once the child is formally under the jurisdiction of the court. Consequently, there are a myriad of "school" programs of one form or another in private children's institutions, government training schools, school divisions, and even the provincial detention centre. Yet neither school nor justice system personnel are satisfied with the number or quality of programs available - particularly those provided for adolescents in the 15 - 17 year range. As well, such programs tend to be primarily urban phenomena.

Funds for the programs are now provided by several sources, including the Department of Education, school divisions and segments of the juvenile justice system, with each project apparently the result of individual negotiations. While children who are wards of the Provincial Government under the Child Welfare Act may obtain "free" education in school divisions other than that in which the parent is a tax-paying resident, children who are delinquent and placed by the court in a private residential setting outside the home school division are sometimes required to pay non-resident

fees. These costs are borne by the placing agency. Moreover, some school boards have passed resolutions against the creation of any facility within their geographical boundaries which would result in delinquent children attending the schools in their communities.

It is the view of the Committee that the educational needs of delinquent children, although clearly documented by both public school and juvenile justice systems, have been largely ignored. Problems abound in areas ranging from program development to funding obligations. The Committee views as inappropriate and uneconomical the fragmented efforts to establish a parallel educational system within the juvenile justice network, and believes instead that the primary responsibility for providing educational services for delinquent children rests squarely with the public school system. The role of the court and its agents should be to support the school system in the way of consultation, assistance in planning for a specific child, and so on, rather than developing and funding school programs and services that should be available from schools in the community.

The public school system has daily access to every child in Manitoba for extensive periods of time ranging from a minimum of 8 to a maximum of 13 years and has a large staff trained in the process of education. That staff has the most advantageous position to recognize and treat the problems of pre-delinquent children and those who have actually become delinquent. There are already suitable province-wide assessment services in the form

of resource teachers and specialized psychological-remedial services through the Child Guidance Clinic of Winnipeg and rural Child Development and Support Services Clinics. Additionally, the school system employs qualified school counsellors, although these appear to the Committee to be concentrated unduly in the higher grades.

RECOMMENDATIONS:

10. That the Committee supports the provisions of Section 41(5) of the proposed new Public Schools Act which specifies that the provisions of educational programs for children with special needs lies with the school system, but recommends that the diluting words "as far as is possible or practicable in the circumstances" be deleted so that this responsibility is absolute.
11. That a joint Department of Education, School Division, and Health and Community Services work group be struck to identify and plan for the specific educational needs of delinquent children, and to determine ways in which information required by the schools and the courts can be made readily available to each system.
12. That the Probation Service re-affirm and increase its co-operation and consultation with the public school system in planning for children who are under the jurisdiction of the courts.

Privileges and Elections
Monday, October 29, 1979

606 Patricia Avenue
Winnipeg, Manitoba, R3T 3A6
October 1, 1979

The Standing Committee on Privileges and Elections
c/o Mr. Jack R. Reeves
Clerk of the Legislative Assembly of Manitoba
Room 237, Legislative Building
Winnipeg, Manitoba, R3C 0V8

Dear Committee Members:

The following concerns and questions regarding Bill 22 are submitted for your consideration on behalf of the Legislative Committee of the Local Advisory Council of Fort Garry School Division No. 5:

1. Section 41(4) on p.24 of Bill 22: "Every School Board shall provide or make provision for education in Grades I to XII inclusive for all resident persons who have the right to attend school.
 - a. First of all, our Committee feels that Kindergarten should be included as one of the Grades in this section, since this Grade is accepted in this day and age as a normal expectation from the public school system.
 - b. Were this change to be made, then section 259 on page 109 should be changed to read that "any person who has attained the age of 5 years..." has the right to attend school.
 - c. Keeping these two points in mind, our Committee wonders why the compulsory age in section 258(2) on page 109 is 7 and not 5. Allowing children to remain out of school until they are seven places them at a disadvantage when they enter school.
 - d. Finally, for children with special needs, a system which is based on Grade or age is inappropriate. The educational needs of such children should be provided for as soon as the need is recognized by medical authorities or social agencies.
2. Section 41(5) on p. 24: "Every school board shall, as far as is possible and practicable in the circumstances, provide or make provision for resident persons who have the right to attend school and who require special programs for their education."
 - a. Our Committee is concerned that the phrase, "as far as is possible and practicable in the circumstances", is too vague and leaves far too big a loophole, Regulations will need to define the limits of what will be possible and practicable.

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- b. Perhaps sections 41(4) and 41(5) could be combined as follows: "Every school board shall provide or make provision for appropriate programming for all resident persons who have the right to attend school, including those who require special programs for their education." Even so, the limits of "appropriate programming" will have to be defined in some way to avoid court cases.
3. Section 41(6) on p.24: "Subject to any regulations made under The Education Administration Act every school board shall make provision for a pupil to attend a school in another school division or school district for a program not provided by the pupil's home school division or school district and the pupil's home school division or school district is responsible for paying the residual costs of the education."
 - a. Our Committee feels that provision needs to be made for placements out of province or out of country, especially for children with special needs. In such cases, the Department of Education should assist the school board in paying the costs.
4. Section 43(1) on p.25: "Subject to the provisions of this Act and the regulations, in all cases where transportation of pupils is required, it shall be provided for those pupils who would have more than one mile to walk in order to reach school."
 - a. Our Committee is concerned that there should be provision made for the transportation of children with special needs who may be less than a mile from school but who require transportation.
5. Section 48(1)(a) on p.27: "Subject to the regulations a school board may enter into an agreement with the minister to establish and conduct special courses, whether or not such courses are part of the public schools program and for payment to the school board in connection with such courses, such amount as may be specified in the agreement."
 - a. Under this section, would it be possible for school boards to provide special programs for children with special needs of pre-school or post-school age and receive funds from the Department of Education?
6. Section 91(1) on p.46: "No person is legally qualified to teach or be engaged by a school board as a teacher unless the person holds a valid and subsisting certificate issued by the minister under The Education Administration Act."
 - a. Our Committee believes that provision should be made that teachers working with children with special needs should have appropriate training in special education.

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7. Section 91(2) on p.46: "Notwithstanding subsection (1) and subject to the regulations a school board may authorize the principal to leave pupils in the care and charge of school social workers, psychologists, teacher aides, student teachers and other designated responsible persons without having a certified teacher in attendance."
 - a. Our Committee is concerned that, in cases where the regular teacher of children with special needs is absent for any reason, the substitute teacher should be qualified to teach special education programs.
8. Section 241(1) on p.102: "A school board, or the minister, where he considers it necessary, may take a census or make an enumeration of the children resident in the school division or school district..."
 - a. Under this section, would it be possible to take a census of total needs rather than just a head count? In a group of 10 children with special needs, there may be 20 or more needs which require special staffing and programming.
9. Section 260(2) on p.109: "Where a child to whom reference is made in subsection (1) is handicapped, the parent or person, as the case may be, mentioned in that subsection, shall, unless specifically excused by the minister in writing, cause that child to attend school in accordance with the provisions of this Act, the regulations and rules of the school board."
 - a. Our Committee believes that, whenever the minister excuses a child from attending school under this subsection, the minister should make provision for the child to receive an appropriate program of education.

Respectfully submitted,

(signed) Father Mirone R. Klysh,
Legislative Committee Chairman

Kenville, Manitoba.
October 22, 1979.

The Chairman,
Committee on Bill 22,
Winnipeg, MB

Dear Sir:

Re: New Education Act - Bill 22
and Re: C.A.M.R. Brief to same.

I write so support the Brief presented by
the C.A.M.R. to your committee.

We in Swan River Valley are very fortunate
in that our school division is trying to meet the needs
of the handicapped in many ways. Not all divisions are
so enlightened and the issue is too important to be left
to local policy to determine.

It is my concern that suitable educational
opportunity be provided to all Manitoba children.

Yours truly,

Angie Loat
Box 37
Kenville MB
ROL 0Z0

THE MANITOBA TEACHERS' SOCIETY ANALYSIS OF
THE DEPARTMENT OF EDUCATION SPECIAL EDUCATION REVIEW

- Reported November, 1978

1) Validity of the Study

The primary source of information for the study was special education co-ordinators at the division level. Thus the accuracy of the data depends not only on the knowledge that special education co-ordinators have of their own systems, but also on their willingness to avoid a tendency to make their own school division "look good". We have been told by C.D.S.S. personnel that in order to encourage frank assessments of their situations, co-ordinators were assured that divisional data would not be released nor used for comparative purposes.

Insofar as the report provides objective comments based on the data, and gives a picture of massive unmet needs when one might expect a tendency to underplay student needs, the report appears to provide an accurate assessment of services presently available to special needs students.

2) Adequacy of Identification Procedures

It appears that procedures for identifying high-cost-low incidence students, the government's stated priority, has been fairly complete. However, the data regarding visually and hearing impaired students and students with learning deficits in the high incidence-low cost category, shows that there is still a great need to identify students with special needs. This data corroborates comments that have emanated from the Society regarding the need to improve procedures to identify special needs students.

3) Adequacy of Programming for Special Needs Students

The report provides striking illustrations of the inadequacy of present programming for special needs students. These needs are especially apparent with regard to slow learners, the gifted, and students with emotional and/or learning disabilities.

Once again the data supports the major concern that emerged from the MTS study on special needs children: the major problem does not reside with the small percentage of students with highly visible special needs, rather the problem faced by most teachers is the difficulty of assisting the 12 to 20% of high-incidence special needs students that are found in most classrooms.

4) Funding of Special Needs Students

The report indicates that since categorical grants for TMH and EMH

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students were discontinued students in these categories have had to compete with other students for the educational dollar. The net result appears to have been that students with the most visible handicaps; the blind, deaf, and orthopedic, have tended to receive additional support while support for groups such as TMH, EMH and OEC has tended to be diverted to programs that embrace the entire student body.

This information indicates the need to give higher priority to special needs students and to assure that they receive more support. Local Advisory Committees helped to focus on programs for special needs students. The Society may want to encourage the Department to revitalize such committees or to develop other means to give special needs students appropriate priority.

The data also suggests the desirability of some form of categorical grants, perhaps as outlined in the recommendations.

5. Adequacy of Child Development Support Service

The data shows the inadequacy of Child Development Support Services, especially in rural Manitoba.

	Total Staff	Ratio School Clinicians to Students	Ratio School Clinicians to Teaching Staff
Child Guidance Clinic Greater Winnipeg	133.5	1:720	1:41.4
St. James-Assiniboia Educational Support Service	21	1:809	1:45.2
Child Development and Support Service (Regionalized service to Rural & Northern Manitoba)	49	1:1958	1:141

6. Roles of Resource Teachers

The study illustrates a major discrepancy between the actual roles performed by resource teachers and the Department of Education guidelines of their functions.

7. Suggested MTS Actions

- a) Prepare specific reactions to the recommendations contained in the report.

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- b) Distribute copies of the report plus a summary and recommendations to D.A. Presidents.
- c) Discuss the report at regional meetings re: special needs students.
- d) Conduct a study involving samples of resource teachers, principals and teachers to get their perception of desired and actual roles of resource teachers.
- e) Meet informally with C.D.S.S. personnel to discuss the report and our reactions to it.
- f) Recommend to the Provincial Executive that a meeting be held with the Minister to discuss ways and means of increasing support for special needs students.
- g) Encourage Division Associations to undertake local assessments of special needs programming.

RESUME OF DATA - DEPARTMENT OF EDUCATION SPECIAL EDUCATION REVIEW

PROGRAM	Incidence Rate	PROJ. NO. OF STUDENTS	ACTUAL NO. OF STUD. IDENTIFIED	STUDENTS NOT ATTDG.	PERCENTAGE OF S.N. STUDENTS IDENTIFIED	STAFF			COMMENTS
						Tchr.	Aides	Vol.	
1) Trainable Mentally Handicapped	.3%	645	Portage Sch. 127* Divisions 727	13	100%	85	32	110	- Tendency to include lower level EMH students in this group because segregated EMH classes are being discontinued. - Most TMH students are in segregated classes - in some cases there is an opportunity to socialize with other students. - TMH student population has changed - more severe cases create need for more para-medical personnel. - T/P ratio 1:6 or 8.
2) Severely Multiply Handicapped			St. Amants 100* Man. School for Retarded 75* Div. 81	7					- These students tend to be included in TMH classes. - There may be some overlapping of statistics.
3) Orthopedically Handicapped			TMH 24 EMH 24 OEC 3 Reg. Prog. 136 Other 3 TOT. 190	5		10	155	23	- The Department provides special learning materials and equipment. - The majority of orthopedically handicapped children are in regular classes.
4) Blind/Braille Learners	.02%	44	In Man. 15 Out of Prov. 6	0	Approx. 50%	7	7	6	- Department provides itinerant teachers, equipment, material in Braille, and direct grants to several school divisions to assist in educating blind students. - Structural adjustments have been made to some schools - figures suggest minimal effort - e.g. 21 schools with ramps, 24 with special washrm. facilities
Visually Impaired	.1%	217	124		57%				
5) Deaf (Profoundly) Hearing Impaired	.075% .5%	161 (1075)	167	0	Probably 100% Very small % identified.	5	4	10	- Data does not include 22 teachers at the Manitoba School for the deaf, or itinerant teachers employed by the Department. - The Department also provides funding re: the Gladstone program for hearing impaired. - Statistics suggest that special care is being provided for the profoundly

* Not included in statistics.

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T.S.O.
HIGH COC
- - -
LOW INCIDENCE

Privileges and Elections
Monday, October 29, 1979

PROGRAM	Incid. Rate	Proj. Number of Students	Actual Number of Studs. Identified	Students Not Attending	Percntge. of S.N. Students Identified	Staff			COMMENTS
						Tchr.	Aides	Vol	
1. Slow learners (Occupational Entrance Course)	Est. 18-20% use 20%	43450	3101 (Gr.7-12)	196	7.1%	172			-Most students in this category are integrated -Concern that many students are not receiving necessary assistance -Smaller school division find it especially difficult to establish low level academic courses (as school divisions do not have OEC programs) -Many EMH students have been included in OEC Programs
2. Educable Mentally Handicapped	2%	4,345	1460	57	33.6%	128	21.3	97	-The majority of EMH students are partially or totally impaired. 37 Div/Dist integrated programs 7 Div/Dist segregated programs 25 Div/Dist report no special programming -"Integration of EMH students without special program considerations is educationally unsound." -Only a small portion of students in this category have been identified as recipients of special programs. -The removal of categorical grants for EMH students has resulted in a shift of funds from special class teachers to services to the total school population. -Because the gap in achievement between EMH and regular students increases with age there is a particular need for appropriate programs at the junior and senior high level -There is a need for more work experience programs.
3. Students with Learning Disabilities	Est. 10-20% use 15%	32,587	Not						-Most students with learning disabilities are integrated.
Severe learning Disabilities	Est. 2-3% use 2.5%	5,431	Provided		??				-Main assistance provided by resource teacher.

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HIGH INCIDENCE - LOW COST
LOW INCIDENCE - HIGH COST

TRINITY'S AND LIVINGSTON
Monday, October 29, 1979

PROGRAM	Incidence Rate	Projected Number of Students	Actual Number of Students Identified	Students not Attending	Percentage of S.N. Students Identified	Staff			COMMENTS
						Tchr.	Aides	Vol.	
4. Emotionally Disturbed a) Psychotically disturbed b) Severely to Moderately Disturbed c) Need help from knowledgeable individual.	6%	1,394		95					The identification of emotionally disturbed students is inadequate (this group is represented in truancy, expulsion and drop-out rates) -There are very few programs responding to needs of these students -Most of these students are integrated
	Est. 2-3% use 2.5%	5,431	485		1.8%				
	Est. 8-10% use 9%	19,553							
5. Gifted Students	2%	4,345	345		7.9%				-School divisions generally, give low priority to these students -Most gifted students are integrated -Main instructional approach involves enrichment within regular programs.

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LOW COST

HIGH INCIDENCE

Privileges and Elections
Monday, October 29, 1979

"STUDENTS WITH SPECIAL NEEDS"

SPECIAL NEEDS COMMITTEE MEMBERS:

D. YOUNG - CHAIRMAN (1977-78)
R. KYRITZ - CHAIRMAN (1976-77)
K. BRECKMAN - STAFF
D. BERTNICK
J. BESTVATER
V. CROLL
J. KING
B. SARSON

THE MANITOBA TEACHERS' SOCIETY

SEPTEMBER, 1977

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I N T R O D U C T I O N

Bill 58 (Section 465-22) was passed by the Manitoba Legislature in 1975. Although the Bill determines only who is responsible for the education of students with special needs, it is most commonly interpreted as providing for 'mainstreaming' - that is, the placement of students with special needs in the 'least restrictive alternative'.

Since its passage, the legislation has promoted considerable activity. The Manitoba Government provided some initiation grants, established 'Local Advisory Committees' (LAC), and through the Department of Education made available resource personnel to discuss the intent of Bill 58. As a result, public awareness and expectations have been raised and some special mainstreaming projects have already been implemented.

There is no doubt that Bill 58 will have a considerable effect on education in Manitoba. Although agreeing with the principles espoused by the Bill, the Society perceives the implementation to be difficult in view of the present lack of human, financial and material resources.

The Provincial Executive established the 'Special Needs Committee' in September, 1976. The committee was given the task of considering the implications of Bill 58 and of recommending relevant Society policy and actions.

This report represents the conclusions of the committee. In September, 1977 the Provincial Executive accepted the report as an official Society publication and adopted Section 'E' as Society policy.

The report is divided into five sections:

Section 'A' - deals with the concept of mainstreaming as it has evolved over the past decade.

Section 'B' - provides background information about the meaning and interpretation of Bill 58, the degree to which the Bill alters present legislative provisions, and the number of students affected by the Bill.

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Section 'C' - considers a model for the provision of resources and the resulting financial implications.

Section 'D' - discusses the concerns arising out of Bill 58.

Section 'E' - states relevant Manitoba Teachers' Society policy.

It is hoped that this report will serve as a guide to personnel faced with the difficult task of meeting the special needs of students. The Society recognizes that it will be necessary for more specific procedures to evolve over time as teachers and school boards gain experience in working with special-needs students. However, the immediate concern underlying this report is that those who are developing programs for special-needs students do so with as complete knowledge as possible about the potential impact of the program and the kinds of resources necessary.

The Society has the necessary resources to advise teachers on the implementation of Bill 58. In the coming year, it intends to conduct workshops, meet with teachers at Division Association meetings, and to commission surveys to determine the extent of present implementation. Thus all teachers who are involved with, or about to be involved with the integration of special-needs students, are urged to contact Central Office for advice, consultation and communication.

The Manitoba Teachers' Society,
191 Harcourt Street,
Winnipeg, Manitoba.
R3J 3H2

Telephone: 888-7961

or

800-262-8803

SECTION A - HISTORICAL PERSPECTIVE

Meeting the Special Needs of Students: An Historical Perspective

During recent decades efforts to meet the special needs of students have usually involved the formation of special classes. It seemed logical that students with similar problems, such as mental retardation or visual impairment, could be treated most effectively if grouped together. On the basis of such assumptions separate classes were established for the 'trainable' and 'educable' mentally handicapped. Special schools were established for the deaf, the blind, and the physically impaired. The quality of school systems was in many cases assessed in terms of the extent to which such specialized educational services were provided.

In the last ten years there has been a strong reaction against some of the conventional wisdom that led to the establishment of segregated special education classes. Following are some key ideas that influenced this trend:

- Much of the current research indicates that students with many different types of handicaps may be more successful in placements closer to the mainstream.
- The treatment a student receives is often based on his label and not on his needs.
- Labelling students had a detrimental effect on their self-concept and resulted in a 'self-fulfilling' prophecy.
- In the U.S. in particular, many culturally and socially disadvantaged students were inappropriately placed in special education classes.
- U.S. research showed that heterogeneous grouping was related to effective student learning.

As a result of the human rights movement demands were made for equal access and equal opportunity for handicapped people. This was enforced by some court decisions in the United States. The result of such considerations was a reversal of the trend to educate students with special needs in segregated classes and acceptance of a 'mainstreaming' philosophy implying that . . . "to the maximum extent practicable, handicapped students shall be educated along with students who do not have handicaps and shall attend regular classes".

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SECTION B - BACKGROUND INFORMATION

1. What is Bill 58?

Bill 58 was an omnibus bill affecting various aspects of education. The legislation generally referred to as 'Bill 58' was only one section of this Bill - section 465(22).

"Every school board shall provide or make provision for the education of all resident persons who have the right to attend school and who require special programs for their education".

This section (hereinafter called 'Bill 58') has been passed by the Manitoba Legislature but has not yet been proclaimed law. Although the government has the legal right to effect proclamation at any time, it has stated publicly that the Bill will not be proclaimed until such time as the necessary resources have been provided. On various occasions, the years 1978 and 1980 have been suggested but as yet no firm date has been pronounced.

The withholding of proclamation of a government bill until the necessary resources have been provided is at best an unusual procedure. Frequently a 'white paper' is published when a government desires to indicate a future policy direction - the details of which have not been firmly determined. The discussion following such a white paper is then taken into consideration in the preparation of the legislation. The withholding of proclamation may be considered similar to a 'white paper' approach, except that the content of a passed Bill is not readily changed.

2. What is the Intent of Bill 58?

From a purely legalistic point of view, Bill 58 states only that school boards must assume total responsibility for the education of students with special needs. The boards do not necessarily have to provide the education directly and may choose simply to pay for the education of such students in another jurisdiction. Present legislation gives school boards the option but does not mandate the assumption of responsibilities. Thus the sole difference between this Bill and present legislation is the substitution of the mandatory 'shall provide' for the permissive 'may provide'.

However, the Department has made it clear that the intent of the Bill infers more than a purely legal interpretation. The intent of the legislation is contained in the following quotation from the Department of Education publication, "Working Papers on Educational Alternatives and Legislation":

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"To the maximum extent practicable, handicapped students shall be educated along with students who do not have handicaps and shall attend regular classes. Physical and mental impediments to normal functioning of handicapped students in the regular school environment shall be overcome by the provision of special aids and services rather than by separate schooling for the handicapped. Special classes, separate schooling or other removal of handicapped students from the regular educational environment shall occur only when, and to the extent that, the nature or severity of the handicap is such that education in regular classes, even with the use of supplementary aids and services, cannot be accomplished satisfactorily".

The above philosophy indicates clearly that students with special needs are to be 'mainstreamed' - that is - placed as closely as possible to the regular classroom. Mainstreaming infers the placing of some special needs students full-time or part-time in the regular classroom; it may also infer simply placing an entire 'special class' in a regular school without any mainstreaming of individual students into the regular classes. Mainstreaming does not infer the 'wholesale dumping' of students from special classes into the regular classroom.

Thus, whereas the wording of Bill 58 only mandates school boards to provide programs for students with special needs, the intent of the Bill . . . is to place the student as close to the mainstream as possible.

3. What are Present Legislative Provisions?

Present legislation provides, in varying degrees, for the education of special needs students, including the mentally retarded, the blind, the deaf and the handicapped.

Mentally retarded students are provided for more completely than any other special needs students. School boards are required to provide education for the mentally retarded, although they have the option of providing this education in their own division or of making fiscal arrangements with another division. Boards must also provide transportation (but receive government grants) if the students are deemed to be unable to travel to school safely on their own.

The blind and the deaf are less affected by the regulations. The government has the option of providing for the education of both the

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blind and the deaf and, in the past, has paid for such education by supporting the deaf through a government financed school and underwriting the costs of sending the blind to Brantford, Ontario (costs \$12,000 and \$16,000 per student respectively).

Students generally referred to in legislation as the 'handicapped' receive the least consideration. There are no government subsidies, and the boards are not forced to offer any special programs. The only provisions such students receive are for mandatory transportation and free correspondence courses. It is interesting to note that although the Attendance Act forces such students to attend school there is no provision forcing school boards to offer adequate programs.

General grants are made available to all divisions for professional auxiliary personnel such as psychologists, resource teachers, etc. Every division receives teacher grants at the minimum rate of 1 per 2500 students for school psychologists and 1 per 450 students for special education teachers, O.E.C. teachers, etc. Smaller divisions receive such grants at a more favourable ratio. While it may be argued that such grants are intended to serve the needs of special students, it must be noted that these grants do not depend on the incidence of such students in a division nor the demonstrated need for financial support.

Thus it seems that present legislation adequately provides for the mentally retarded by forcing Boards to provide the education needed. Unfortunately, the remaining special needs students do not receive this guarantee.

Thus (in effect) Bill 58 would place all special needs students under the same kind of legislation as is presently provided for the mentally retarded. What is still missing, and what is crucial to the effective implementation of the Bill, is the provision of adequate financial resources.

4. Who are the Students with Special Needs?

The CELDIC Report, which is undoubtedly the most comprehensive study of children with special needs, highlighted the difficulty of obtaining accurate data regarding incidence. Classification systems differ from one jurisdiction to another, identification systems are inadequate, and there is no universal definition of what constitutes a learning disorder or what distinguishes a student as having specific needs. However, despite the difficulties in gathering statistical data, the CELDIC Report (p.57-58) provides the following summaries of incidence rates for mental retardation, emotional disorders and learning disorders:

- . . . The total number of mentally retarded students defined by I.Q. and educational need is approximately 3% of the school age population; of these the largest proportion (approximately 2½%) falls into the 'educable' range, while the remainder are either 'trainable' or completely dependent.
- . . . The incidence of emotional disorders is much more complicated to determine; surveys show incidence figures varying from 2.2 to 49 percent.
- . . . Estimated frequency of students with specific learning disorders is usually 10% of the school age population but some estimates run as high as 25%.

The table below provides a preliminary summary of incidence rates and the estimated number of Manitoba school age children in each category. When providing this information the Minister of Education, Mr. Ian Turnbull, noted that almost all Manitoba students are included in some form of school program or, in extreme cases, institutional placement. He also indicated that it has been mandatory since 1967 for schools to program for the retarded.

ESTIMATED INCIDENCE RATES AND NUMBER OF MANITOBA SPECIAL NEEDS CHILDREN

Disability	Estimated Number of Special Needs Children	Incidence Rate
Mildly retarded (Educable Retarded)	4,665	2.14%
Moderately retarded (Trainable)	392	.18%
Severely retarded (Trainable)	152	.07%
Profoundly retarded (Custodial)	65	.03%
Severely or multiple handicapped	130	.06%
Profound hearing loss or deaf	110	.05%
Partial hearing impairment	517	.24%
Significant unilateral hearing impairment	1,210	.72%
Speech impairment	7,630	3.5 %
Legally blind	44	.02%
Partially sighted	436	.2 %
Emotionally handicapped	4,360 to 32,700	2% to 15%
Learning disabled	2,180 to 32,700	1% to 15%

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5. What Students are Presently in Special Classes?

There is concern not only with the question 'who are the students with special needs' but also with 'where are the students with special needs'?

The Department of Education reports that 2,847 students were attending special education classes on September 30, 1975. Also, approximately 2,500 students were enrolled in the Occupational Entrance Course. In addition, there are approximately 500 students in institutions outside the public school system (e.g., Portage Home, St. Amant, etc.) The following chart illustrates this information:

	Number of Students	% of Total Student Population
TMH) EMH) Programs	2,847	1.4%
O.E.C.	2,500	1.2%
Enrolled in institutions outside the public school system	500	.24%
TOTALS	5,847	2.82%

Two aspects of the information provided in this section require further elaboration.

With the exception of students with learning disabilities and emotional problems where there is a wide divergence of opinion, there is widespread agreement with the incidence rates cited in this paper; in general, about 12% of the student population can be classified as having special needs. At the present time, since approximately 3% of the student body is in special classes or under institutional care, the vast majority of students with special needs are already in regular classes. In contrast to situations in the United States, where in many school districts 10 to 12% of the students were in special classes, the task in Manitoba will not be to integrate students since most are in the mainstream already. Instead, the major task will be to provide more assistance to special needs students that are already in regular classrooms.

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SECTION C - PROVISION OF RESOURCES

1. A Model for Necessary Supports

Many students with special needs require the direct or indirect services of specialists for varying lengths of time. The type and extent of service and the intensity of treatment depend upon the individual needs of the student. In some cases consultation between the specialist and the classroom teacher may suffice; in others the student may need direct help from a specialist for a short period of time until a particular deficiency is corrected, while in still other cases the student may require specialized help for lengthy periods of intensive treatment.

Some of the specialists a student may require are:

Resource teacher	Early childhood consultant
Vision teacher	Curriculum consultant
Hearing teacher	Social worker
Developmental Language teacher	Psychologist
Teacher trained in emotional disturbance	Speech therapist
Occupational therapist	Language therapist
Physical therapist	Audiologist
School counsellor	Reading clinician
Music or phys. ed. resource	Psychiatrist
	Nurse
	Optometrist
	Ophthalmologist

An effective treatment depends to a large degree on the early and accurate diagnosis of a student's deficiencies. However, once a diagnosis has been made, the remedial program will not be successful unless it receives the proper extent and quality of the necessary support services.

The following guideline indicates the level of necessary support as it is defined by the student's need for individual help by specialists. The levels indicate the support needed by a student and do not define the class into which the student was placed. For example, while a 'level #1' student may need only the occasional help of a specialist for a short period of time, and while a 'level #3' student may require special help up to one-half of all his instructional hours, both students may be placed in the same or similar classes. Thus the extent of the student's handicap is reflected not in the type of class into which the student is placed but in the extra support services the student should receive.

SUPPORT SERVICES MODEL FOR INTEGRATING SPECIAL NEEDS STUDENTS

	Level #1	Level #2	Level #3	Level #4	Level #5
A. Class Placement	A. Regular class	A. Regular class	A. Regular class part time.	A. Modified instructional level.	A. Self-contained special class setting full time.
B. Services (Identified by the student needs)	B. Periodic support services where and when the need arises. Support services provided for those who require enriched program.	B. Support services approximately 1 hour 3 times per cycle.	B. Support services 1/2 time or less on a regular basis (each day per cycle). Support services may be on a direct basis and the student may leave the class for help.	B. Support services 1/2 to 3/4 time daily. Support services must be intensive and direct*. Heavy orientation and stress on the remediation of academic skills.	B. Intensive and direct support personnel help, both professional and paraprofessional. Academic skills are taught as the student's ability to achieve permits.
C. Description of Student Needs	C. Regular student with minor problems in one or two areas of development which require some remediation.	C. Regular student with problems which require the help of backup professional support personnel on a regularly scheduled basis per cycle.	C. Student may spend up to 1/2 of his/her day in the level 4 or 5 situation where added back-up supports are provided.	C. Student with major difficulties in many areas of development requiring intensive help from support personnel in order to succeed academically and socially.	C. Students with varied levels of handicaps in the areas of mental, emotional and/or physical development who require full-time special class placement and support personnel for their care and education.
D. Recommended Maximum Class Size	D. 23	D. 20 - 23	D. 20	D. 15 - 20	D. OEC: 15 - 17 EMH: 10 - 12 TMH: 7 - 8

* Direct means the professional support personnel works directly with the students.

Note: Physically Handicapped

The needs of physically handicapped students cannot necessarily be categorized in one of these levels merely on the basis of their handicap. Some such students may require little, if any, paraprofessional help, while others, especially those with concomitant learning disorders may require assistance anywhere from support 'level 2 to 5'. The level of support for physically handicapped students would thus be determined by the totality of their needs.

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2. The Cost of Supports: An Example

The model for the necessary supports may be utilized to estimate the cost of support services required in the implementation of Bill 58. The following table indicates the support services required, the number of students one specialist can service and the cost per student assuming a \$16,000 per year salary. Other costs of Bill 58 such as the cost of paraprofessionals, reduced class sizes and physical resources and teacher retraining are not included.

Level	Type of Support	No. of Students per Specialist	Cost per Student
1	periodic help	(present resource teachers and specialists from other levels may help on an occasional basis)	---
2	1 hour; 3 times/cycle	10 to 20 students depending on whether students are visited singly or two at a time	\$800 to \$1600
3	up to 1/2 time	3 to 9 students (on the average) depending on whether one or three students are visited simultaneously	\$1700 to \$5300
4	1/2 to 3/4 time	2 to 5 students (on the average) depending on whether one or three students are visited simultaneously	\$3200 to \$8000
5	full time	8 students (one class)	\$2000

The above costs are only approximate. For example, it may be possible to send a 'level #3' student to a modified 'level #4' class although in that case the class size of the latter would have to be

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reduced. Also, the costs may be slightly lower in a larger division due to a greater concentration of students. However it is evident that a great financial input must be made in order for the program to be successful.

3. Financial Needs

The integration of students from special classes into the mainstream is more expensive for two reasons:

- 1) The decrease in the concentration of students results in a dilution of the necessary services, and
- 2) The placing of a special needs student in a regular classroom requires services to the class over and above the support services for the special needs student (e.g., a reduced class size).

These greater financial needs are due to the required reduction in class size, the increase in the number of paraprofessionals and professional specialists required, and the amount of special material resources. Since the present per student costs of special classes are about twice as much as those of regular students, there is little doubt that proper implementation of Bill 58 will require an increase in government financing.

Some of the current mainstreaming projects indicate that the proper resources are not being provided. Although for a limited period of time teachers can 'over-perform' in the absence of proper resources, it is questionable whether in the long term such 'over-performance' is possible and whether the system can withstand the strain of limited resources. As such, it is of the utmost importance for the government to provide the proper resources, if the program is to be successful. It is equally important to implement the program only at the rate at which the resources are provided.

4. Present Provisions for Financing Bill 58

For the school year 1977-78, the provincial government has allocated special implementation grants of approximately \$705,000. These grants are intended to provide for each of the 42 participating school divisions the following resources:

Teacher Education.....	\$3,000
Program Implementation.....	7,000
Local Advisory Committee Funds.....	2,000

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Although the amounts of these grants will likely increase, this approach to financing Bill 58 presents several problems:

- i) Up to this date the government has not given any firm indication of the level of support it intends to provide for the program once it is fully implemented. In the absence of such a commitment it is difficult for school divisions to plan for a future expansion of the program.
- ii) The government has not indicated which students it intends to support. Although there are about 12% of the student population who are in need of special services, only 3-1/2% are congregated in special classes. In discussing the program, government sources tend to restrict their comments to 'only the few' of the 3-1/2% who can be mainstreamed and tend to ignore the needs of the other 8-1/2% of the students with special needs. Thus the danger exists - once the few students in special classes have been mainstreamed and their 'visibility' is reduced - that the government resources may decrease.
- iii) The present government resources, even if increased moderately, are totally inadequate for any serious attempt at integration. Although the \$7,000 program implementation grant may be used to buy a readily identifiable amount of material resources, it only provides for the hiring of one full-time paraprofessional or one half-time professional resource person.

If one were to assume the costs outlined in Section C-2 (p.11) and take, for example, a division which had only one student in each of the five levels, the costs for that division would already vary from \$7,700 to \$16,900. However, as 3% to 12% of all students have special needs of varying degrees, most school divisions would incur far greater costs than those mentioned in this example.

- iv) The government is presently financing directly the education of the blind and the deaf (at costs of between \$12,000 to \$16,000 per student per year). If these students are mainstreamed it seems logical that these amounts of money should be transferred to the receiving school board. Provisions for such transfers are absent from the present initiation grants.

Since the success of the implementation of Bill 58 will depend to a major degree on the human resources available, there is little doubt that the current financial provisions are adequate for all but the least extensive mainstreaming projects.

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5. Alternative Methods of Financing

There seem to be three viable alternatives in the financing of Bill 58.

a) Special Incentive Grants

By this method the government would provide monies to school divisions for costs incurred over and above the average per-pupil costs of regular students. This method has the advantage of providing monies when and where they are needed. However it also has disadvantages, such as the administrative difficulty of clearly identifying the number of special needs students in school divisions, the increased government involvement in local affairs, and the possibility of budget cutbacks in the absence of clearly definable needs.

b) General Grants

This method would provide for government grants to all divisions, such grants being based on the average provincial incidence rate of students with special needs. The administration of such grants would be relatively simple. However, these grants would not necessarily provide the monies where they are most urgently needed, as some school divisions would receive more support than they require while others would receive less.

c) Grant Plus Formula

On this formula, all school divisions would be given a basic grant reflecting the average incidence rate of students with special needs. Furthermore, there would be provision for school divisions, which have special needs students in excess of the average incidence rate, to petition the Department for further resources. The onus of proof would be on the school divisions. This proposal would provide the most adequate financing of special needs education, since all school divisions would receive basic grants, and those with an above average incidence rate would be able to obtain additional funding.

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SECTION D - CONCERNS

Bill 58 will have many implications when it is implemented. The following are concerns that must be answered before Bill 58 can be implemented successfully.

<p>I. <u>BILL 58 - to whom does it apply?</u></p> <p>The largest portion of special needs students is maintained in regular programs in the education system. Approximately 12% of the children in Manitoba have special needs, but only 3% of the student population are enrolled in special</p>	<p>programs. Does Bill 58 apply to the 9% that are not in special programs? Bill 58 does not clearly define who the students with special needs are. These students are not just the 3% that are easily definable because of their segregation. All special needs students need to be identified in order that appropriate programs may be developed to best meet their needs.</p>
<p>II. <u>PLACEMENT</u></p> <p>a) Are monitoring and screening processes adequate?</p>	<p>There is a definite need for more adequate screening programs and improvement in monitoring of special programs which are currently in existence. It is important that kindergarten children are screened for vision, hearing and learning disabilities. Those programs which provide for psychiatric services, social work, physiotherapy, and emotional disorders are either non-existent or very inadequate for <u>all</u> students in the school system.</p>
<p>b) Is there a lack of variety of programs for special needs students?</p>	<p>When students are placed into special programs, there is often an insufficient variety of programs to deal with the identified need of the student in question. For example, learning disabled or emotionally disturbed students may be placed in classes for slow-learning students for lack of a better placement.</p>

<p>c) Is there a lack of social services for special needs students <u>after</u> they leave school?</p>	<p>Special needs students have very little or no follow-up done in order to assist them in identifying suitable post-school placements. For example, mentally handicapped students, after having completed high school training in very limited programs, are generally left to seek adequate employment upon leaving the school setting. There is a definite need for a vast improvement in the social services and program options available to handicapped students once they leave school. This is an area where greater government resources are required.</p>
<p>III. <u>HUMAN RESOURCES</u></p> <p>a) Can the regular teacher meet the demands concomitant with the presence of the handicapped student in the classroom?</p>	<p>Due to limited training, resources and materials, <u>few teachers</u> are adequately equipped to deal with the special problems presented by the students with special needs and their families. Even in situations where teachers are well equipped to deal with the students with special needs, the requirements of a large class often limits the amount of time teachers have available to devote to the special needs student. The ability of a teacher to attend to the individual needs of a student is dependent upon the number of students in the class. The present grant structure does not provide for the proper class sizes in which the teacher would have the time available to attend to the needs of the individual student. In order to make adequate provisions for the small classes necessary, the grant structure needs to be revised.</p>
<p>b) Is there a lack of trained teachers for special needs students?</p>	<p>In all cases, where special needs students are placed into the mainstream of education, the teachers must be highly trained. At present there is a lack of teachers who are trained to teach special needs students. Indiscriminate placement of the special needs student in the care of a teacher who is inadequately prepared must be avoided. It may be potentially disadvantageous to him, his family, his peers and his teacher.</p>

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<p>c) Are there enough professional support personnel available?</p>	<p>More professional support personnel must be available at the time of the placement of special needs students. Specialists who are needed to assist the classroom teachers in their duties include: reading clinicians, psychiatrists, psychologists, social workers, specialists in learning disabilities and/or behavioural consultants, physical therapists, occupational therapists, and speech therapists,</p>
<p>d) Could para-professionals assist teachers?</p>	<p>Paraprofessionals should be introduced into the school system over and above the present staffing formulae, to assist teachers in such things as:</p> <ul style="list-style-type: none">- loading unloading buses and helping students into and out of the school.- attending to the physical needs of handicapped students.- assisting in teacher-directed clerical activities, to free the teacher to attend to the special needs students in the classroom.
<p>IV. <u>PHYSICAL RESOURCES</u></p>	
<p>a) Are the physical plants (schools) built to accommodate the needs of special students?</p>	<p>The present <u>physical plants</u> will need ramps for wheel-chair students, special desks, special lighting, elevators and other specialized features as the needs of the students may dictate.</p>
<p>b) Is specialized equipment necessary?</p>	<p><u>Specialized equipment</u> such as phonic ears, respirators and other specialized software and hardware would be required coincident with the placement of special needs students. The timing of provision of these and other varied items is very important. The equipment must be in the school <u>before</u> the student enters the school, not months afterward.</p>
<p>c) What additional supports are needed for the programs?</p>	<p>Programs for special needs students require specialized equipment as well as the sophisticated techniques and specialized lessons (e.g., large print materials, manipulative materials, etc.)</p>

<p>V. <u>FINANCIAL RESOURCES</u></p> <p>a) Does the cost of educating special needs students really pay off?</p>	<p>It cannot be denied that there are very great costs involved in educating students with special needs. However, the benefits that accrue from giving them the best possible education in the best possible setting would serve to offset the costs which all too often are incurred later in life. Thus, a large number of students who have been inadequately provided for in the school system tend to proceed to high-cost social services (e.g., jail, welfare, unemployment) after their lack of success in the work world.</p>
<p>b) Is adequate government assistance forthcoming?</p>	<p>In view of the cost, school divisions cannot afford the programs without assistance from the Provincial Government. It has never been made clear to what extent the government of Manitoba intends to commit itself in terms of bearing the financial burdens which would be inherent with the implementation of Bill 58. The start-up grants for the Local Advisory Committees throughout the province would appear to be only a token gesture on the government's part. Provisions to be made for all students with special needs will be very costly and, under the current budget restraints of school divisions, impossible to achieve unless further financial support is forthcoming. For example - the government spends approximately \$16,000 per pupil to send blind students to Brantford, Ontario. Therefore, there must be similar amounts of money available to school divisions to educate these students in their home divisions.</p>
<p>c) Will school boards direct monies for special needs programs to those programs?</p>	<p>As has been the recent experience, money which was channeled to school divisions was not, in many cases, used for the purpose for which it was intended. For example - monies made available to school divisions through the reduction of the grant formula from 28:1 to 23:1 were, in some cases, used to pay for other things or simply to reduce the numbers of teachers over grant. The Society's concern is that monies that the government grants for special needs students be used for those students and not to offset other divisional expenses.</p>

<p>d) How can the government assure that funds allocated for special needs students will be used for those students?</p>	<p>Since administration of the programs is local, there is no guarantee of equality from division to division. Therefore, if money is forthcoming from the government of Manitoba to implement Bill 58, there must be assurance that school divisions will spend the money on the required items in programming for students with special needs.</p>
<p>VI. <u>PROFESSIONAL DEVELOPMENT</u></p>	
<p>a) Will teachers need pre-service and in-service training in order to teach special needs children?</p>	<p>Teachers need both pre-service and in-service training to ensure that the programs, attitudes and motivation of the teachers will benefit the special needs student. Handicapped students in the mainstream may face rejection from educators who have had no training or experience in dealing with handicapped students. In-service requirements will vary dependant upon the type of handicapped student the teacher is teaching.</p>
<p>b) Will teachers need added specific in-service training?</p>	<p>The skills required to teach special needs students cannot be picked up quickly. Experienced teachers will need in-depth in-service programs in order to identify the problem areas of their special needs students. To place special needs students indiscriminately will only result in further aggravation of their disabilities.</p>
<p>c) Will teachers need added curriculum development skills?</p>	<p>Many teachers who are currently dealing with the general populace of students in the school system must acquire the curriculum development skills which will be needed to program for the students with special needs (if placed in their charge).</p>
<p>d) Will the in-service training require much time?</p>	<p>Teachers who have special needs students in their classrooms face a dilemma of added burdens placed on their already heavy workloads. Added ongoing systematic in-service training is most necessary; however, the time for this training would appear to be limited within the current conditions now facing classroom teachers. These teachers will need in-depth training. Such training could take place in various lengths of time provided the teachers could be released from their classroom responsibilities.</p>

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<p>e) Who will pay the high costs involved in re-training teachers?</p>	<p>Continuing special professional development grants must be given to school divisions in order to pay for the re-training of teachers.</p>
<hr/> <p>VII. <u>GENERAL CONCERNS</u></p>	
<p>a) Does the mainstreaming of special needs students cause raised expectations in the minds of the student and the parent?</p>	<p>Mainstreaming a special needs student does not mean that the student's disability will disappear and that the student will become 'normal'. Whenever a special needs student is placed in a regular classroom or a special class, the reasons for the placement and the goal of the placement should be discussed with the parent and the student. Raising anyone's expectations unrealistically is cruel.</p>
<p>b) Will teachers be over-burdened or burned out because of added pressures?</p>	<p>Teachers and programs are inseparable, for one cannot exist without the other. With this consideration clearly in mind, there must be some steps taken to ensure that teachers will not be 'burned out' after a few short years in a high tension situation such as a special needs placement. Large classes and increasing demands on the teacher to provide attention to programs and emotional and physical supports for special needs students will be a factor in limiting the length of a teacher's effective classroom life experience. The teacher tends to become the resource of the last resort as it is the teacher who must make up for the lack of support systems both within and without the school system.</p>
<p>c) Who protects the student?</p>	<p>Who protects the student if a parent insists in a placement for the student other than the placement which has been recommended for the student's education? Students are not necessarily placed adequately simply because a parent may advocate a certain type of placement. Some reasonable level of assurance must be maintained that students will be placed correctly by those individuals who are directly concerned with the student's specific needs. Teachers will become frustrated if their hands are tied by over-protective parents. The placement of a special needs student must be flexible, contingent upon his changing needs.</p>

<p>d) Will the government succumb to public pressure to proclaim Bill 58?</p>	<p>There is public pressure on the government to proclaim Bill 58. The Society strongly urges the government to proclaim the Bill only after careful consideration of the concerns outlined in the foregoing, and when it is prepared to put the required funds into the needs of the program.</p>
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No one can argue with the goals of mainstreaming. Special needs students should be given every opportunity to achieve positive interaction with those who are more fortunate. The Society does not advocate a mad dash to mainstreaming special needs students. Indiscriminate mainstreaming is potentially disadvantageous to the student, his family, his peers and his teachers. The proper supports and resources are necessary before a special needs student is placed in a classroom. Intensive study must be made of the individual's needs and of the program required. Proper financial assistance and trained teachers are necessary to best suit the program to the student's needs.

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SECTION E - POLICY AND RECOMMENDATIONS

General Society Policy

The following policy resolution prepared by the committee was approved at the 1977 Annual General Meeting:

"That the following principles apply to the education of students with special needs:

1. That the educational system provide viable educational alternatives for all students;
2. That provided it is in the best interests of the student, the preferred alternative be in the least restrictive environment ranging from intensive care situations to the regular classroom setting and that there be flexibility of movement from one alternative to another;
3. That the placement of students with special needs be determined through the consultation of parents, teachers, auxiliary professional personnel and the student (where applicable);
4. That the education of students with special needs in the least restrictive environment can be achieved only by the provision of the necessary resources;
5. That school divisions assume the responsibility to provide, or make provisions for, appropriate educational services for all students with the exception of those students whose presence poses danger of bodily harm to others in their educational environment;
6. That the provincial government has the particular responsibility to provide the financial and educational supports necessary for the education of students with special needs;
7. That the implementation of a program to place students with special needs into the least restrictive environment progress at a rate no greater than the rate at which the necessary resources are provided; and
8. That the placement of students with special needs in the least restrictive environment not adversely affect the student so placed nor the other students of the class."

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SPECIFIC SOCIETY POLICY

1. Identification and Placement of Students

- a) That adequate screening procedures be implemented in all schools and school divisions. Minimum acceptable standards should include the following:
 - i) general screening of all students for vision and hearing problems provided at school entry and at three-year intervals following;
 - ii) diagnostic services on a referral basis for students with social and psychological problems;
 - iii) diagnostic tests to be readily available to teachers upon request.
- b) That the placement of a student with special needs be initially determined by consultation between the teacher(s), the parents or guardians, the professional support personnel and the student (where applicable) and that it is the duty of the professional staff to determine and request the required support services.
- c) That in each division there be a committee consisting of an equal number of representatives of the school board, the teachers' association and the public at large, and that such committee have the following powers and duties:
 - i) to review the placement of all students with special needs and to act as an appeal board in the matter of all such placements;
 - ii) to receive and request presentations by parents, teachers, students and/or school board personnel prior to making a final decision in the placement of a student;
 - iii) to determine the resources necessary prior to the placement of a student with special needs;
 - iv) to determine the resources required when a student who is already in the main stream is found to need special services.

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2. Implementation

- a) That prior to the placement of a student with special needs, the following factors be given consideration:
 - i) the attitude of the teacher towards teaching special needs students;
 - ii) the availability of both direct and indirect professional services;
 - iii) the availability of adequate paraprofessional services to help with the student's physical needs and/or clerical tasks assigned by the teacher;
 - iv) the provision of a class size sufficiently small to enable the teacher to deliver an adequate program to all students;
 - v) adequate preparation time for the teacher to develop programs, curricula and materials;
 - vi) the provision of adequate inservice training for the teacher;
 - vii) the provision of specialized equipment such as phonic ears, large size print material, etc.;
 - viii) the need for physical alterations to buildings;
 - ix) the provision of program support materials.
- b) That alternative programs be available within a school for a student who is temporarily unable to cope in the classroom in which he is placed.
- c) That special education classes be maintained for those students unable to cope in the regular classroom.
- d) That the program be flexible enough to ensure that the student progresses at his/her own rate.

3. Professional Concerns

- a) That there be opportunity for all teachers to receive in-service training in the area of special needs.
- b) That prior to the introduction of students with special needs into a less restrictive setting, a more intensified and ongoing professional development program be provided for the receiving teacher.

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- c) That the teacher has the professional obligation to appeal the placement into his classroom of a student with serious multi-handicaps unless the teacher has received adequate support service, and that the Society support any teacher who suffers embarrassment, harassment or loss of position due to such appeal.
- d) That university credit courses for the training of teachers of special education students be continued.
- e) That all Faculty of Education students be required to receive training in recognizing and teaching special needs students.

4. Financial

- a) That the provincial government provide, for the education of students with special needs, those financial resources which are in excess of the per capita cost of educating all students.
- b) That the rate of implementation of the programs progress only at the rate at which financial resources are made available.
- c) That the government be urged to define the extent of financial support it intends to provide for the implementation of Bill 58.
- d) That the resources necessary to provide services to special needs students, who are presently in the main stream, be considered as part of the resources necessary for the implementation of Bill 58.
- e) That the government legislate regulations which provide for the mandatory provision of the proper resources in the implementation of Bill 58.

5. Services

- a) That upon request, the Department of Education make available to all school divisions the funding and/or the personnel for the following services:
 - i) general screening services for vision and hearing;
 - ii) services for psychological and social assessments;
 - iii) trained personnel for purposes of identification of learning disorders and their treatment;
 - iv) psychologists, trained in education, to consult with teachers and to give direct help to the students with special needs.
 - v) resource teachers who will provide guidance in the preparation of programs for students with special needs.

6. Handicapped Adults

That the government be urged to establish a task force to consider the availability of and improvement of services for handicapped adults.

October, 1977/dh.

IN THE COURT OF APPEAL

IN THE MATTER OF "The Public Schools Act",
S.M. Cap. P250 and "The Arbitration Act",
S.M. Cap. A120;

AND IN THE MATTER OF A Collective Agreement
between the Dauphin-Ochre Area No. 1 and the
Dauphin-Ochre School Division Association No.
33 of the Manitoba Teachers' Society.

BETWEEN:

DAUPHIN-OCHRE SCHOOL AREA
No. 1,

(Applicant) Appellant,

- and -

DAUPHIN-OCHRE DIVISION
ASSOCIATION NO. 33 of
THE MANITOBA TEACHERS'
SOCIETY, FRANK W. NEWMAN,
E.L. REYNOLDS and
W.S. WRIGHT,

(Respondents) Respondents.

FREEDMAN, C.J.M.

This appeal raises a question of the powers of a
board of trustees under The Public Schools Act.

The specific point in issue concerns what is
described in the material as a "salary continuation
plan". It is in actuality a sickness and accident
insurance plan under which, for an agreed premium and
at agreed rates and subject to agreed conditions,
benefits in the form of continuing salary payments are

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made by an insurance company during a teacher's illness. Under a prior collective agreement made between the Dauphin-Ochre School Area No. 1 (hereinafter referred to as the "School Area", or as the "Board", or as the "Board of Trustees", or as the "Trustees") on the one hand, and Dauphin-Ochre Division Association No. 33 of The Manitoba Teachers' Society (hereinafter referred to as the "Teachers' Society") on the other, the salary continuation plan had been established, but with the total cost of the premiums being borne by the Teachers' Society. The Board's only function was administrative, it paying the premiums to the insurer by way of deductions from the salaries of the teachers.

We come now to the collective agreement for the year 1970. Bargaining on that subject duly commenced and went through several stages, up to and including arbitration. A board of arbitration was constituted with His Honour Judge Frank W. Newman as Chairman, Mr. E.L. Reynolds as the nominee of the Board, and Mr. W. Scott Wright, Q.C. as the nominee of the Teachers' Society. In their presentation to this board of arbitration the Teachers' Society sought a change in the salary continuation plan under which the premiums would henceforth be paid equally between the School Area on the one hand and the Teachers'

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Society on the other. The Board of Trustees of the School Area took the position that the payment of any part of the premiums by the School Area would be without authority, since there was no provision for such payment in The Public Schools Act. On that legal question the board of arbitration decided that it should take no stand, as it appeared to be a matter more appropriately left for the determination of the court. The arbitrators instead proceeded to consider the question on its merits, leaving the jurisdictional issue to be decided later, if necessary. They then concluded that a fair division of the premiums would be that two-thirds thereof be payable by the Teachers' Society and one-third by the School Area. The specific order which they made can best be understood by noting the language of the relevant provision as it originally stood in the collective agreement, and then examining the amendment that was made by the board. The original provision was as follows:

"Section VII (a) - that the agreement provide for a salary continuation plan to be administered by the Board and to become a condition of employment for all teachers coming on staff after September 1st, 1968."

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The arbitrators directed the following amendment:

"Section VII - Insurance Plans

Subsection (a) to be retained
in its present form but to provide for
the cost of premiums to be borne,
one-third thereof by the Division
Board and the remaining two-thirds
by the Teachers' Association."

The School Area thereupon brought an application
by way of certiorari to quash this portion of the
award on the ground that there was no jurisdiction to
make it. The matter came on for hearing before
Deniset, J., who dismissed the application. This is an
appeal from his decision.

The position of the School Area may be simply
stated. The Board of TRustees may only use the public
funds entrusted to their care for purposes specifically
authorized by The Public Schools Act or for purposes
incidental thereto or consequential thereon. There is
no specific power or authority in The Public Schools Act
for payment by the Board of TRustees of premiums for a
plan of this kind. Nor, it is argued, can such power or
authority be deemed to be incidental to or consequent

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upon any other power specifically vested in the Board. In these circumstances the use of public funds to comply with the order of the board of arbitration would involve the Trustees in an unauthorized act, and indeed could expose them to personal responsibility under the terms of the statute.

With the general principle of law as the Board of Trustees have enunciated it I have no quarrel. It is true that The Public Schools Act does not contain a specific provision empowering a board of trustees to expend monies on premiums for a plan such as is in question here. The real issue, as I see it, is whether such a power falls within the implied authority of the Board as being incidental to or consequent on other powers specifically contained in the Act. In my view, such a power can be implied without in any way doing violence to the true intent and spirit of the Act; and it should be so implied.

Two considerations point the way to this conclusion. The first is that The Public Schools Act specifically empowers the parties to enter into collective bargaining with respect to rates of pay and terms or conditions of employment. The second is that a plan for sickness and

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accident insurance should, in the context of contemporary employer-employee relations, be regarded as a term or condition of employment properly falling within the collective bargaining process.

The relevant provision with respect to collective bargaining is Sec. 374 (1) of The Public Sschools Act, reading thus:

"374(1) Either party to a collective agreement, whether entered into before or after the fifteenth day of April, 1961, may by notice given

(a) not more than ninety days, not including days in the months of July and August; and

(b) not less than thirty days, not including days in the months of July and August;

before the day on which the agreement terminates, require the other party to the agreement to begin collective bargaining with a view to

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(f) 'collective bargaining' means negotiating with a view to the conclusion of a collective agreement, or the renewal or revision thereof, as the case may be; and 'bargaining collectively' and 'bargain collectively' have corresponding meanings."

The objective of the collective bargaining process is the making of a collective agreement "containing terms or conditions of employment of teachers that include provisions with reference to rates of pay." So far as the present controversy is concerned the key phrase in the language quoted is "terms or conditions of employment." The parties have the power and duty to bargain with respect thereto. Can it legitimately be said that when in the negotiations the Teachers' Society sought to amend the salary continuation plan it was dealing with a matter falling outside the scope of "terms or conditions of employment"? In my view, it would be altogether unrealistic to accept such a view of the matter.

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A sickness and accident insurance plan is by no means a novel or unheard of thing in arrangements between employers and employees. Indeed one may safely assert the view that such plans are being encountered with more and more frequency in a modern society concerned about the welfare of the individual. But, whether widespread or not, such a plan by its nature concerns or relates to terms or conditions of employment. As such it falls, if not expressly at least impliedly, within the scope of the powers vested in the parties under the statute.

Moreover, it should not be forgotten that in section VII (a) of the old agreement a "salary continuation plan" was referred to as becoming a "condition of employment". This clearly indicates that both parties to the agreement regarded a plan of this kind as being a condition of employment. If it was a condition of employment when all the premiums were to be paid by the teachers can it be argued that it is any less a condition of employment when the Board is required to pay part of the premiums? I think not.

I am strengthened in the conclusion at which I have arrived by the decision of Monnin, J. (as he then was) in the case of Thorsteinsson v. Gimli School District No. 585, (1960) 67 Man. R. 247. There the learned Judge had to consider whether the School District had power under

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The Public Schools Act to set a compulsory retirement age for its teachers. No such power was expressly set forth in the Act. The question to be determined was whether such a power could be implied as one incidental to and consequential upon the power vested in the Board of hiring and firing teachers. Monnin, J., after referring to the case law on the subject, came to the conclusion that such a power should be implied.

Although that case is not on all fours with the present one, its principle is analogous, and I would apply it here.

For the reasons above set forth, I am of the view that the challenged portion of the award does not go beyond the powers and authorities contained in The Public Schools Act. I am glad I have been able to arrive at such a conclusion, because a contrary one might entail the unwelcome prospect of compelling the parties to seek a legislative amendment whenever a power is not specifically spelled out in the Act.

- 11 -

I would accordingly dismiss the appeal, with costs.

Samuel Freedman, C.J.M.

DELIVERED this 3rd
day of May, 1971.

Factum Fee: \$100.00

MANITEDA

Inter-Departmental Memo

To

Mr. Jack R. Reeves,
Clerk of the House,
237 Legislative Building.

Date: October 29, 1979.

From: W. K. Ziprick, C.A.,
Provincial Auditor,
215 Legislative Building.

Telephone

Subject: PUBLIC HEARINGS ON BILLS 22 AND 23

In reply to your memo dated October 26, 1979, the following paragraphs contain my comments concerning the matter of the appointment of auditors brought to the attention of Standing Committee on Privileges and Elections.

Commencing with my report for the fiscal year ended March 31, 1977 I have pointed out to the Legislature the inconsistencies in the appointments of auditors and audit requirements contained in school and municipal legislation. I indicated that in my view the municipal legislation was more effective.

With regard to the appointment of auditors, the Municipal Act does not designate any organization whose members are qualified auditors but sets out in section 599(3) the following qualification requirements:

" Qualifications of auditors.

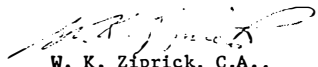
599(3) In determining whether a person is qualified to be appointed as an auditor, the Lieutenant Governor in Council shall have regard to

- (a) his education;
- (b) his training in accounting and auditing;
- (c) his practical experience in auditing;

and no member shall be appointed as an auditor if he is not a member in good standing of an incorporated body of accountants in Canada which requires of its members, and has power to enforce, a high standard of professional conduct."

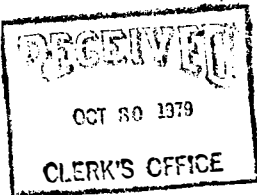
I find these requirements to be appropriate and generally follow them whenever I am required to approve an auditor's qualification for appointment such as under the present Public Schools Act. Exceptions have been made for audits of very small entities such as the previous small school districts.

Should further comments be required please do not hesitate to contact me.


W. K. Ziprick, C.A.,
Provincial Auditor.

WKZ/hl

First Fold



CANADIAN ALLIANCE OF HOME SCHOOLERS

P.O. Box 640, Jarvis, Ontario, Canada N0A 1J0

THE CANADIAN ALLIANCE OF HOME SCHOOLERS

presents its concerns and position on

BILL 22 and BILL 23

to

The Committee of Privileges and Elections

of

The Government of Manitoba

October, 1979



Wendy Priesnitz, National Chairman

Although education is under provincial jurisdiction, home education is becoming a national issue, and the Canadian Alliance of Home Schoolers speaks on behalf of home-schoolers across Canada. The main purpose of the Alliance is to provide information and support for families who choose the alternative of educating their children primarily at home. In keeping with this goal, we present this brief to the Committee in support of all bona fide educational alternatives, and especially the alternative of home education.

Our main concern is this: when we first passed compulsory education laws, did we mandate that all children spend their day between nine and four in certain officially designated buildings following officially designated programs taught in one standardized manner, or did we intend that children have optimum educational opportunity?

We suggest that both educational opportunity and a healthy public school system may depend on the nurturing of serious, educationally sound alternatives both within and outside the public school system to accommodate those for whom the conventional public system may be unsuitable and even detrimental.

It is sometimes difficult to recognize that a complete break from the whole realm of conventional institutional influence on the child may be exactly what an individual child needs at a certain stage in his or her educational development. Therefore, parents should be allowed to make the prime judgment as to their child's optimum educational needs, whether this be choosing an alternative within the public system or outside of it. Professional educators, of course, should be allowed to scrutinize the parents' decision, but such a decision should not be prevented or challenged unless it appears not to be in the best interests of the individual child.

It is our concern that the governments of all provinces, and Manitoba in particular at this time, as well as the Manitoba Department of Education, recognize (and provide that the law reflects this recognition) that as per the 1959 United Nations Declaration of the Rights of the Child:

"a child shall be given an education which will promote his general culture, and enable him on a basis of equal opportunity to develop his abilities, his individual judgment, and his sense of moral and social responsibility, and to become a useful member of society, (for) society owes to its children the best that it has to give."

The law should also reflect the fact expressed in the United Nations Universal Declaration of Human Rights, Article 26, Section 3 that:

"Parents have a prior right to choose the kind of education which shall be given to their children."

If these two rights are embodied in our education laws, we are a long way towards ensuring that our children become the well educated, responsible citizens that is the shared aim of all of us in these public hearings.

(2)

It is the view of the Canadian Alliance of Home Schoolers that Manitoba now has an opportunity, as it examines its school laws in this International Year of the Child, to demonstrate its concurrence with the above stated U.N. Declarations (of which Canada is a signatory). One way this can be done is by providing wording supportive to the intent of responsible parents wishing to educate their children at home.

Further to this, we submit that the education laws we are now discussing could contribute greatly to strengthening family ties in an era where the family unit is rapidly degenerating. The Preamble of the 1960 Canadian Bill of Rights states that:
"The Canadian Nation is founded upon principles that acknowledge...the position of the family in a society of free men and free institutions."
The position of the family, as expressed by the requests of parents, should be acknowledged within the educational system. Parental input should be encouraged and parental rights respected at all levels of the educational hierarchy. Especially when parents seek to exercise their ultimate responsibility for the rearing and education of their children by teaching their children at home, they should be supported in performing this responsibility, not prevented from assuming it.

We would like at this point to put home schooling in perspective on a national level for this Committee. Since we have not as yet been able to compile reliable statistics for Canada, we will use the figures from the United States as an indication: last year Education U.S.A. published a figure of 10,000 for home education, and Time magazine quoted educator John Holt predicting an increase in this number to 500,000 within a decade. Projecting this rate of growth onto Ontario, for which we do have reliable statistics, could this mean that the present figure of 800 home education students would increase to 40,000 within a decade?

That figure is conjecture, but the fact of a substantial increase is an anticipated reality that demands accommodation in the school laws across Canada.

One advantage that Canada has above the United States in dealing with this expected increase in home education is satisfactory laws. The United States already has a long history of court battles over alternatives in education due in part to the fact that alternatives are not adequately provided for in many of the states. By comparison, all the provinces and territories of Canada provide in some manner for educational alternatives and seven of the ten provinces specifically mention education "at home".

(3)

Recently, there has been an outbreak of court cases in the United States concerning parents' and children's rights in education. Many of these involve the issue of home education, and in most such cases the ruling goes in favour of the parents.

Here in Canada, only two similar cases have gone through the courts recently. Last year in Alberta, parents won the right to have their children taught by unqualified teachers and the Alberta school laws were changed to accommodate this right. This year, the Ontario courts ruled in favour of a mother who had been denied approval of her home education program by school officials. We understand that the Manitoba Department of Education has a more reasonable policy on home education than Ontario and that this mother would probably have been given approval for her home education program by Manitoba authorities without needing to go through prosecution.

If Manitoba's attitude towards home education is already more enlightened than other areas of Canada, then this Manitoba Committee is in a unique position with regard to its role in law revision because Manitoba is also the first province in Canada to be in the process of revising its school laws since the Home School Movement has made its presence felt across the nation. In this light, the Committee's actions will prove to be either backward-looking or forward-looking. If it is the latter, then Manitoba law will become a model for other provinces to follow in this regard.

The following are specific sections of Bill 22 that, from a national viewpoint, could use clarification or revision. We realize that our affiliate, The Manitoba Association for Schooling at Home, is also presenting a brief to this committee and will outline and explain recommendations such as these in greater detail, and we would respectfully refer the Committee to their presentation for a more specific consideration of the actual wording of relevant statutes.

(1) Consistent with other Canadian school laws, Bill 22 should specifically refer to home education, at least by retaining the phrase "at home or elsewhere" as employed in the existing Manitoba statute.

(2) In the discussion of parents' responsibilities and rights, sections of the Quebec and Ontario education acts could be referred to, since, unlike those two provinces, the legislation in Manitoba makes an educational alternative outside the public school system (such as private school education or home education) an offence until the parent is exempted from

(4)

liability. We submit that parents educating their children at home or in a private school are not engaged in an act of truancy. Home-schooling parents especially are undertaking an enormous task and accepting a basic responsibility in a serious and caring way. Truancy connotes neglect which could not be farther from the fact in a home schooling situation!

In lieu of this process of offence and then exemption, Quebec law reads: "Such obligation is complied with by...any child who receives effective instruction at home." (Chapter 235, Vol. 3, Sec. 273)

Similarly Ontario law is worded:

"A child is excused from attendance at school if he is receiving satisfactory instruction at home or elsewhere" (Chapter 109, Part 11, Sec. 20, Subsection 2)

The best way to correct the problem is to provide for the equalization of the status of educational alternatives by removing private schooling and home education from the exemption Section (261) and including them as "satisfactory provisions" in the responsibility Section (260). Instead of being responsible merely for sending their children to school, parents would then be responsible for the education of their children by ensuring that satisfactory provisions are made for the education of their child either in a public school, a private school, or at home.

(3) Also in concurrence with other Canadian school acts, the initial responsibility for supporting and assisting parents wishing to teach their own children should rest with the local school authorities rather than with someone at the provincial level. Perhaps, as in other provinces, parents could work with their local principal or school board, with a right to appeal to the Department of Education, then the Minister and with further recourse to the Provincial Ombudsman.

For example, Ontario allows for the process of inquiry and approval as follows:

"Where the parents or guardian of a child considers that the child is excused from attendance at school under subsection 2 of section 20, and the appropriate school attendance counsellor or the Provincial School Attendance Counsellor is of the opinion that the child should not be excused from attendance, the Provincial School Attendance Counsellor shall direct that an inquiry be made as to the validity of the reason or excuse for non-attendance and the other relevant circumstances, and for such purposes shall appoint one or more persons who are not employees of the board that operates the school that the child has the right to attend to conduct a hearing and to report to him the result of the inquiry and may, by order in writing signed by him, direct that the child, (a) be excused from attendance at school; or (b) attend school." (Chapter 109, Part 11, Section 23, Subsection 2)

(5)

We also believe that provisions should be made for parental representation at various levels in the Department of Education. For example, in regard to home education, the use of home education parents on a board of inquiry or appeal would be both wise and just.

(4) Since we believe that parents should not be punished financially for choosing an educational alternative within or outside the public school system, we welcome Manitoba's shared services arrangement with private schools and hope that this is one positive step towards the eventual institution of the voucher system of funding in education.

Two other positive steps that could be taken at this point are:

- (i) facilitating the "transfer of fees" necessary to allow parents to choose an alternative within the public school system, but outside their own school division;
- (ii) allowing shared services arrangements to home education families. If a family's program were approved, then they would be eligible for the appropriate education grant, or some part of this grant could be assigned to the local public school if the family wished to avail their child of certain services of that school.

In a pluralistic society such as ours here in Canada, the opportunity for educational choice without financial penalty is very important. From a larger view of things, there is no "public school system" separate unto itself. Every family is an integral part of the "public", that is, part of our "society of free men and free institutions" with each individual (theoretically) equal in the eyes of the law. Every schooling arrangement is part of the "public's" system for providing education to the children of our society and every child deserves his or her share of the public expenditure on education, regardless of whether the child's education takes place in the local school, in another school in the same division, in another division, in a "private school", in a special needs school, in a separate institution, or at home.

It will be of interest to the Committee to know that Manitoba's first Public Schools Act of 1871 did not establish the narrow, single minded, government type of public school system that we have today. Schools were not public and private; they were equal (served by Protestant and Catholic boards). Later the Schools Act was changed in such a way as to create the system that we have now which places many citizens in the positions of being "lesser" citizens who, by virtue of their choosing an alternative to the

(6)

the government-run local school, are both committing an offence according to the wording of the school laws and, even when exempted are still punished financially for educating their children.

Ironically, irresponsible parents who allow their children to be truant and not receive the benefit of any education are liable to a fine of \$500.00 according to Bill 22, while responsible parents who offer their children a satisfactory education at home are penalized much more heavily -- they can educate their children for years and years at their own expense without being reimbursed or assisted one cent's worth from the public coffers.

If the Government of Manitoba is not yet ready to resolve the financial inequities created by Public Schools Acts of the past, then we hope the legislators are at least prepared to deal with the disparities which exist under the Act regarding the status of educational alternatives and the rights of parents who choose these alternatives for their children.

In summary, it is our position that the Manitoba legislation should assist, not hinder, families who choose home education, and further, that all educational alternatives should be supported as well as regulated by the wording of the new Manitoba Public Schools Act.

ST. ANDREW'S PRESBYTERIAN CHURCH, VIRDEN

LENORE PRESBYTERIAN CHURCH

P.O. Box 1089
Virden, Manitoba
R0M 2C0

October 31

Privileges and Elections Committee
Legislative Buildings
The Province of Manitoba
Winnipeg, Manitoba

Gentlemen:

I would like to submit to you gentlemen my deep concern regarding the "family life" program now existent within the schools of Manitoba, a program found unsatisfactory by numerous parents.

I first became aware of problems within the program when parents approached me seeking help and guidance on how to respond to what was going on. This suggested that I do some research of my own in an attempt to discover and understand the nature of their difficulties.

As you are aware, family life must be governed by moral values, and it is at this point that the difficulties arise.

From the beginning I found it very difficult to get satisfactory answers from school officials as to what exactly was being taught and how. The conclusions I have reached are based on what information I was able to receive from school officials, together with my own examination of The Counsellor's Resource Book produced by the Department of Education of Manitoba.

Whatever is being taught, is being taught in a morally relative way. The school has informed me that there are no moral absolutes. The child must be taught various moral standards and be given the opportunity to choose the standard he finds most acceptable, if not to produce his own standard. It should take little wisdom to see that this will lead to moral chaos, that is, everyone doing what is right in his own eyes.

Gentlemen, I, together with many Manitobans, believe that an absolute moral standard is recorded in the Holy Bible. For us it is imperative that family life be taught and lived according to that standard. When our schools even so much as suggest otherwise, it is inevitable that conflict will result between the home and the school. That conflict exists now.

- 2 -

One parent who takes exception to the family life course taught in our local Junior High School recently told me of how her son pleaded with tears in his eyes that he not be removed from the family life class. The influence of his peers upon him is very strong. To avoid upsetting the boy further, the parents left the lad in the class against their better judgement. This is a tragic state of affairs. Something must be done.

The only solution that I can suggest, short of fragmenting our school system, is to remove the "family life" courses from the schools. When did the families of Manitoba ever request that they be put in to our schools in the first place? It has yet to be proved that family life education prevents the family problems of the day, unwed mothers, venereal disease, promiscuity, etc. Rather, there are many of us who suspect that the very reverse is true, and that the knowledge given without clear moral direction has aggravated the situation.

Yours truly,

James Reaves

James Reaves, B.S., M. Div., Minister

P.S. Since I wrote the above, The Virden and Area Evangelical Ministers Fellowship has informed me that it endorses completely the concerns expressed and requests that I sign it in their behalf.

Yours truly,

James Reaves

James Reaves, Secretary
Virden and Area Evangelical Ministers
Fellowship

FAMILY LIFE COURSE

I am writing to tell you why I don't believe in the "Family Life" program. We have taken Sheri, age 13, out of the Grade 8 Family Life Course. She was given a trophy last year for being the most outstanding Grade 7 student. Also Evan, age 11, who is one of the top of his Grade 7 class. My wife is a registered nurse and has been in past years involved as a public health nurse and has taught and shown some films on sex. I am a clergyman and in the past have been a psychiatric nurse. So we do not come to you without some expertise and experience.

As a parent, I feel that I have the right to raise and train my child to respect my convictions and way of life. The Universal Declaration of Human Rights, 1948 article 26 says, "Parents have a prior right to choose the kind of education that shall be given to their children." The educational system is becoming a 'super parent', imposing their morals and convictions upon my children.

The Bible, before the day of schools, says to the parents "Train up your child in the way he should go, and when he is old, he will not depart from it." Prov. 22:6 If our school stood for Judeo Christian principles and standards, we could accept.

Joseph Califonio from the Department of Health, Education and Welfare of the U.S. says: "The worst place that a teenager can be today is in the public school system." This does not vary too much from what Martin Luther said way back when, "I am much afraid that school will prove to be the great gates of Hell unless they diligently labour in explaining the Holy Scriptures, engraving them in the hearts of youth. . . Every institution in which men are not unceasingly occupied with the Word of God must become corrupt."

I fear that more of this is true than we like to admit. The Pilgrim Fathers came to this land to have religious freedom. They were aware of man's problems; lust, cruelty, immorality, war, perversions, etc. and made rules that both saint and sinner were subject to under God. The Church and state were not one in organization but one in purpose. Traditionally education has been the responsibility of the church. However, the great threat today is that public education will abandon the principles that put this country together and made it great. The great universities of the past and today: Queens, McMaster, Harvard, Princeton, Yale were all founded and committed to Christian standards. Before the civil war in the U.S. one out of ten were enrolled in government schools. Today in the U.S. two Christian schools start every day.

Christian education has given way to secular ideas, values and controls because a few spoke out. History, science and language have been interpreted differently today. Humanism holds that the end of all being is the happiness of man. No Bible, no prayers, no

- 2 -

god so no one can criticize. But humanism is a religion as well. Christianity maintains that the end of man is for the glory of God, secondly, the service of his fellowman. Purpose, conviction, and ideals have given man what has been needed.

John Dewey, the pragmatist, helped change the philosophy of society by saying that there is no good or bad, right or wrong, as long as it works and helps solve problems. The 3 Rs gave way to 3 Ts (typing, tapdancing and tomfoolery) plus witchcraft, astrology, yoga, TM, Family Life Course.

The educational leaders using progressive education terminology tricked teacher, and pupil into equating learning with happiness, and education with adjusting to new ideas. So that today, schools are no longer interested primarily in teaching subject matter but rather converting pupils into adjustable, adaptable people. Changing the minds (pupils from their parents), broadening their insights so that they will be personally and socially sensitive. Self realization, self actualization, self awareness -all apart from God's divine plan.

Psycho gimmicks such as role playing, group therapy, sensitivity training and family life - words that are basically meaningless and unknown to parents but are areas where homosexuality, masturbation, premarital sex, sex, birth control are taught as normal and "get with it" attitude as everybody is doing it.

It is my responsibility to protect, to nurture, to guard my child until he or she is well trained and matured. A "Christian Cocoon" maybe, that, rather than the heartache of some of the parents and pupils I counsel. We have two choices - athiestic materialism (humanism) or Christianity.

The government is very specific about what goes into a can of beans. It has to be labelled correctly, contents disclosed. Yet when it comes to our schools - we say it is not important, it's up to the teacher, it's not the business of parents or pupils - it's in the hands of the education system - swallow.

Why not a commitment from the Department of Education to teach and them specify: Judeo Christian, humanism, etc. There is greater degree of agreement with the Judeo Christian standards and ethics than any other philosophy. It is the basic few athiests who have pushed for change.

We use a sick approach to the 4,728 cases of gonorrhoea in Manitoba. As the deputy medical director of Winnipeg says that we will instruct in "all aspects of venereal disease - including prevention". Why not teach Judeo Christian standards and do away with the problem altogether as by teaching them this you are saying indirectly that you expect them to be involved and this should help.

- 3 -

Sex education in family life should not be taught because it does not contain any Christian thought or direction. Teaching sex by the education system violates the rules of teaching. No rules or standards of what can or must be taught. No authority such as the Bible. Teaching basically in the school system implies practise. Teach sex and students are motivated to practice it. Our current philosophy violates what history has tried to show us, live loosely and lose. Sex education in school violates my rights as a parent to teach sex to my child with religious convictions, 'the right time and place'. In all too many cases, the teachers are ill prepared and poor examples of what sex is all about. A school system that is not given to a moral standard is ill prepared to pass on information. A system that cannot discern the right time to teach sex - too early develops in some cases homosexuals and in others, premarital sex without the maturity to cope with the consequences.

My conclusion is that unless something is done and quickly, the educational system will drive us to start separate Christian Schools.

Humbly submitted,

(Rev. W.B. Nehring)

Rev. W. B. Nehring
Viriden.

Mr. Wally McKenzie, MLA
CHAIRMAN
Privileges and Election Committee
Legislative Building
Winnipeg,
Manitoba

November 4th., 1979

Dear Mr. McKenzie:

Re: October 29th., 1979
Brief - Family Life and Sex Education
Program

Further to my written brief presented to your Committee on October 29th., 1979, I am enclosing to you copies of the following which was not available for presentation with my brief at the time, but which I sincerely hope, upon perusal, you will find interesting and illuminating with respect to the basic aim and ultimate goals of the organizations which have been instrumental in supporting the introduction of Sex Education under the Heading of Family Life Education. A perusal of the list of reference material provided to you with my brief will I trust bring the enclosed information into focus.

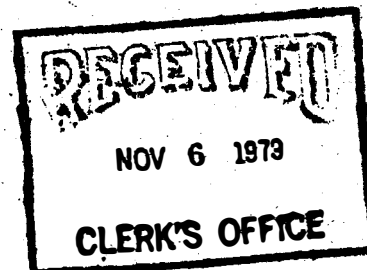
Thank you for your time and consideration extended in this matter which I believe is a very delicate matter, but at the same time, one which must be dealt with now before the program becomes irreversible.

1. S.I.E.C.U.S. Position Statements with information pamphlet attached.
2. HUMANIST MANIFEST I and II, the aims and objects of which speak for itself.

Yours truly



R.M.B. Toews
Box 964
Virden, Manitoba ROM 2C0



SIECUS POSITION STATEMENT

These statements reflect the position of a majority of the Board of Directors of SIECUS, and are an outgrowth of the philosophy expressed in SIECUS' Statement of Belief:

Sex Education, at any age, cannot be effective as long as it occurs in a society which, in many of its aspects, inhibits rational assessment of sexuality as a central force in human behavior. SIECUS' role is to identify and publicize social policies which perpetuate unhealthy attitudes about sexuality and foster alienation from self and others.

SIECUS believes that:

- freedom to exercise personal sexual choice is a fundamental human right;
- such freedom of sexual choice carries responsibilities to self and others;
- these responsibilities call for acquiring knowledge and developing a personal ethical code, in order to provide a rational basis for decision-making in all human relationships.

SIECUS is committed to vigorous efforts to affirm these beliefs.

1. Sex Education

It is the position of SIECUS that:

Free access to full and accurate information on all aspects of sexuality is a basic right for everyone, children as well as adults.

2. Sexual Orientation

It is the position of SIECUS that:

It is the right of all persons to enter into relationships with others regardless of their gender, and to engage in such sexual behaviors as are satisfying and non-exploitive. Discrimination based on sexual orientation is a violation of this right.

3. Masturbation

It is the position of SIECUS that:

Sexual self-pleasuring, or masturbation, is a natural part of sexual behavior for individuals of all ages.

It can help to develop a sense of the body as belonging to the self, and an affirmative attitude toward the body as a legitimate source of enjoyment.

It can also help in the release of tension in a way harmless to the self and to others, and provide an intense experience of the self as preparation for experiencing another.

Masturbation, and the fantasies that frequently accompany it, can be important aids in maintaining or restoring the image of one's self as a fully functioning human being.

4. Contraceptive Care for Minors

It is the position of SIECUS that:

Contraceptive services should be available to all—including minors who should enjoy the same rights of free and independent access to medical contraceptive care as do others.

Adopted 1973

5. Explicit Sexual Materials

It is the position of SIECUS that:

The use of explicit sexual materials (sometimes referred to as pornography) can serve a variety of important needs in the lives of countless individuals and should be available to adults who wish to have them.

In this regard we find ourselves in entire agreement with the Majority Report of the President's Commission on Obscenity and Pornography.

6. Sex and Aging

It is the position of SIECUS that:

Aging people are too often deprived of opportunities for sexual companionship and expression, which they need despite unscientific beliefs to the contrary.

Society has an obligation to create conditions conducive to the fulfillment of these needs.

7. Sex and Racism

It is the position of SIECUS that:

In any efforts aimed at identifying and improving a society's attitudes and understanding about racism, distortions of facts which are sexual in nature must be recognized and combatted as such.

Racism is frequently manifested by distorted views of the sexuality of other ethnic groups, creating barriers to interpersonal relationships. Members of the stereotyped groups may themselves come to believe these racist sexual myths, so that the sexual self-concepts of both racist and victim are distorted, and they are denied the opportunity to understand, appreciate and enjoy the sexuality to which all human beings are entitled.

8. Sex and the Handicapped

It is the position of SIECUS that:

The sexual nature and needs of individuals with physical or mental handicapping conditions have rarely been considered in the past. Today their need for total human relationships is increasingly recognized.

9. Sex: The Law and the Citizen

It is the position of SIECUS that:

In agreement with the Model Penal Code of the American Law Institute, sexual behavior engaged in by consenting adults in private should not be the concern of the law.

10. Sexual Health Care

It is the position of SIECUS that:

Sexual health care is a valid concern of the total health care to which everyone is entitled, and therefore provision must be made for it in health care planning, with relation to mental and social as well as physical well-being.

SIECUS

SEX INFORMATION AND EDUCATION COUNCIL OF THE U.S.

84 Fifth Avenue, New York, NY 10011.

Teenage Sexuality — A Fact of Life

By age 15, many youngsters have already experimented with sex and some girls already have had a pregnancy. For too many American young people, sexual scripts are written early in their teens.

The principal source of sexual information — or misinformation — today is the peer group. Sex education by parents is virtually non-existent and sex education in the schools — where it does exist — is too little and too late in life for most youngsters. Sexual facts, attitudes and values; many of them false, have already been acquired from friends and the mass media, but the all important topics of reproduction, birth control and sexual responsibility remain shrouded in silence.

In a recent study, one in four teenage girls did not know that she could get pregnant the first time she had intercourse. Little wonder that last year, over 600,000 under the age of 18 gave birth — four-fifths conceived out of wedlock.

The Best Preventive Measure

SIECUS — the only multi-disciplinary health agency concerned solely with human sexuality — believes that sex education is the job of the whole community — parents, schools, churches, community agencies — and that the job must begin at home during the child's early formative years.

Parents are sex educators whether they like it or not ... whether they do it well or badly ... or not at all, for silence and evasiveness are just as powerful teachers as openness and frank discussion. The tragic legacies of sexual ignorance are the half million unwanted children born each year, most of them consigned to a life of misery and deprivation.

Through its participation in programs of parent education, teacher training, consulting with community leaders, and through conferences, symposia and professional publications, SIECUS has a hand in educating young people for responsible sexual behavior at appropriate times in their life cycles, and in helping make their parents better sex educators.

Co-founded in 1964 by Dr. Mary Calderone, a Quaker grandmother and physician, SIECUS with its Board spearheaded a world-wide movement for sexual enlightenment. It is an education consultant to schools, churches and social agencies; a clearinghouse of information for professionals and public alike; and a referral service for those needing help with every aspect of sexual life. It pioneered sexuality training for professionals, and its books, study guides, bibliographies and the *SIECUS Report* are basic resource tools for the field.



Dr. Mary S. Calderone, SIECUS founder and president, travels 50,000 miles a year to bring the basic scientific truths about sexuality to grass roots America — through TV and media and through countless lectures and consultations.

A Crusading Grandmother

Dr. Calderone, as SIECUS president, has been attacked and vilified, honored and applauded. A target for many years of the John Birch Society and other extremist right wing groups, SIECUS was once spontaneously awarded a foundation grant "in honor of the enemies it had made." Support — moral and financial — has come from 18 countries.

Through the efforts of SIECUS and its Board, other organizations in the health field found their work facilitated. Human sexuality has become a subject of serious study and ever broader research. Over 100 medical schools now offer it as part of their curricula, and there are 11 scientific journals in the field.

Academic recognition led to a new development: In September 1978, SIECUS became affiliated with New York University's Department of Health Education, School of Education, Health, Nursing, and Arts Professions. The SIECUS Library — a comprehensive collection of 15 years of the best scientific literature in the field — will now be housed in SEHNAP's Department of Health Education.

The Fight Has Really Just Begun

A vocal and active minority continues to oppose sex education courses at most public schools even in the six states that mandate it. Sex-related information and services are still unavailable to most minors, and 19th century legislation makes criminals of adults whose unconventional sexual behavior may run counter to rigid, outmoded codes. Affiliates in Indiana (SIECIND) and Connecticut (SIECCONN) are working at the grassroots level to develop programs to meet specific sex-related problems in their states.

Of special concern are teens, their parents, the physically or mentally handicapped, and the aging. The last, for example, are told by society that their sex lives are over and many come to believe it. SIECUS is exploding that myth and showing social workers, health professionals, institutional administrators and the aging themselves that sexual expression in later years can replace loneliness and a sense of finality with companionship and a sense of renewal.

The disabled are also in need of special programs. Studies of wheelchair men show that given a choice between regaining their walking or their normal sexual function, 100% would choose sex. SIECUS is helping to stimulate hospital programs to assure the handicapped that their need for completeness in relationships does not go ignored.

Thus SIECUS has become an acknowledged leader in changing society's concepts of human sexuality ... in opening up controversial areas to discussion and illumination ... in helping people to understand themselves and others as total sexual beings, with all the accompanying responsibilities and joys.

Your Contribution Will Help Troubled People Across The Nation

Your support is essential now for SIECUS to continue its leadership in the field. Our new affiliation challenges us toward development of resource centers for parents and the expansion of training programs for teachers and health professionals working with children. It is now accepted that people of every age are sexual. Your support is needed to balance this acceptance with programs leading to a mature and rational society in which sex will no longer be crassly exploited, but will assume its rightful place as a natural, integral and nurturing part of human life.

- \$5,000 will help create a resource center for parents who wish to provide sex education for their children
- \$1,000 will help develop new materials for parents, teenagers, the elderly, the handicapped
- \$500 will produce a community information guide for meeting organized attacks on sex education programs
- \$200 provides in-depth consultation for a community's youth agencies, religious institutions and schools
- \$100 will provide informational and referral services for 75 people
- \$50 will supply five teachers with sex education materials
- \$25 will help us respond to one day's mail

Casualties of the Sexual Revolution

- 40% of all sexually active teenagers 15 to 19 become pregnant each year
- 1.1 million teenage women gave birth, had abortions or miscarriages last year
- 13,000 girls under 15 bore children in 1976 and teenagers accounted for more than half of all illegitimate births
- Teenage mothers cost tax payers an estimated \$6 billion a year
- The gonorrhea rate for adolescents is second only to the common cold
- Teen mothers face social disapproval and financial hardship. Those who marry have an exceptionally high divorce rate
- Dangers to the infant and mother, including prematurity that may lead to mental retardation, are significantly greater for teenage mothers than for those 19 or over.
- 80% of the nation's 4 million sexually active teenagers fail to use birth control because of ignorance or unavailability of contraceptive services

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Contributions are tax-deductible. Contributors of \$25 or more will receive a one-year subscription to the *SIECUS Report* and the opportunity to attend conferences and symposia.

The SIECUS annual report is on file with the New York State Dept. of State, 162 Washington Ave., Albany, N.Y. 12231 or at our office.

**By 15,
all kids have
had sex education
in school**

**and in hallways,
locker rooms
and washrooms**



SIECUS

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Council of the U.S.**

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HUMANIST MANIFESTO I

The Manifesto is a product of many minds. It was designed to represent a developing point of view, not a new creed. The individuals whose signatures appear, would, had they been writing individual statements, have stated the propositions in differing terms. The importance of the document is that more than thirty men have come to general agreement on matters of final concern and that these men are undoubtedly representative of a large number who are forging a new philosophy out of the materials of the modern world.

It is obvious that many others might have been asked to sign the Manifesto had not the lack of time and the storage of clerical assistance limited our ability to communicate with them. The names of several who were asked do not appear. Reasons for their absence appear elsewhere in this issue of "The New Humanist." Further criticisms that we have been unable to publish have reached us; all of them we value. We invite an expression of opinion from others. To the extent possible "The New Humanist" will publish such materials.

Raymond B. Bragg

The time has come for widespread recognition of the radical changes in religious beliefs throughout the modern world. The time is past for mere revision of traditional attitudes. Science and economic change have disrupted the old beliefs. Religions the world over are under the necessity of coming to terms with new conditions created by a vastly increased knowledge and experience. In every field of human activity, the vital movement is now in the direction of a candid and explicit humanism. In order that religious humanism may be better understood we, the undersigned, desire to make certain affirmations which we believe the facts of our contemporary life demonstrate.

There is great danger of a final, and we believe fatal, identification of the word *religion* with doctrines and methods which have lost their significance and which are powerless to solve the problem of human living in the Twentieth Century. Religions have always been means for realizing the highest values of life. Their end has been accomplished through the interpretation of the total environing situation (theology or world view), the sense of values resulting therefrom (goal or ideal) and the technique (cult) established for realizing the satisfactory life. A change in any of these factors results in alteration of the outward forms of religion. This fact explains the changefulness of religions through the centuries. But through all changes religion itself remains constant in its quest for abiding values, an inseparable feature of human life.

Today man's larger understanding of the universe, his scientific achievements, and his deeper appreciation of brotherhood, have created a situation which requires a new statement of the means and purposes of religion. Such a vital, fearless, and frank religion capable of furnishing adequate social goals and personal satisfactions may ap-

pear to many people as a complete break with the past. While this age does owe a vast debt to traditional religions, it is none the less obvious that any religion that can hope to be a synthesizing and dynamic force for today must be shaped for the needs of this age. To establish such a religion is a major necessity of the present. It is a responsibility which rests upon this generation. We therefore affirm the following:

First: Religious humanists regard the universe as self-existing and not created.

Second: Humanism believes that man is a part of nature and that he has emerged as the result of a continuous process.

Third: Holding an organic view of life, humanists find that the traditional dualism of mind and body must be rejected.

Fourth: Humanism recognizes that man's religious culture and civilization, as clearly depicted by anthropology and history, are the product of a gradual development due to his interaction with his natural environment and with his social heritage. The individual born into a particular culture is largely molded to that culture.

Fifth: Humanism asserts that the nature of the universe depicted by modern science makes unacceptable any supernatural or cosmic guarantees of human values. Obviously humanism does not deny the possibility of realities as yet undiscovered, but it does insist that the way to determine the existence and value of any and all realities is by means of intelligent inquiry and by the assessment of their relation to human needs. Religion must formulate its hopes and plans in the light of the scientific spirit and method.

Sixth: We are convinced that the time has passed for theism, deism, modernism, and the several varieties of "new thought."

Seventh: Religion consists of those actions, purposes, and experiences which are humanly significant. Nothing human is alien to the religious. It includes labor, art, science, philosophy, love, friendship, recreation — all that is in its degree expressive of intelligently satisfying human living. The distinction between the sacred and the secular can no longer be maintained.

Eighth: Religious humanism considers the complete realization of human personality to be the end of man's life and seeks its development and fulfillment in the here and now. This is the explanation of the humanist's social passion.

Ninth: In place of the old attitudes involved in worship and prayer the humanist finds his religious emotions expressed in a heightened sense of personal life and in a cooperative effort to promote social well-being.

Tenth: It follows that there will be no uniquely religious emotions and attitudes of the kind hitherto associated with belief in the supernatural.

Eleventh: Man will learn to face the crises of life in terms of his knowledge of their naturalness and probability. Reasonable and manly attitudes will be fostered by education and supported by custom. We assume that humanism will take the path of social and mental hygiene and discourage sentimental and unreal hopes and wishful thinking.

Twelfth: Believing that religion must work increasingly for joy in living, religious humanists aim to foster the creative in man and to encourage achievements that add to the satisfactions of life.

Thirteenth: Religious humanism maintains that all associations and institutions exist for the fulfillment of human life. The intelligent evaluation, transformation, control, and direction of such associations and institutions with a view to the enhancement of human life is the purpose and program of humanism. Certainly religious institutions, their ritualistic forms, ecclesiastical methods, and communal activities must be reconstituted as rapidly as experience allows, in order to function effectively in the modern world.

Fourteenth: The humanists are firmly convinced that existing acquisitive and profit-motivated society has shown itself to be inadequate and that a radical change in methods, controls, and motives must be instituted. A socialized and cooperative economic order must be established to the end that the equitable distribution of the means of life be possible. The goal of humanism is a free and universal society in which people voluntarily and intelligently cooperate for the common good. Humanists demand a shared life in a shared world.

Fifteenth and last: We assert that humanism will: (a) affirm life rather than deny it; (b) seek to elicit the possibilities

of life; not flee from it; and (c) endeavor to establish the conditions of a satisfactory life for all, not merely for the few. By this positive *morale* and intention humanism will be guided, and from this perspective and alignment the techniques and efforts of humanism will flow.

So stand the theses of religious humanism. Though we consider the religious forms and ideas of our fathers no longer adequate, the quest for the good life is still the central task for mankind. Man is at last becoming aware that he alone is responsible for the realization of the world of his dreams, that he has within himself the power for its achievement. He must set intelligence and will to the task.

Humanist Manifesto I first appeared in *The New Humanist*, May/June 1933 (Vol. VI, No. 3)

Humanist Manifesto II first appeared in *The Humanist*, September/October 1973 (Vol. XXXIII, No. 5).

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HUMANIST MANIFESTO II

Preface

It is forty years since *Humanist Manifesto I* (1933) appeared. Events since then make that earlier statement seem far too optimistic. Nazism has shown the depths of brutality of which humanity is capable. Other totalitarian regimes have suppressed human rights without ending poverty. Science has sometimes brought evil as well as good. Recent decades have shown that inhuman wars can be made in the name of peace. The beginnings of police states, even in democratic societies, widespread government espionage, and other abuses of power by military, political, and industrial elites, and the continuance of unyielding racism, all present a different and difficult social outlook. In various societies, the demands of women and minority groups for equal rights effectively challenge our generation.

As we approach the twenty-first century, however, an affirmative and hopeful vision is needed. Faith, commensurate with advancing knowledge, is also necessary. In the choice between despair and hope, humanists respond in this *Humanist Manifesto II* with a positive declaration for times of uncertainty.

As in 1933, humanists still believe that traditional theism, especially faith in the prayer-hearing God, assumed to love and care for persons, to hear and understand their prayers, and to be able to do something about them, is an unproved and outmoded faith. Salvationism, based on mere affirmation, still appears as harmful, diverting people with false hopes of heaven hereafter. Reasonable minds look to other means for survival.

Those who sign *Humanist Manifesto II* disclaim that they are setting forth a binding credo; their individual views would be stated in widely varying ways. This statement is, however, reaching for vision in a time that needs direction. It is social analysis in an effort at consensus. New statements should be developed to supersede this, but for today it is our conviction that humanism offers an alternative that can serve present-day needs and guide humankind toward the future.

Paul Kurtz, Editor, *The Humanist*

Edwin H. Wilson, Editor Emeritus, *The Humanist*

The next century can be and should be the humanistic century. Dramatic scientific, technological, and ever-accelerating social and political changes crowd our awareness. We have virtually conquered the planet, explored the moon, overcome the natural limits of travel and communication, we stand at the dawn of a new age, ready to move farther into space and perhaps inhabit other planets. Using technology wisely, we can control our environment, conquer poverty, markedly reduce disease, extend our lifespan, significantly modify our behavior, alter the course of human evolution and cultural development, unlock vast new powers, and provide humankind with unparalleled opportunity for achieving an abundant and meaningful life.

The future is, however, filled with dangers. In learning to apply the scientific method to nature and human life, we have opened the door to ecological damage, overpopulation, dehumanizing institutions, totalitarian repression, and nuclear and biochemical disaster. Faced with apocalyptic prophecies and doomsday scenarios, many flee in despair from reason and embrace irrational cults and "theologies of withdrawal and retreat.

Traditional moral codes and newer irrational cults both fail to meet the pressing needs of today and tomorrow. False "theologies of hope" and messianic ideologies, substituting new dogmas for old, cannot cope with existing world realities. They separate rather than unite peoples.

Humanity, to survive, requires bold and daring measures. We need to extend the uses of scientific method, not renounce them, to fuse reason with compassion in order to build constructive social and moral values. Confronted by many possible futures, we must decide which to pursue. The ultimate goal should be the fulfillment of the potential for growth in each human personality — not for the favored few, but for all of humankind. Only a shared world and global measures will suffice.

A humanist outlook will tap the creativity of each human being and provide the vision and courage for us to work together. This outlook emphasizes the role human beings can play in their own spheres of action. The decades ahead call for dedicated, clear-minded men and women able to marshal the will, intelligence, and cooperative skills for shaping a desirable future. Humanism can provide the purpose and inspiration that so many seek: it can give personal meaning and significance to human life.

Many kinds of humanism exist in the contemporary world. The varieties and emphases of naturalistic humanism include "scientific," "ethical," "democratic," "religious," and "Marxist" humanism. Free thought, atheism, agnosticism, skepticism, deism, rationalism, ethical culture, and liberal religion all claim to be heir to the humanist tradition. Humanism traces its roots from ancient China, classical Greece and Rome, through the Renaissance and the Enlightenment, to the scientific revolution of the modern world. But views that merely reject theism are not equivalent to humanism. They lack commitment to the positive belief in the possibilities of human progress and to the values central to it. Many within religious groups, believing in the future of humanism, now claim humanist credentials. Humanism is an ethical process through which we all can move, above and beyond the divisive particulars, heroic personalities,

dogmatic creeds, and ritual customs of past religions or their mere negation.

We affirm a set of common principles that can serve as a basis for united action — positive principles relevant to the present human condition. They are a design for a secular society on a planetary scale.

For these reasons, we submit this new *Humanist Manifesto* for the future of humankind; for us, it is a vision of hope, a direction for satisfying survival.

Religion

First: In the best sense, religion may inspire dedication to the highest ethical ideals. The cultivation of moral devotion and creative imagination is an expression of genuine "spiritual" experience and aspiration.

We believe, however, that traditional dogmatic or authoritarian religions that place revelation, God, ritual, or creed above human needs and experience do a disservice to the human species. Any account of nature should pass the tests of scientific evidence; in our judgment, the dogmas and myths of traditional religions do not do so. Even at this late date in human history, certain elementary facts based upon the critical use of scientific reason have to be restated. We find insufficient evidence for belief in the existence of a supernatural; it is either meaningless or irrelevant to the question of the survival and fulfillment of the human race. As non-theists, we begin with humans not God, nature not deity. Nature may indeed be broader and deeper than we now know; any new discoveries, however, will but enlarge our knowledge of the natural.

Some humanists believe we should reinterpret traditional religions and reinvest them with meanings appropriate to the current situation. Such redefinitions, however, often perpetuate old dependencies and escapisms; they easily become obscurantist, impeding the free use of the intellect. We need, instead, radically new human purposes and goals.

We appreciate the need to preserve the best ethical teachings in the religious traditions of humankind, many of which we share in common. But we reject those features of traditional religious morality that deny humans a full appreciation of their own potentialities and responsibilities. Traditional religions often offer solace to humans, but, as often, they inhibit humans from helping themselves or experiencing their full potentialities. Such institutions, creeds, and rituals often impede the will to serve others. Too often traditional faiths encourage dependence rather than independence, obedience rather than affirmation, fear rather than courage. More recently they have generated concerned social action, with many signs of relevance appearing in the wake of the "God Is Dead" theologies. But we can discover no divine purpose or providence for the human species. While there is much that we do not know, humans are responsible for what we are or will become. No deity will save us; we must save ourselves.

Second: Promises of immortal salvation or fear of eternal damnation are both illusory and harmful. They distract humans from present concerns, from self-actualization, and from rectifying social injustices. Modern science discredits such historic concepts as the "ghost in the machine" and the "separable soul." Rather, science affirms that the human species is an emergence from natural evolutionary forces.

As far as we know, the total personality is a function of the biological organism transacting in a social and cultural context. There is no credible evidence that life survives the death of the body. We continue to exist in our progeny and in the way that our lives have influenced others in our culture.

Traditional religions are surely not the only obstacles to human progress. Other ideologies also impede human advance. Some forms of political doctrine, for instance, function religiously, reflecting the worst features of orthodoxy and authoritarianism, especially when they sacrifice individuals on the altar of Utopian promises. Purely economic and political viewpoints, whether capitalist or communist, often function as religious and ideological dogma. Although humans undoubtedly need economic and political goals, they also need creative values by which to live.

Ethics

Third: We affirm that moral values derive their source from human experience. Ethics is *autonomous* and *situational*, needing no theological or ideological sanction. Ethics stems from human need and interest. To deny this distorts the whole basis of life. Human life has meaning because we create and develop our futures. Happiness and the creative realization of human needs and desires, individually and in shared enjoyment, are continuous themes of humanism. We strive for the good life, here and now. The goal is to pursue life's enrichment despite debasing forces of vulgarization, commercialization, bureaucratization, and dehumanization.

Fourth: Reason and intelligence are the most effective instruments that humankind possesses. There is no substitute: neither faith nor passion suffices in itself. The controlled use of scientific methods, which have transformed the natural and social sciences since the Renaissance, must be extended further in the solution of human problems. But reason must be tempered by humility, since no group has a monopoly of wisdom or virtue. Nor is there any guarantee that all problems can be solved or all questions answered. Yet critical intelligence, infused by a sense of human caring, is the best method that humanity has for resolving problems. Reason should be balanced with compassion and empathy and the whole person fulfilled. Thus, we are not advocating the use of scientific intelligence independent of or in opposition to emotion, for we believe in the cultivation of feeling and love. As science pushes back the boundary of the known, man's sense of wonder is continually renewed, and art, poetry, and music find their places, along with religion and ethics.

The Individual

Fifth: The preciousness and dignity of the individual person is a central humanist value. Individuals should be encouraged to realize their own creative talents and desires. We reject all religious, ideological, or moral codes that denigrate the individual, suppress freedom, dull intellect, dehumanize personality. We believe in maximum individual autonomy consonant with social responsibility. Although science can account for the causes of behavior, the possibilities of individual *freedom of choice* exist in human life and should be increased.

Sixth: In the area of sexuality, we believe that intolerant attitudes, often cultivated by orthodox religions and puritanical cultures, unduly repress sexual conduct. The right to birth control, abortion, and divorce should be recognized. While we do not approve of exploitive, denigrating forms of sexual expression, neither do we wish to prohibit, by law or social sanction, sexual behavior between consenting adults. The many varieties of sexual exploration should not in themselves be considered "evil." Without countenancing mindless permissiveness or unbridled promiscuity, a civilized society should be a *tolerant* one. Short of harming others or compelling them to do likewise, individuals should be permitted to express their sexual proclivities and pursue their life-styles as they desire. We wish to cultivate the development of a responsible attitude toward sexuality, in which humans are not exploited as sexual objects, and in which intimacy, sensitivity, respect, and honesty in interpersonal relations are encouraged. Moral education for children and adults is an important way of developing awareness and sexual maturity.

Democratic Society

Seventh: To enhance freedom and dignity the individual must experience a full range of *civil liberties* in all societies. This includes freedom of speech and the press, political democracy, the legal right of opposition to governmental policies, fair judicial process, religious liberty, freedom of association, and artistic, scientific, and cultural freedom. It also includes a recognition of an individual's right to die with dignity, euthanasia, and the right to suicide. We oppose the increasing invasion of privacy, by whatever means, in both totalitarian and democratic societies. We would safeguard, extend, and implement the principles of human freedom evolved from the *Magna Carta* to the *Bill of Rights*, the *Rights of Man*, and the *Universal Declaration of Human Rights*.

Eighth: We are committed to an open and democratic society. We must extend *participatory democracy* in its true sense to the economy, the school, the family, the workplace, and voluntary associations. Decision-making must be decentralized to include widespread involvement of people at all levels — social, political, and economic. All persons should have a voice in developing the values and goals that determine their lives. Institutions should be responsive to expressed desires and needs. The conditions of work, education, devotion, and play should be humanized. Alienating forces should be modified or eradicated and bureaucratic structures should be held to a minimum. People are more important than decalogues, rules, proscriptions, or regulations.

Ninth: The separation of church and state and the separation of ideology and state are imperatives. The state should encourage maximum freedom for different moral, political, religious, and social values in society. It should not favor any particular religious bodies through the use of public monies, nor espouse a single ideology and function thereby as an instrument of propaganda or oppression, particularly against dissenters.

Tenth: Humane societies should evaluate economic systems not by rhetoric or ideology, but by whether or not

... increase economic well-being for all individuals and groups, minimize poverty and hardship, increase the sum of human satisfaction, and enhance the quality of life. Hence the door is open to alternative economic systems. We need to democratize the economy and judge it by its responsiveness to human needs, testing results in terms of the common good.

Eleventh: The principle of moral equality must be furthered through elimination of all discrimination based upon race, religion, sex, age, or national origin. This means equality of opportunity and recognition of talent and merit. Individuals should be encouraged to contribute to their own betterment. If unable, then society should provide means to satisfy their basic economic, health, and cultural needs, including, wherever resources make possible, a minimum guaranteed annual income. We are concerned for the welfare of the aged, the infirm, the disadvantaged, and also for the outcasts — the mentally retarded, abandoned or abused children, the handicapped, prisoners, and addicts — for all who are neglected or ignored by society. Practicing humanists should make it their vocation to humanize personal relations.

We believe in the right to universal education. Everyone has a right to the cultural opportunity to fulfill his or her unique capacities and talents. The schools should foster satisfying and productive living. They should be open at all levels to any and all; the achievement of excellence should be encouraged. Innovative and experimental forms of education are to be welcomed. The energy and idealism of the young deserve to be appreciated and channeled to constructive purposes.

We deplore racial, religious, ethnic, or class antagonisms. Although we believe in cultural diversity and encourage racial and ethnic pride, we reject separations which promote alienation and set people and groups against each other; we envision an integrated community where people have a maximum opportunity for free and voluntary association.

We are critical of sexism or sexual chauvinism — male or female. We believe in equal rights for both women and men to fulfill their unique careers and potentialities as they see fit, free of invidious discrimination.

World Community

Twelfth: We deplore the division of humankind on nationalistic grounds. We have reached a turning point in human history where the best option is to transcend the limits of national sovereignty and to move toward the building of a world community in which all sectors of the human family can participate. Thus we look to the development of a system of world law and a world order based upon transnational federal government. This would appreciate cultural pluralism and diversity. It would not exclude pride in national origins and accomplishments nor the handling of regional problems on a regional basis. Human progress, however, can no longer be achieved by focusing on one section of the world, Western or Eastern, developed or underdeveloped. For the first time in human history, no part of humankind can be isolated from any other. Each person's future is in some way linked to all.

We thus reaffirm a commitment to the building of world

community, at the same time recognizing that this commits us to some hard choices.

Thirteenth: This world community must renounce the resort to violence and force as a method of solving international disputes. We believe in the peaceful adjudication of differences by international courts and by the development of the arts of negotiation and compromise. War is obsolete. So is the use of nuclear, biological, and chemical weapons. It is a planetary imperative to reduce the level of military expenditures and turn these savings to peaceful and people-oriented uses.

Fourteenth: The world community must engage in cooperative planning concerning the use of rapidly depleting resources. The planet earth must be considered a single ecosystem. Ecological damage, resource depletion, and excessive population growth must be checked by international concord. The cultivation and conservation of nature is a moral value; we should perceive ourselves as integral to the sources of our being in nature. We must free our world from needless pollution and waste, responsibly guarding and creating wealth, both natural and human. Exploitation of natural resources, uncurbed by social conscience, must end.

Fifteenth: The problems of economic growth and development can no longer be resolved by one nation alone; they are worldwide in scope. It is the moral obligation of the developed nations to provide — through an international authority that safeguards human rights — massive technical, agricultural, medical, and economic assistance, including birth control techniques, to the developing portions of the globe. World poverty must cease. Hence extreme disproportions in wealth, income, and economic growth should be reduced on a worldwide basis.

Sixteenth: Technology is a vital key to human progress and development. We deplore any neo-romantic efforts to condemn indiscriminately all technology and science or to counsel retreat from its further extension and use for the good of humankind. We would resist any moves to censor basic scientific research on moral, political, or social grounds. Technology must, however, be carefully judged by the consequences of its use; harmful and destructive changes should be avoided. We are particularly disturbed when technology and bureaucracy control, manipulate, or modify human beings without their consent. Technological feasibility does not imply social or cultural desirability.

Seventeenth: We must expand communication and transportation across frontiers. Travel restrictions must cease. The world must be open to diverse political, ideological, and moral viewpoints and evolve a worldwide system of television and radio for information and education. We thus call for full international cooperation in culture, science, the arts, and technology across ideological borders. We must learn to live openly together or we shall perish together.

Humanity as a Whole

In closing: The world cannot wait for a reconciliation of competing political or economic systems to solve its

Privileges and Elections Monday, October 29, 1979

problems. These are the times for men and women of good will to further the building of a peaceful and prosperous world. We urge that parochial loyalties and inflexible moral and religious ideologies be transcended. We urge recognition of the common humanity of all people. We further urge the use of reason and compassion to produce the kind of world we want — a world in which peace, prosperity, freedom, and happiness are widely shared. Let us not abandon that vision in despair or cowardice. We are responsible for what we are or will be. Let us work together for a humane world by means commensurate with humane ends. Destructive ideological differences among communism, capitalism, socialism, conservatism, liberalism, and radicalism should be overcome. Let us call for an end to terror and hatred. We will survive and prosper only in a world of shared humane values. We can initiate new directions for humankind, ancient rivalries can be superseded by broad-based cooperative efforts. The commitment to tolerance, understanding, and peaceful negotiation does not necessitate acquiescence to the status quo nor the damping up of dynamic and revolutionary forces. The true rev-

olution is occurring and can continue in countless non-violent adjustments. But this entails the willingness to step forward onto new and expanding plateaus. At the present juncture of history, commitment to all humankind is the highest commitment of which we are capable; it transcends the narrow allegiances of church, state, party, class, or race in moving toward a wider vision of human potentiality. What more daring a goal for humankind than for each person to become in ideal as well as practice, a citizen of a world community. It is a classical vision; we can now give it new vitality. Humanism thus interpreted is a moral force that has time on its side. We believe that humankind has the potential intelligence, good will, and cooperative skill to implement this commitment in the decades ahead.

We, the undersigned, while not necessarily endorsing every detail of the above, pledge our general support to *Humanist Manifesto II* for the future of humankind. These affirmations are not a final credo or dogma but an expression of a living and growing faith. We invite others in all lands to join us in further developing and working for these goals.

Lionel Abel, professor of English, State University of New York at Buffalo.
 Khoren Arsen, board of leaders, New York Society for Ethical Culture.
 Isaac Asimov, author.
 George Asize, professor emeritus, Southern Illinois University.
 Archib J. Bahm, professor of philosophy emeritus, University of New Mexico.
 Paul H. Bahe, president, Fellowship of Religious Humanists.
 Malcolm Bissell, professor emeritus, University of Southern California.
 M. J. Blackham, chairman, Social Morality Council, Great Britain.
 Brand Blanshard, professor emeritus, Yale University, Paul Blanshard, author.
 Joseph L. Blau, professor of religion, Columbia University.
 Sir Hermann Bondi, professor of mathematics, King's College, University of London.
 Howard Bos, leader, Brooklyn Society for Ethical Culture.
 Raymond B. Bragg, minister emeritus, Unitarian Chapel, Kansas City.
 Theodora Brarmed, visiting professor, C.U.N.Y.
 Bridget Brophy, author, Great Britain.
 Lester R. Brown, Senior Fellow, Overseas Development Council.
 Bette Chambers, president, American Humanist Association.
 John Ciaro, poet.
 Francis Crick, M.D., Great Britain.
 Arthur Danto, professor of philosophy, Columbia University.
 Lucien de Coninck, professor, University of Gand, Belgium.
 Miriam Allen de Ford, author.
 Edo Dorn, Americans United for Separation of Church and State.
 Peter Duper, M.D. Guy's Hospital Medical School, London.
 Paul Edwards, professor of philosophy, Brooklyn College.
 Albert Eise, executive director, Institute of Advanced Study, National Psychotherapy.
 Edward L. Ericson, board of leaders, New York Society for Ethical Culture.
 M. J. Eysenck, professor of psychology, University of London.
 Roy P. Fairhead, coordinator, Union Graduate School.
 Herbert Feigl, professor emeritus, University of Minnesota.
 Raymond Firth, professor emeritus of anthropology, University of London.
 Antony Flew, professor of philosophy, the University, Reading, England.
 Kenneth Furness, exec. secretary, British Humanist Association.
 Erwin Gede, minister, Unitarian Church, Ann Arbor, Mich.
 Richard S. Gilbert, minister, First Unitarian Church, Rochester.
 Charles Wesley Grady, minister, Unitarian Church, Arlington, Va.
 Maxine Green, professor, Teachers College, Columbia University.
 Thomas C. Greening, editor, Journal of Humanistic Psychology.

Alan F. Guttmacher, president, Planned Parenthood Federal of America.
 J. Harold Hadley, minister, Unitarian Church, Pt. Washington, N.Y.
 Hector Hawton, editor, Question, Great Britain.
 A. Eustace Haydon, professor emeritus of history of religions.
 James Hemming, psychology, Great Britain.
 Palmer A. Hilly, administrative secretary, Fellowship of Religious Humanists.
 Hudson Hoagland, president emeritus, Worcester Foundation for Experimental Biology.
 Robert S. Hoagland, editor, Religious Humanism.
 Sidney Hook, professor emeritus of philosophy, New York University.
 James F. Hornback, leader, Ethical Society of St. Louis.
 Irving Louis Horowitz, editor, Society.
 James M. Hutchinson, minister emeritus, First Unitarian Church, Cincinnati.
 Mordecai M. Kaplan, rabbi, founder, Jewish Reconstruction Movement.
 John C. Kildeigh, professor of Social Work, University of Minnesota.
 Lester A. Kirkendall, professor emeritus, Oregon State University.
 Margaret Knight, University of Aberdeen, Scotland.
 Jean Kottun, executive secretary, American Ethical Union.
 Richard Kostelanetz, poet.
 Paul Kurtz, editor, The Humanist.
 Lawrence Lader, chairman, National Association for the Repeal of Abortion Laws.
 Edward Lamb, president, Lamp Communications, Inc.
 Corliss Lamont, chairman, National Emergency Civil Liberties Union.
 Chauncey D. Leake, professor, University of California, San Francisco.
 Alfred McC. Lee, professor emeritus, Sociology, anthropology, C.U.N.Y.
 Elizabeth B. Linn Lee, author.
 Christopher Macy, director, Rationalist Press Association, Great Britain.
 Clorinda Margolis, Jefferson Community Mental Health Center, Philadelphia, Pa.
 Joseph Margolis, professor of Philosophy, Temple University.
 Harold P. Marley, retired, Unitarian minister.
 Floyd W. Matson, professor of American Studies, University of Hawaii.
 Vashi McCollum, former president, American Humanist Association.
 Lester Mondak, former president, Fellowship of Religious Humanists.
 Lloyd Moran, president, Illinois Gas Co.
 Mary Moran, editorial board, International Society for General Semantics.
 Henry Morgentaler, M.D., past president, Humanist Association of Canada.
 Charles Morris, professor emeritus, University of Florida.
 Mary Motherall, professor of philosophy, Barnard College.
 Jerome Nathanson, chairman of the board of leaders, New York Society of Ethical Culture.
 Billy Joe Nicolis, minister, Richardson Unitarian Church, Texas.
 Kai Nielsen, professor of philosophy, University of Calgary, Canada.

P.H. Nowell-Smith, professor of philosophy, York University, Canada.
 Chaim Perelman, professor of philosophy, University of Brussels, Belgium.
 James W. Prescott, National Institute of Child Health and Human Development.
 Harold J. Ougley, leader, Ethical Humanist Society of Chicago.
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 Sidney H. Scheuer, Chairman, National Committee for an Effective Congress.
 Clinton Lee Scott, Universalist minister, St. Petersburg, Fla.
 Roy Woods Sellers, professor emeritus, University of Michigan.
 A.B. Shah, president, Indian Secular Society.
 B.F. Skinner, professor of psychology, Harvard University.
 Kenneth J. Smith, leader, Philadelphia Ethical Culture Schools.
 Mark Starr, chairman, Esperanto Information Center.
 Center A. Solomon, co-ordinator, Indian Secular Society, Bombay.
 Matthew J. Spitzer, chairman, department ethics, Ethical Culture Schools.
 V.M. Tarunov, president, All India Radical Humanist Association, New Delhi.
 Harold Taylor, project director, World University Student Project.
 V.T. Thayer, author.
 Herbert A. Tonne, education board, Journal of Business Education.
 E.C. Vandierland, lecturer.
 J.P. van Praag, chairman, International Humanist and Ethical Union, Utrecht.
 Maurice B. Visacher, M.D., professor emeritus, University of Minnesota.
 Goodwin Watson, association coordinator, Union Graduate School.
 Gerald Wendt, author.
 Henry N. Wieman, professor emeritus, University of Chicago.
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 George H. Wilson, retired, Political Science Department, Brooklyn College.
 H. Van Rensselaer Wilson, professor emeritus of philosophy, Brooklyn College.
 Shalom Wine, rabbi, Society for Humanist Judaism.
 Bertram D. Wolfe, Hoover Institution.
 Alexander S. Vesnin-Volyn, mathematician.
 Marvin Zimmerman, professor of philosophy, State University of New York at Buffalo.

The above list is only a partial one. Other signatures are being added. Institutions are listed for identification only.

Legal Representation, to the River East School Board - Yude Henteleff
re: B.T.P.T. school program.

With your permission, Mr. Chairman and members of the Board, I would like to have this presentation to be split into two parts. I'll make the introduction and then I will be calling on Mr. Karlenzig, about some of the issues in the brief. Then I'll make a brief closing statement.

As you are aware my name is Mr. Henteleff and I have been requested in my official capacity as a lawyer to represent the delegation. They are all persons who are residents and parents of children in the River East School Division. They are opposed to the continuation of the program "Building the Pieces Together" in this division. I would like to name specifically the persons who have retained my services, although there are many others who I understand are in opposition to this program. They are Ken Karlenzig, Mr. D. McFaren, Mr. & Mrs. Gail Mark, etc. These are people who have officially retained me. I understand there are many other parents in attendance this evening who are very concerned about this program and who are objecting to it.

Chairman of River East School Board - Mr. Al Rouse

"I'd like to interject at this time. There have been many more people who have appeared before this Board, previous to this delegation."

Mr. Henteleff, legal representative

"Yes, I understand that this board has received a petition and although I have my own concerns about the numbers game vis-a-vis a petition, I think, however, it is important, particularly when the petition is worded so that it makes quite clear as to what their objective is. So, I would at this time like to file with you a petition signed by 510 residents and parents of this school division. I think that also we presented to you, Mr. Chairman, a copy for each school trustee of the material that will be presented this evening."

End of Dialogue

I, therefore, would like, with your permission, to outline some of the major areas of concern these parents have. I think that the first concern

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is one which can be best described as an attempt by this program to change basic ethical attitudes in children. The purpose and object of the program is how extensively it affects the basic change in ethical attitudes of the children vis-a-vis the utilization of alcohol and drugs.

It is obvious from the review of the program that in order to change the basic ethical attitudes such a program cannot, by necessity, be selective. In other words, since basic ethical attitudes are interrelated, one cannot change these attitudes by changing one or two, but the whole range of ethical attitudes must be changed. It is, therefore, obvious that the primary objective of the program is the fundamental change of the total range of attitudes in the child. One can only make references, Mr. Chairman, to the brief which the Alcohol Foundation of Manitoba had presented to the Winnipeg School Division before that program was instituted there, and I'll be subsequently, by the way, following, file with you a copy of the resolution of the Winnipeg School Division withdrawing that program. These are some of the areas which are indicated have to be explored with a purpose of changing these attitudes. First of all, they say, that this person may be suffering from low self-esteem. The individual may or may not feel good about himself or may not have confidence in himself. Poor adult modeling - they say that you must address yourself to the fact that the adults in a child's life may not exhibit responsible attitude towards use of drugs or the model may have irresponsible drug behaviour. They say you must address yourself to the conflicting values from the home, the school, the church, the peer group, the media, because all of these places make it difficult for the child to determine what is really important in his/her life. In other words, they are questioning the home, the school, the church, the peer group, the media, as being able to provide this kind of leadership and values that the child should have in making up his mind about these things. They say, address yourself to the whole question of poor problem-solving and decision-making skills.

In order to successfully cope with the complex changing environment, children must be able to weigh alternatives to make rational decisions. What they are saying, in effect, is that the environment in which he lives is not one which will give him the capacity to make rational decisions. They say, address yourself to the question of cultural and meaningful influence and they say, when you live in a drug oriented culture, you are often encouraged to use drugs as a solution to our problems. These influences are subtle, pervasive, and potentially dangerous to children and adults, and, therefore, they are attacking the whole culture as being one

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as drug oriented and, therefore, they are the ones by virtue of this program who have the means of changing the nature of the culture of each child involved in this program, and arrive at one that is different than the majority. They say, address yourself to the fact that children have poor communication skills which means that what have been taught by the school and the parents are inappropriate. Ask yourself the question of peer pressure and I'll develop this later. We are profoundly concerned of the use of behaviour modification techniques and utilization of the peer group as a means of supplanting and replacing the authority and the position of the parents. The parents' question,

The parents' question, Mr. Chairman, is this. For the sake of achieving what is the limited objective, can we afford the consequences of such a massive assault on the whole system of these children's values which touches upon every aspect of the value system and which in many instances may be in a direct conflict with what the child supposedly has been taught in their own homes? What are the consequences of this practically total rejection of the family, with the parents as the head of it, as the helping vehicle and the supporting vehicle for the child? As in every instance, time after time, the role of the family is being profoundly questioned. Does the school system have the right to effect this kind of global change and Mr. Karlenzig will address himself particularly to all its intended and potentially destructive consequences even when it is supposedly for a laudable purpose of providing these children with a healthier and more objective values about alcohol and drug use. What right do these ethnic modifiers have to put a child in his tender years, in a potential conflict position with their parents? It is one thing when a person is 16, 17, or 18 and is confronted with these challenges. He or she, by that time, has at least developed some capacity for selection, some capacity for appropriate understanding, but a child at these tender years views the teacher as nearly as much as a god-like person as their parents. If a person in a substantial position of authority, when a situation occurs, where in respect of certain fundamental issues the child is put in a position of having to choose between these two respected authority figures, this will potentially create numerous tensions, numerous difficulties, and agony of choice for the child. In addition, parental authority is put in a most difficult position because the teacher has one additional power, which even over-balances the natural love and affection that the child obtains from his parents and that is the use of peer pressure, that of his classmates.

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The Second major concern is the inappropriate use of the group, that is, the rest of the children as a means of achieving these changes. The teacher through definite information, arms himself or herself through the use of a group, with the means of imposing enormous pressure on the dissident child who refuses to conform. Peer acceptance as I've stated earlier is critical at this stage of child development and time after time in this course structure, "Building the Pieces Together", one could see a myriad of ways in which the teacher is shown how to subtly and indirectly use the group pressure as the means of bending, quote "difficult child". That is, the child which won't conform to the will of the group. What results is the affirmation in the child's mind that: a) the group is more important than the individual and b) the parents' position, the parents' role, the parents' authority, the respect for the parents and for the family unit must, of necessity, become diminished in the eyes of the child. What are the results to our society of this tremendous diminishment of the person, of the individual, and make them the subject to this tremendous assault upon the family unit as a means by which this child should be directed and developing a value system? We have seen elsewhere the use of the child for the benefit of the group. Mr. Chairman, in Nazi Germany, the child was trained by teachers to betray the parents if they infringed the rules such as, for example, blocked-black-out.

Perhaps the very modern objective for what were the consequences to the family? We know that very well!

The third major concern is the question of the invasion of privacy. What are the consequences to the child and his/her family of this invasion by, really, a relative stranger, the school teacher, to our intimate matters of the life of the family? What happens to a child when that child willingly or unwillingly divulges to the group or the teacher as a result of that insidious group pressure, matters which he himself may consider to be private either belonging to himself or belonging to his family, and to no one outside of the family and particularly when the revelation occurs not through free giving but through the result of peer pressure. Surely, there must be occasions when there are the most profound feelings of subsequent guilt upon a child when he has retrospective feelings about having revealed what are our family secrets or what he thinks are family secrets. What will be the consequences of this feeling of having betrayed his family? What kind of conflict decisions is he put through? What motivates, by the way, the consensus that may be reached by this group in their response to this

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revealed difference? Maybe they don't like the child; maybe they want to gain a favour with the teacher. God knows what might motivate the teacher either consciously or subconsciously that determines what that consensus should be. That can be said of any group decision of grades K-5 children. It is something that an individual child should even begin to respond given a marriage of this kind. And are these revelations of the child in fact a true and correct reflection of what actually happens to them at home. The group response may act as a reinforcement of the child's inappropriate and incorrect reflection of what really happened. If they didn't respond the way which supports and concludes, then regardless of how inappropriate was his recollection of what happened, they are reinforcing his inappropriate belief. All of that is not speculation, Mr. Chairman, it could be.

The fourth area of concern is the chain of individuals involved. The means by which this chain and ethical attitude occurs is truly group therapy techniques, including behaviour modification. This methodology should only be applied when needed by highly trained and highly qualified personnel. Full knowledge and understanding is important for reasons, Mr. Chairman. First of all, there should be appropriate testing and screening beforehand of the individuals who are going to participate in the group to make sure that the kind of exposure is not inappropriate to them. Secondly, there should be that kind of appropriate testing and knowledge that if the person is found to be capable of withstanding all the pressures and intimidations of those involved in this kind of group therapy, does the person conducting these groups have the training to appropriately respond or not respond at any given moment? There is no doubt that the brief course given these persons who are in charge of this program does not provide these persons with anything close to the kind of sensitivity, awareness, understanding, and appropriate capacity to respond. Persons who help to provide these kind of courses are trained psychologists and psychometrists, and psychiatrists; the persons who have profound training in psychology. This is a far cry from the kind of training which the teachers have had. What are the consequences to the child of inappropriate responses by the teacher or who, by failing to respond or by responding inappropriately? Even if the person conducting these sessions were rightly trained, but they are not, even the most highly trained person would not conduct this kind of program with a large number of persons involved in any one group situation as is the case here. So that in the case of untrained persons by virtual time limitation and in highly in-

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appropriate size of the group combine together to make for a profoundly dangerous situation. And, it is not enough, Mr. Chairman, to suggest what harm it can do, provided only one instance of any child who has any particular harm, because you cannot begin to measure, Mr. Chairman, the long-term consequences of the inappropriate program in these particular children. In fact, this is now being considered by two of the major school divisions in Manitoba. There is St. Boniface School Division which, you are aware, has withdrawn its support and the Winnipeg School Division, which went through it in 1977. I would like to file with you the minutes of the Winnipeg School Division of April 5, 1977, and in which it states quite clearly this board instructs its administration to stop this course until the evaluation has been completed and it has not yet been completed.

Dialogue between the Chairman of the Board and Mr. Henteleff:

The St. Boniface School Division, Dr. Coleman says: "In general, the results are very disappointing and suggests the need of a thorough revision of the program and a re-test of its effectiveness. In particular the lack of impact on self-concept is critical since this has been shown to be a very important variable in drug use. I cannot recommend our further participation until or unless major revisions are undertaken and further evaluation to demonstrate its effectiveness."

Dialogue - not included.

The Winnipeg School Division has referred this program to a group of the Health Sciences Centre and they still have not completed their evaluation. So, that gives you some idea of the major concerns that have been expressed, not only about its effectiveness, but also about other consequences; some of which I will address myself to. I would, therefore, also, if I may at this moment, like to point out to you the Public School Act and I'm not suggesting these particular clauses to you, Mr. Chairman, to make any kind of strong legal position. I must say, I was rather surprised when I saw it, because I would have expected perhaps from the letters from the government which would indicate that they were rather surprised that these were commenced without their permission, because when one reads the Public School Act the particular section 147, sub-section 1, it says: "The Board of

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of Trustees with the consent of the Minister may establish and provide for any course of study approved by the Minister." Now, I can't help but describe this program than anything else other than a course of study. It further goes on to say in section 147, sub-section cc, "As Board of Trustees may enter in an agreement with the minister providing for establishing and conducting special courses, whether or not such courses are part of the public school program and for payment to the board in connection with such courses, such amount as may be specified in the agreement." Now, this says two things. It doesn't say that the responsibility of the minister is to provide money and if they don't like the course they can withdraw the money as was the case here. What it says here is that the minister's approval must be sought before such a program can be established. And, I'm sure, that if the minister were aware that he has this power and, maybe it's rather why he doesn't understand that he has this power, if he has gone as far as he has in withdrawing the dollars, I'm sure that it won't take up very long to advise him that he also has the power to withdraw the program and that isn't the responsibility of the school board as much as it is his responsibility.

the same applies to all the
contracts to
I'm not suggesting, by the way, Mr. Chairman, that you don't have the right to initiate that action yourself. I'm strongly urging you that, in fact, you do have that right.

Dialogue between Chairman of the Board and Mr. Henteleff - not included.

and appropriate for
I'd like to close at this moment on this note before I call on Mr. Karlenzig, What I have here is the "Building the Pieces Together" Teacher's Manual and I suppose nothing bothered me more about this program than a poem that I read in this particular book. And, I'm sure you have it available to you, perhaps you can read it at your leisure. It is found on the back of page 285. I'm going to provide you with about eight paragraphs and I'm going to read you each paragraph and then I will give you my interpretation of what it says to me - the message it gives to me and the message it would give to any child reading it.

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Hey Kid!

1. "Hey Kid! Are they teaching you to keep self-trust and pride alive? Or are they telling you two and two make four dummy, not five."

Do you know what this says to me? The school doesn't teach you self-respect or pride. Don't question anything, just take two and two and that makes four and just accept that in blind faith.

2. "Hey Kid! Are they teaching you how to see and hear and smell and taste? Or are they telling you this is a classroom with no time to waste?"

Well, the message that this gives me and the child in that school is not a place that will give you any time to use any of your senses such as seeing, hearing, smelling and tasting. All you are is a little brat sitting there and you better be prepared to be stuffed and accept what they stuff you with.

3. "Hey Kid! Are they teaching you how to learn and how to discover? Or are they telling you, if you don't know, keep it under cover?"

What they say is that the school does not teach you to learn or to discover but to be careful, don't show them you're learning, hide your lack of knowledge, don't be different.

4. "Hey Kid! Are they teaching you to grow and how to live and to die? Or are they telling you how to fit in and get by?"

What are they saying that the school is doing? Hey Kid! Be a conformist. They're not teaching you how to develop into a person; they're just showing you what to do the least, just to get by and sure to fit in and be like the group kid.

5. "Hey Kid! Are they teaching you how to love and how to give? Or are they telling you to get ahead? After all, that's the only way you can live."

You know what that says to me? What they say the school is doing. Hey Kid! We don't teach you how to love, we don't teach you how

to give, we don't teach you how to be responsible, so you don't have to be responsible for other people. There's only one thing kid, put the money in your pocket kid and that's all that counts.

6. "Hey Kid! Are they teaching you your manhood and joys of loving a wife? Or are they telling you that human plumbing is all there is to life?"

Do you know what that says to me?! That says to me that what they are saying is you don't learn anything about love, you don't learn anything about affection, you don't know anything about mutual respect for the other sex, all you're taught is that there is some mechanical function or something or other and all you've got is a bit of plumbing in you kid, and that's all that counts boy.

7. "Hey Kid! Are they teaching you how to master your life of endless guests? Or are they telling you, don't try and change it! We have done our best!"

In other words, accept what you are, accept your fate because no matter what you do kid, tough apples, you're stuck where you're at.

Now, if that's the kind of message that they think the schools are giving, it isn't only the parents that they're attacking or the right to be an individual that they're attacking but what they are attacking is a fundamental cornerstone. And, it is trite, but it is true of our democracy and of our public school system, they are attacking the three cornerstones of our society, the family, the right to be a different individual, and the right and obligation of the school to help us become fulfilled individuals. They say none of those work here. That is the concern we have.

I'd like to call on Mr. Karlenzig to deal with some of these matters which he is concerned about as a parent.

(Mr. Karlenzig's brief - separately typed and attached.)

Mr. Henteleff

Mr. Chairman, with your permission, I would like now to close the brief. I would like to express on behalf of the delegation, your kindness and the role of the rest of the board for giving us this much time that we needed. We knew that you had a substantial number of affairs and items

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to deal with but you'll appreciate that this is a critically important subject which has ramifications far wider than any other issues.

Well, then, I think that you should concern yourself with one other dimension which I would like to close on. I am sure there will be those who, whether directly or indirectly, will say to these parents that they are narrow or that they're rigid and that they represent a certain authoritarian kind of philosophy and then in fact that perhaps they're people from the far right who represent a very narrow rigid philosophy. I think that anybody who finds or who tries to charge these parents is not only totally wrong but quite frankly, I think these parents have darn good reason for feeling somewhat paranoid. All one has to do is to read a book by Kirchenbaum. Those who understand my use of the word "guru" in other words he is one of the gurus of this movement. This book is a 1977 book, it is called, "Advanced Value Clarifications." In fact, it can be found in the library - in the teacher's library. The reason I want to refer this couple of pages to you is because of what they say about parents and I may say, by the way, those who prepared this volume "Building the Pieces Together", before publishing it, submitted it to Kirchenbaum for his approval. Perhaps I shouldn't use the word "approval" but certainly for his consideration. In his letter, Kirchenbaum indicates that he hasn't seen a better way of putting together all the techniques of a values clarification program.

Here is the title of this chapter found on pages 53-54, "How do you Deal With Those Parents Who Oppose Value Clarification; They Can be the Most Vocal Group of All."

1. "Do not introduce your Value Clarification program in a long fast term publicity, but do make some announcements in a school-parent newsletter, (and this is italicized) as part of the letter sent home with the children." Don't fall into a trap of not announcing it but make sure it is sort of hidden in the letter so they don't notice it too much, okay!"

I wonder why they are saying that?

2. "In explaining Value Clarification to parents either in a short newsletter announcement, emphasize the aspect of decision-making and human communication skills."

Why are they doing that? Because parents recognize skill development as a legitimate function of the school. What he is saying is this: Give

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the parents that part of the program which they will understand and which they will accept and, therefore, the whole program will suddenly become legitimized in their eyes. Don't tell them about the rest of it because they will then recognize maybe the rest of it isn't a legitimate function of the school and, therefore, they might object.

"If asked, if it goes on, do not deny that religion, sexuality, and the family are being discussed but emphasize that these issues constitute a minor part of the program."

Now, why are they saying this? What they're saying is don't offer the fact that some of these courses do talk about religion, sexuality, and the family because we know darn well these are taboo subjects that the parents would prefer not to be taught in the school name, but if they should happen to ask, this is the way to respond to them in order to allay their fears and their concerns.

3. "If a meeting with parents is held select a few carefully chosen strategies that will gently introduce them to the techniques of values clarification, be careful to use the ones that just won't get them too frightened at the beginning."

Because they're afraid of what will happen if the parents get to know the whole bag.

4. "If you are publishing a curriculum guide avoid including any voting questions or rank orders."

Very interesting, because when you read those and what they say there is such a total negation of the family unit, but it's interesting to say if we're publishing a guide we better leave those out. Don't even mention them. We'll get them in the back door somehow, but don't mention them because the parents will cease on those and you know what kind of opposition you're going to get.

5. "Be aware of those content areas that are particularly volatile in your community. At times it might be best to avoid them entirely."

Again, again, keep in the background, don't tell them, "Find out what the community is particularly sensitive about and make sure that that particular community doesn't get to hear about it, so as to avoid

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opposition. Remember that every rank-order activity used may get back to the parents. So think carefully about every strategy you intend to employ. These are battle orders."

6. "On the most controversial issues (this is the last one) as far as the community is concerned it may be best to withhold your viewpoint."

How do you like that?

"Explain your reasons for so doing to the students because they will understand."

Now what kind of message does that give to the people who are going to be conducting this course and who have read this thing. One says this - "withhold your viewpoint", "Don't tell them what you really believe," - hide it. Take this course, and don't offer it as a course but interweave it with all the other courses. That's the strategy when you've got opposition and don't every try to explain it to the parents because you're never ever going to get behind their prejudices. But, explain it to the students. Use them as the means of convincing the parents that this is appropriate. Make sure some way or other that they come into contradiction with parental authority!

"These methods are not offered as a guarantee against community opposition but they should make its occurrence less likely or brief."

Now, that's the message! That's the real message. And you should understand that. Thank you very much.