

of retaining their positions as teacher-librarians." They recommended, too, that all teachers have some library training; that "all prospective teachers be required to take at least one class related to the effective use of Learning Resource Centres"; and, at the high school level, "that a vigorous in-service training program for all teachers be introduced to insure the utilization of facilities to their maximum capacity." They explained: "We have found that many teachers do not use the resources that are presently available and do not know that they exist . . ."

#### BUILDINGS, FACILITIES AND THEIR USES

Many respondents expressed the desire that school buildings with their facilities be given over to other uses when vacated by the students. These "other uses" varied: community socials, money-raising projects, church services, community recreation activities, community evening classes, father-son workshops. It was noted that presently forty schools are involved in recreation programs of the community, mostly in physical education activity; it was suggested that with a wider use of school facilities, programs might well be developed for those not so athletically inclined. One brief recommended "that school facilities be publicized as available to all community groups at nominal cost."

Several persons and groups opted to encourage the concept of facilities shared by community and school. This concept was also urged by the City's Parks and Recreation Department, who made some suggestions as a basis for discussion:

1. Establish a policy and contract whereby there can be increased use of school gymnasium, classrooms, workshops, science rooms, etc...for recreation programmes and at the same time expand school use of other recreation facilities.

2. Establish an agreement whereby use of existing equipment may be made possible in both the schools and community facilities.

. . . .

4. That there be joint planning and financing in the development of new areas involving park, playground and school . . .

Another brief supported the concept of developing schools within community buildings. It was suggested that such a plan might not reduce the capital cost of construction, but it should give a better dollar value in that a greater variety of facilities for education and recreation would be available locally.

Another proposal for sharing school facilities, which a few contributors endorsed, was that the separate and public school system combine. A few wanted the two systems to come under one board, while others would have the systems remain separate, but would have students from both systems in the same neighborhood share the same school building, in particular the library, gymnasium and play areas. Advantages claimed for sharing facilities were mainly reduced capital costs and a better level of staffing and school consultants.

A further suggestion for controlling costs was that standard designs for schools should be adopted. A number of briefs stated also that multi-storey buildings under a single roof are more economical than are single-storey buildings and should therefore be adopted.

Other suggestions were that "teachers and administrators who will be using the new school facilities" be consulted about new school designs. Further, a thought was expressed that "new schools be planned to reflect the newer approaches to teaching and learning," and that they should be climate controlled.

OF SPECIAL INTEREST TO THE BOARDS

Public Relations. A number of citizens feel that more should be known about school board activities and policies. There was favourable reaction to the holding of school board meetings from time to time in neighborhood schools. Clearly the public expects that school board meetings will be open to all. It was felt by some that better publicity might be given to the time, location and agenda of board meetings. One citizen, drawing on her experience in circulating a petition in early 1972, said:

It is not generally known when the boards meet, where, whether the public is invited to any or all of the Boards' meetings and what is on the agenda.

It was apparent that a number of people do want to know more about the school system, how the Boards operate and arrive at their policy decisions. The parents of children in one of the elementary schools stated:

We would like the School Board to provide every new parent with an information booklet which, besides giving basic rules and vital facts, should state the Boards' ways of operating and its education policies. . . .

We would further like to see a continuation of the T.V. programs presented last season by the School Board.

Comments such as the following would appear to point to the need for an on-going public relations program instituted at Board level:

The credibility gap between what happens in the schools and the public's knowledge and expectation of the same, is growing. . . and the public sympathy for education and its vague or non-existent aims and objectives, is decreasing.

Finances. Several contributors expressed concern about the increasing cost of education. One of those who communicated with us expressed his concerns as follows:

Enormous funds are currently being directed to the school systems and include about two-thirds of municipal taxes as well as large portions of provincial and federal funds. If possible, the rates of taxation for this purpose should be decreased and they should certainly not be increased. In order to achieve the desired education objectives, it will be necessary to periodically review and modify objectives and to institute economies wherever possible.

This person went on to list potential economies and his list included the following:

- (1) Co-operation with other Canadian school systems in limiting the number of designs available.
- (2) A single architect for the school systems;
- (3) Multi-level schools;
- (4) Abolition of frills in construction.

One person who was interviewed on this subject stated as follows:

The most important aspect of the school systems now is cleaning house and coming up with alternatives to what exists today in order to reduce the present overall cost, for the taxpayers cannot continue indefinitely in spending an increasing portion of their tax dollar in the field of education without any apparent increase in the quality of the product. In other words I don't think my children are being any better educated than I was in my time. I just don't think we are getting the most for our tax dollar.

Almost all others who complained about costs directed their attention to construction and building costs. The theme seemed to be that if more money is required for our school systems it should be obtained through a sacrificing of capital expenditures on buildings and equipment.

At the same time there appears to be a trend in favour of accepting increased expenditures if the additional money is to be used for teaching and instruction purposes. Three home and school associations led

the way in this trend. Representative portions of their three briefs follow:

1. No expense should be spared at the Division One level to see that classes are very small, insuring the individual attention necessary for mastery of the basic skills, as with these further learning will follow naturally. These remarks often coincided with the thought that capital expenditures on buildings and equipment should be sacrificed, if necessary, to attain this end.
2. We must get around to a lower pupil-teacher ratio. Parents voted solidly in favour of this even though it was pointed out that increased costs thus incurred would mean increased taxes. They are willing to pay such increases.
3. Those in favour of increased taxes stressed curriculum improvements such as broader art education; greater emphasis on classics; introduction of French to all schools; more creative opportunity; more student involvement; self-direction and self-discipline.

The source of additional financing was dealt with by a number of correspondents. For a majority of them property taxes must not be increased. They suggest that if the cost of education is to be increased the additional funds should be assessed mainly on the basis of ability to pay. Comments include the following from one home and school association:

The tax base for education should, however, be shifted in the direction of ability to pay, and should not be as exclusively on property tax.

Another home and school said:

Because of recent discussions re the re-distribution of sources for educational financing the parents were asked if they were prepared to pay higher property and/or income taxes. Of the less than thirty parents who answered this question ten were in favour of increased property tax, sixteen were in favour of increased income tax.

Still another home and school association closed its submission to us with the response to the following question, which had been submitted to its members:

Are you willing to pay more to get what you want?

83% of the people who answered this question said YES.

There were a variety of other suggestions: that some school tax relief should be afforded to the elderly; that non-taxpaying parents should have a voice and vote on expenditures; that taxes should be paid directly to the school board rather than to the municipal government; that a portion of the taxes paid by a parent be refunded to him if his children pursue their education outside the publicly supported school systems.

Research. Representatives of two home and school associations and an association of elementary school principals spoke to us about the necessity of educational research. The elementary principals issued a strong call for an extensive research program. They saw it as a pressing need, involving the hiring of the best people with the best ideas and at some cost. They noted that while there have been some promising beginnings, nevertheless to date very little financial priority has been given to research needs. They admit that the public in Saskatoon is not presently school research-oriented, and that education here is much needed.

Among the principles postulated by this group were the following:

1. The status quo is unacceptable.
2. Planning only on the basis of past experiences and planning which proceeds without adequate knowledge is inane.
3. Without a design for local research and change we will have irresponsible anarchy.
4. The most effective research in terms of meeting present and future needs will have the following characteristics:
  - (a) it will have as its origin a recognition of pupil needs;
  - (b) it will be developmental, decision-oriented, evaluative, and cyclical in nature;
  - (c) it will take place within a specific school or a specific department or division of a school;
  - (d) it will frequently involve students, parents, teachers,

administrators and consultants in substantive fields of knowledge, in-group consultation and group decision making.

.....

6. The school system must have as part of its research design the pursual of a limited number of distinctive educational alternatives in depth.
7. There must be developed within the system an attitude that a certain degree of risk-taking is the price of eventual success and a corresponding desire to cushion failure for those who depart from the status quo.
8. Financial and human resources for local research must be allocated to schools on the basis of commitment by the staff to a precisely described and well-planned research design.

.....

10. To facilitate the co-ordination of research activities within the school system there should be attached to the office of the Director of Instruction, a well qualified research assistant.

.....

RESULTS FROM THE PUBLIC ATTITUDE SURVEY - ADDITIONAL IMPORTANT ISSUES

"Grade One is early enough to start school."

68% agree

"Teachers of grade I and II need more professional qualifications than teachers of higher public school grades."

57% agree

"The school leaving age should be higher."

33% agree

"Schools should be used as community centres."

84% agree

"School buildings must be open for use by the public when the students are not there."

64% agree

"School libraries should be open before and after school, at lunch time, and on Saturdays."

81% agree

"There should be a lot of small schools instead of a few large ones."

49% agree

"There's too much fancy equipment in schools."

21% agree

"The high school should be in the same building as the elementary school."

11% agree

"I'm interested in going to School Board Meetings."

61% agree

"I trust the judgment of the school board members."

65% agree

"The school board members do a very good job."

71% agree

"All the school board is interested in is finances."

41% agree

"They should cut some of the frills and reduce taxes."

54% agree

"All school buildings should be identical throughout Saskatoon."

24% agree

"People with no children at school should not pay school taxes."

32% agree

"People should pay school taxes according to the number of children they have in school."

29% agree

SUMMARY - ADDITIONAL IMPORTANT ISSUES

1. A majority of the citizens responding stressed the importance of early education. Paramount importance was placed on the quality of education in Division I. Of great importance, but of lower priority than Division I, was a universally available kindergarten under the direction of publicly-supported systems.
2. There is a general concern that class size be kept as small as possible, especially in Division I.
3. It is considered important that all schools have adequate, well-stocked resource centres with trained personnel in charge, and that these centres be open outside school hours.
4. There is a strong feeling that school facilities should be available outside school hours for more extensive community use.
5. There is a desire for more publicity concerning school boards' policies and decisions, and the reasoning behind them.
6. Citizens ask for greater accessibility to school board meetings, and a prior knowledge of agenda.
7. Economies should be sought in construction and building costs rather than in the quality of the instructional program. A number are prepared for higher taxes if it really means a higher standard of education for their children.
8. If more money for education is required, the majority would like it raised on the basis of ability to pay.
9. Some underlined the necessity for extensive educational research, with a definite focus on the local level.

G. PUBLIC ATTITUDE SURVEY - WHERE YOUTH DIFFERED

G. PUBLIC ATTITUDE SURVEY - WHERE YOUTH DIFFERED

The following comparison will show those areas where the responses of the young people surveyed differ from those of the Saskatoon sample. Shown here are only those statements which drew a different response to the magnitude of plus or minus 10%. It is important to note here that the responses of the young people are included in the Saskatoon sample used throughout this report:

<u>Young People</u>	<u>Saskatoon</u>
"I'd keep the school running just the way they are if I had my way."	
26% agree	39% agree
"Parents should be able to send children to any school they want."	
88% agree	72% agree
"The schools are preparing the students well for life after they leave school."	
41% agree	52% agree
"There's not enough emphasis placed on teaching the three R's in the elementary school (Grades 1 to 8)."	
36% agree	52% agree
"Teachers have too many bosses."	
56% agree	42% agree
"Schools tend to be run for the educators rather than for those being educated."	
64% agree	50% agree
"Too many teachers just try to fill a student's head with facts."	
81% agree	60% agree
"A teacher should <u>not</u> be given the freedom to decide on <u>what</u> he or she is to teach."	
20% agree	43% agree

<u>Young People</u>	<u>Saskatoon</u>
"Teachers tend to rely too much on school text books." 72% agree	62% agree
"In the classroom, encouraging competition among students is a good thing." 44% agree	70% agree
"The guidance counsellor should not have to teach as well." 75% agree	63% agree
"There are a lot of unnecessary regulations in schools." 77% agree	49% agree
"Schools are unfair to students." 31% agree	21% agree
"Students have too much freedom." 11% agree	41% agree
"There is not enough discipline in the schools." 18% agree	47% agree
"Boys in school should be made to have their hair short." 6% agree	40% agree
"Students should be allowed to smoke in classrooms if they want to." 32% agree	11% agree
"High school students should be allowed to choose their own curriculum." 93% agree	73% agree
"There should be no compulsory subjects in high school." 59% agree	32% agree
"Most students enjoy going to school." 60% agree	78% agree

<u>Young People</u>	<u>Saskatoon</u>
"Senior high school students should have a say in the running of the school."	
84% agree	57% agree
"The principal only meets the student when the student has done something wrong."	
71% agree	49% agree
"It's a good idea to have students going to school in shifts."	
49% agree	37% agree
"Parents should have the opportunity to meet their child's teacher early in the first term."	
83% agree	95% agree
"The only time the school contacts parents is when there is something wrong."	
83% agree	62% agree
"Parents should be allowed to observe in the classrooms."	
57% agree	69% agree
"Any decision to be made about a student's curriculum or course should be a joint one of the student, the teacher and the parent."	
76% agree	88% agree
"Parents should be prepared to put in time on behalf of their child's school."	
68% agree	85% agree
"Grade one is early enough to start school."	
78% agree	68% agree
"There should be a lot of small schools instead of a few large ones."	
62% agree	49% agree
"There's too much fancy equipment in schools."	
11% agree	21% agree

<u>Young People</u>	<u>Saskatoon</u>
"I'm interested in going to school board meetings." 45% agree	61% agree
"I trust the judgment of the school board members." 45% agree	65% agree
"The school board members do a very good job." 47% agree	71% agree
"All the school board is interested in is finances." 54% agree	41% agree
"People with no children at school should not pay school taxes." 58% agree	32% agree
"People should pay taxes according to the number of children they have in school." 48% agree	29% agree

OBSERVATIONS AND RECOMMENDATIONS

## OBSERVATIONS AND RECOMMENDATIONS

Before setting forth a series of recommendations there are some observations we wish to make.

We have been asked on many occasions, individually and collectively, what can be expected to result from this Report. We have met our share of doubters who have suggested that, like so many commission reports of the past, this volume will simply be another gatherer of dust. Representative of inquiries made to us were the following three questions from the public meetings:

Now what I would like to ask is, how are some of these marvelous suggestions going to be implemented? . . . What I am in fact saying is there has got to be some way of putting these wonderful suggestions into play beyond just saying 'yes, let's do it'. Now does anybody have a concrete suggestion? Who can handle this sort of thing? I don't know.

First, I'd like to ask a question of the Inquiry. I think this situation is really great. I think there are a lot of good ideas and I was wondering what happens after you go to the next step; do you make recommendations or do you have some other sort of power?

What effect will your recommendations have on the future of education in Saskatoon?

On each occasion that we have answered questions such as these we have been so bold as to sound an optimistic note. We have done so because we consider our three sponsors to be very concerned about educational progress in our City. Many Saskatonians would agree with our assessment. In the public attitude survey we frequently noted such comments as "they are not dwelling on old ways of doing things".

A written communication from one of our sponsors proposed a follow-up calendar for the utilization of this report:

Early 1973

Public study and discussion of the Report.

Mid 1973

Saskatoon Conference on Education to be convened by the Boards of Education in co-operation with the Saskatoon Teachers' Association. This Conference would serve as a combination of public study and reaction to the Report.

Late 1973

White papers on education. Produced by the Boards of Education outlining their long-term plans for action.

(Dates have been revised to correspond with the date of delivery of this Report).

We challenge our sponsors to follow through. Our "taking of the pulse" indicates that a receptive public awaits their actions.

Another observation relates to money. Unquestionably money is a factor in a number of the recommendations which follow. We have already set forth our findings as to both sources and limits of taxation. While these findings indicate some limited space within which to maneuver, we believe our sponsors will be forced to consider the growing opinion that property tax has reached its limit, and that the entire tax burden is nearing the limit. Thus, there must be a search for economies throughout the entire educational structure.

We have listed our recommendations in the general sequence of our "findings". The establishment of priorities in implementing these recommendations we leave to our sponsors and their plans for the future. The list is as follows:

1. Greater freedom of choice should be provided to parents in the selection of schools, with adequate administrative regulations governing this selection. Some schools should be developed with distinct programs so that children may avail themselves of alternatives within a system. Principals should play a key role in this matter.
2. The summer vacation period should be retained.
3. The semester system for secondary schools should be retained, but the alternative of the regular school year should be available in the City.
4. Means must be found to strengthen the competence of students in mathematics, reading, and in spoken and written English. Concerning strengthening of English: the addition of more reading consultants with remedial expertise is one means; the use of volunteers and paid teacher assistants (preferably with degrees in English) to help Language Arts and English teachers is another means; a reduction in numbers of students assigned to the composition teacher is probably the most important means.
5. More school or teacher aides should be hired to do non-teaching tasks in every grade. An adequate job description for them should be defined.
6. Qualified teachers should be available for each subject. The practice of hiring itinerant music, art and French teachers is preferable to having less qualified teachers from regular classrooms teach these subjects.
7. The public school board should make French instruction in Division III (years 7 and 8) available in all elementary schools as soon as possible.
8. More emphasis should be given at elementary and secondary levels to Canadian studies, including geography, history, Government and

literature.

9. Schools should provide guidelines for source material in interest areas students might wish to study which are not covered in the school's curriculum.

10. The required number of credits in each high school year should be raised to eight; students should be allowed to register for courses according to their greatest personal capacity.

11. The present level of board support for Driver Education is adequate. Teachers and principals should be encouraged to free students whenever possible during spare periods to facilitate efficient and economical operation of the program.

12. Accurate knowledge about the body, its functions and how to care for it should be part of general education. Meaningful courses in health education and sex education should be offered at the appropriate levels.

13. Physical Education:

(a) Boards should make known to the public the full cost of inter-collegiate sports. They should appraise these costs to determine whether they can be considered justified expenditures.

(b) More attention should be paid to carry-over sports in the years 9 and 10 programs, in that these are usually the only years in high school when most students take physical education.

(c) Emphasis in physical education should now be directed to improving programs at elementary levels.

14. The Public Board of Education should complete its evaluation of special classes for the "academically-talented" and make

available to the public its findings.

15. The necessary psychiatrists, psychologists, reading consultants, speech therapists and social workers should be made available to the regular teachers and schools to enable them to cope with the social, emotional, and learning problems they encounter and are expected to deal with. Provincial Departments of Health, Social Services and Education should share the costs of providing these services.

16. Consideration should be given by the boards to using the services of the Radius Tutoring Project. Its feasibility as a supplement to the regular school program might be considered for those students for whom attendance at regular high schools is not practicable. Operating costs must not be higher per student than in regular schools.

17. Boards should move towards the creation of an "Employment Council", whose main purpose would be to help students with "on-the-job" education.

18. Special attention must be given to the hiring and supervision of teaching staff in Division I to ensure that in these crucial formative years the quality of teaching is the best attainable. Where possible only experienced teachers should be permitted to teach here.

19. A screening process should be adopted to ensure as far as possible that those being accepted into the teaching profession have an interest in and a concern for the welfare of the individual student, as well as an ability to communicate with the student and challenge him to work to his potential.

20. Our three sponsors should take the initiative in bringing about a re-appraisal of the teacher-training program in the Province to

ensure up-to-date course content and thorough training.

21. Principals should assume an effective role in the evaluation of staff members for purposes of tenure. (This would require the principals to negotiate directly with the Board concerning their remuneration and conditions of employment. Staff teachers, concerning whom the principals must give realistic and fearless appraisals on performance, should not be negotiating principals' salaries with the Board.) High school principals should make their decisions about tenure in consultation with staff department heads and should draw on senior student opinion. Principals' appraisals should form the basis for the following:

(a) the first granting of tenure. If the present two year statutory period is found to be too short a time to arrive at a conclusive appraisal, the period should be extended. There is reason to believe that in the present system of almost non-appraisal, two years is too short a period.

(b) the re-assessment every five years of tenure previously granted. If the appraisal showed a "resting-on-laurels" attitude or some other inadequacy, a "hearing" procedure would be invoked to investigate, with the investigating body having the power to terminate tenure.

This procedure is supportive of the principle, to which all surely subscribe, that schools exist for the students. Further, its adoption should end the recurring demand for a merit pay system, because the likelihood of a weak teacher being retained would be greatly diminished; only competent teachers would remain.

22. Outstanding classroom teachers should be given special recognition so that they will not feel compelled to seek administrative positions. The rewards could include one or more of the following: the assistance of a classroom aide; a reduced workload to provide for greater depth in preparation, and a smaller class enrolment.

23. Division III teachers should meet as a unit to share information and discuss ideas concerning course content and methods of teaching, in order that there may be greater familiarity in the ninth grade with programs presented in the seventh and eighth grades.

24. Thorough research and testing should be completed before new teaching methods and procedures are adopted generally by the school systems.

25. Where changes in teaching methods are to be introduced an active communication system between school and home must be established in order that there will be a clear understanding about the form the change will take and the reasons for implementing it.

26. A reappraisal of the usefulness of "the open classroom" method should be carried out and if a decision is made to continue with its use the advantages and expectations to be derived from this method should be carefully explained to interested parents.

27. Parents of a child who is capable of acceleration should be given the alternative of an enriched program for their child.

28. In evaluating a student's progress emphasis should be on his performance according to his abilities, with some indication of his standing in relation to the rest of the class.

29. Sufficient numbers of guidance counsellors must be employed in our high school systems to meet the increasing need.

30. Guidance counselling should be expanded in the elementary schools.

31. A method of frequent assessment must be developed to ensure that guidance counsellors remain well-suited for their work and in tune with youth. The field is too important to allow for any inadequacy or mediocrity.

32. A thorough reassessment of the specialized training needed for the guidance counsellor should be made. Training should include courses in the field of social work.

33. Student Representative Councils: Means should be sought to create effective Student Representative Councils to voice student concerns, particularly at the high school level. Students must take an interest and a responsibility in designing suitable Councils. Better representation might be achieved through wider representation of the Division IV classes, through the removal of the requirement of a specific academic standing for eligibility, or through election campaigns featuring more frequent discussion of issues by the candidates. If the executive of a high school Student Representative Council wish to attain serious and worthwhile involvement, they must be prepared to hear and act on student concerns or complaints. The executive must be given the power to present a student's concern to the school principal. If the decision of the principal is unacceptable the executive must be empowered to present the concern to an independent body whose opinion would be passed on to the appropriate board of education. It is suggested that the Citizen's Advisory Committee might provide this service. Further, the S.R.C. should meet with the principal and with parents to make corporate decisions on matters of student rights, responsibilities and behavior within the guidelines provided by the board. Finally, the S.R.C. should delegate the planning of school social functions to a committee of interested students.

34. Means must be found for teachers to better inform parents about the education of their children:

(a) Parent-teacher Interviews should be continued and parents should be made aware that they can request a meeting with teachers when necessary;

(b) Reporting of a student's progress should be done through a combination of the parent-teacher interview and a written document. The written document must be clear to the parents; how to interpret this report card should be discussed at the first parent-teacher interview;

(c) Classroom visitation by parents should be encouraged.

(d) Elementary teachers should arrange to meet with parents of their students early in the year. A room meeting to discuss courses, content, teaching methods, special projects, and reporting methods would be beneficial.

35. The Board(s) should authorize schools to utilize parents and other interested citizens as volunteer assistants. Parents should be encouraged to volunteer their services to the school, particularly in areas where their special knowledge, training, or talent can be put to effective use.

36. Home and School Associations should be consulted as part of the decision-making process in both local and district school matters. To perform this function, the meetings of the Associations must be times of serious learning. Responsibility for creating this renewed Home and School Association should rest initially with the principal and staff of the local school.

37. The Separate Board of Education should establish a

Citizen's Advisory Committee. These Advisory Committees to the two boards could then assume the following responsibilities:

(a) To act as a body to which individual parents or Home and School Associations may bring their concerns about the education of their children;

(b) To act as a body to which Student Representative Councils may bring their concerns as noted above under recommendation 31;

(c) To act as another "sounding board" for School Boards in the establishment of school policies and procedures. In this way the public opinion research begun by the Citizen's School Inquiry could be continued.

38. In view of the present earlier entry policy of the school systems (at age five after testing), the need for publicly-supported kindergarten programs is diminishing. We recommend:

(a) an optional school starting age of five years (consultation services should be available for parents who wish assistance in determining readiness).

(b) the revision of Division I, year one to include the atmosphere and special characteristics of the present kindergarten for the first four months. The child could be introduced to the full school day gradually. This plan might require a change in the planning of Division I, but when the repetition now present in kindergarten and year I has been removed, the problem should not be unduly difficult.

(c) the institution of testing programs for pre-schoolers, to detect severe mental, emotional, and learning problems. We further recommend the institution of special centres (sponsored jointly by the Departments of Health, Social Service, and Education) to begin remedial work with those pre-schoolers for whom testing has shown special needs.

The inevitable question is, what happens at the other end of the twelve years when students are academically prepared for University, but may lack real maturity. We are in favour of promoting the option of the year out after grade twelve, during which experience with reality could assist in speeding up the maturing process for this group. It is suggested that for some this year might be spent in the labor force, or in volunteer social action, or in travel, or in further academic preparation for specific post-secondary courses.

39. In comparison with all other regular classes, Division I classes must have the fewest number of students.

40. School libraries should remain open outside of school hours, and students should feel free to use them at these times. Parent volunteers should be encouraged to assist with staffing.

41. There should be in-service training of all teachers in the use of libraries and other resource materials.

42. An in-depth study should be made jointly by the boards of education and the parks and recreation department of the City, with the object of finding ways of better sharing the present resources of each.

43. School boards should consider preparing information brochures which would be made available to Saskatoon parents. These brochures should outline such matters as school board policies and procedures, and the variety of classes offered throughout the Saskatoon school systems.

44. School boards should attempt to publicize the location of their meetings, the nature of discussions to be held, and the decisions made at previous board meetings.

45. Every board member, administrator, and teacher shares the

responsibility of seeking economies in our schools. If, despite these efforts, more money is required to develop our educational system, boards should mainly seek increased grants from the Provincial Government, who control a variety of tax sources.

46. Boards must consider research on the local level as an essential ingredient for the maintenance of quality education.

47. Boards should operate on the principle that the restricting of freedom, whether for the principal, teacher or student, must always be justifiable.