

An Analysis of the Organizational Practices
and Educational Effects of the
Quebec Board of Black Educators

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ABSTRACT

The complex education needs of contemporary North American societies have partly contributed to the growing number of organizations which provide education for cultural subgroups. While the programs of these organizations have been well documented, the organizations have seldom been analyzed.

This study analyzes the organizational practices and educational effects of the Quebec Board of Black Educators (QBBE) -- an organization that has been involved in education since 1969, primarily on behalf of black students in the Protestant School Board of Greater Montreal (PSBGM). The goals, structure, environment, programs and activities of the organization are examined.

The study found that the QBBE grew out of two principal needs: to help black students qualify for university, and to ensure the quality and delivery of education to black children. The organization met these needs through the operation of remedial and supplementary summer schools, and through liaison with the PSBGM in particular.

The study concludes that the QBBE's major achievements are reflective of a vibrant period of its operations. It further concludes that in order to stay vibrant, the organization must constantly update its practices in relation to changes in the environment.

ABRÉGÉ

Les complexes besoins éducatifs des sociétés nord-américaines contemporaines ont particulièrement contribué au nombre croissant d'organisations qui s'occupent d'éducation de sous-groupes culturels. Alors que les programmes de ces organisations sont bien documentés, les organisations elles-mêmes ont rarement fait l'objet d'une analyse.

Cette étude analyse les pratiques organisationnelles et les résultats éducatifs du Quebec Board of Black Educators, une organisation qui depuis 1969 s'occupe d'éducation, principalement celle des élèves noirs de la Commission des écoles protestantes du Grand Montréal (CEPGM). Les objectifs, la structure, l'environnement, les programmes et les activités de l'organisation y sont examinés.

L'étude a constaté que le QBBE est né de deux principales préoccupations : aider les élèves noirs à se qualifier pour l'université et aussi assurer la qualité et l'accès à l'éducation aux enfants noirs. L'organisation a

répondu à ces besoins en mettant sur pied des écoles d'été et des activités d'encadrement et à travers sa liaison avec le CEPGM en particulier.

L'étude conclut que les accomplissements majeurs du QBBE sont le reflet d'une période fort active de son histoire. Elle conclut de plus que pour rester active, l'organisation doit constamment mettre à jour ces pratiques et cela en fonction des changements dans son environnement.

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LIST OF ACRONYMS

BCCQ - Black Community Council of Quebec

BSC - Black Study Center

BTW - Black Theatre Workshop

CECM - Commission des Écoles Catholiques de Montreal

DGEC - Direction Générale de l'Enseignement Collégial

NBCC - National Black Coalition of Canada

NCC - Negro Community Center

PSBGM - Protestant School Board of Greater Montreal

QBBE - Quebec Board of Black Educators

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CHAPTER 1

INTRODUCTION

Education in contemporary North American societies has become simultaneously more colourful and complex. The rise of ethnic minority groups within the larger population has on the one hand added to the general flavour of society, while on the other it has tended to make greater demands on the formal system of education. Ethnic minority groups often have need of educational services which the formal education system appears at times unable to provide. This, of course, is cause for concern among minorities, since as nominally equal members of the society they feel entitled to the kinds of educational services which address their particular needs.

In discussing the issue of societal change and corresponding education needs, Adams and Reagan (1972) argue that as social conditions change, some educational practices and policies will be viewed as problems in society until they are modified to reflect the new conditions. Indeed, the indications are that educational practices and policies have not always kept pace with new social conditions and, as a consequence, have contributed to problems in society, problems that are perhaps endemic to ethnic minorities.

If it is true that the formal system of education is overburdened and cannot be depended on for appropriate reflections of social changes (Brown, 1979), then other mechanisms within society must be activated to make up for this deficiency by attempting to meet the specific learning needs of the various subgroups. To meet these needs, organizations with an educational mission have emerged in various segments of society. Using formal as well as informal and non-formal educational methods, these organizations provide opportunities for growth, enrichment, and achievement for those within particular subgroups.

While the more traditional organizations such as Rotary and Kiwanis clubs, Boy Scouts, Four-H clubs, and YWCA and YMCA have been engaged in general educational activities for many years, the specific learning needs of ethnic minority groups tend to be addressed through religious, cultural, and other organizations specially concerned with the education of minorities. In the United States, as an example, the concern with specific learning needs of some sections of society was partly responsible for the creation of programs like Sesame Street. Strongly undergirded by the concept of compensatory education, this and such programs as Head Start, Follow Through, and Upward Bound have attempted to provide education for culturally deprived children (Banks, 1982).

In Montreal where ethnicity abounds, specific educational needs are being met through programs run by ethnic organizations. For example, the Hellenic (Greek) community provides learning opportunities for its members through the Youth Club of the Roumeliotian Association of Montreal. In addition, the community has established its own school system, and through the Hellenic Center for Research, publishes Hellenic Studies, a journal which deals with educational and other concerns of the community.

Similarly, the Cote des Neiges Black Community Association, in conjunction with the Black Community Council of Quebec, operates After-school Tutorials for the elementary age group. Designed to include a strong cultural component, this program offers the black child a blend of culturally enriching activities, as well as encouragement toward academic improvement.

These and other organizations, like those of the Chinese community (Chinese Neighborhood Society of Montreal; Chinese Family Service of Greater Montreal) provide additional educational opportunities for their groups through television programs such as Hellenic Program, Black Is, and Les Chinois. Mainly of an informal nature, these programs serve as vehicles for information-sharing and for cultural reinforcement.

Whatever the specific learning needs - - and these may vary from group to group - - a general pattern seems to have emerged for dealing with them: the initiative is seized within the group and steps are taken to meet those needs. The same is true of Montreal's Black community. Obstacles to the academic and cultural progress of blacks are of great concern to black educators. Some of them have demonstrated their individual and collective concerns by either founding or joining black organizations which dedicate their energies to addressing educational issues as they relate to blacks. Most notable among these organizations are the Negro Community Center (NCC); the Black Community Council of Quebec (BCCQ); the Cote des Neiges Black Community Association, and the Quebec Board of Black Educators (QBBE). This last mentioned organization is the focus of this study.

STATEMENT OF THE PROBLEM

The Quebec Board of Black Educators (QBBE) has existed since 1969 and is one of the major black organizations involved with providing educational services to Montreal's black community.

Most who have heard of the QBBE are familiar mainly with the two summer schools which it operates. But far from being a «summer» organization, the QBBE functions throughout the year, applying its energies to the resolution of a variety of issues: funding for its program, new education laws and their implications for blacks, claims of racism in the schools, confrontations between black students and white teachers, and the reduction of teaching staff and its adverse effects on black students, to mention but a few. In effect, the QBBE acts as a guardian for the education of black children in Quebec.

However, despite its 16-year history, the QBBE has not had the benefit of any comprehensive study of its operations. Apart from a study of DaCosta-Hall students (Wills, 1977), and a small section in a report to the Quebec Human Rights commission in 1982, no analytical data on the entire organization have existed before now.

The closest to a comprehensive study of the organization is perhaps C. Bayne's article, Man in Search of his Soul (1984), in which some components of the organization are discussed. But questions about how the

organization identifies needs, how it organizes to meet those needs, and what the results have been, have not before been examined in detail and presented as a separate and complete document. This study hopes to redress this problem, in a small way, by providing an analysis of the organizational practices and educational effects of the Quebec Board of Black Educators.

PURPOSE OF THE STUDY

The purpose of this study is to analyze, in case study form, the organizational practices and educational effects of the Quebec Board of Black Educators (QBBE). The study investigated several major research questions. These are presented below in two separate groupings.

A. Organizational Practices

1. What research has been done on organizations that relate to educational needs of cultural groups? How might they be analyzed?
2. In what context was the QBBE founded? What is its raison d'être and what are its objectives?
3. How is the organization structured?
4. How does the organization identify needs in the black community? In what ways has it responded to those needs?

5. What are the QBBE's programs and activities? How does it evaluate them?
6. How does the QBBE acquire resources for its programs and overall operations?

B. Educational Effects

What have been the broader educational effects of the QBBE's programs on:

- the community in general
- DaCosta-Hall students in particular?

METHODOLOGY

As was previously stated, the research uses a case study approach in its analysis of the QBBE. The rationale for this type of approach is perhaps best explained by Yin (1984):

A case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context; where the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used (p.23).

The QBBE is a contemporary organization that is accessible both for observation and for systematic interviewing -- two sources of evidence which make the case

study the preferred method of researching contemporary events. In addition, the organization's documents are available for examination. As Yin states, the unique strength of the case study is its ability to deal with a full variety of evidence - - documents, artifacts, interviews, and observations. The QBBE appears quite suited to this kind of investigation. Table I outlines the methodology.

Having decided upon a case study approach to the research, an institutional case study methodology was employed. Beginning with an investigation of related research - - - education for cultural minorities, and organizational analysis - - the methodology then proceeds to an examination and content analysis of the QBBE's files. It then progresses to systematic interviews with the organization's principal actors, and with members of its target audience, and finally discusses and analyzes all data acquired through interviews and questionnaires.

TABLE I
METHODOLOGY OUTLINE.

RESEARCH QUESTIONS	DATA SOURCE	METHOD
<u>A. Organizational Practices</u>		
1. What research has been done on organizations that relate to educational needs of cultural subgroups? How might they be analyzed?	ERIC search, other library resources; ministries of education in other Canadian provinces.	Review of the literature
2. In what context was the QBRE founded? What is its raison d'être and what are its objectives?	QBRE records, founding members, Board of Directors, community leaders who have had links to the QBRE.	Open ended interviews (tape recorded), examination of QBRE files.
3. How is the QBRE structured?	Organizational chart, Constitution, By-Laws, Minutes, Correspondence.	Interviews with QBRE officials; examination of all records.
4. How does the organization identify needs in the black community? In what ways has it responded to those needs?	QBRE administration, founding members, QBRE literature.	Interviews, questionnaires, mapping out QBRE's activities according to its files.
5. What are the QBRE's programs and activities? How does it evaluate them?	QBRE files and Board of Directors.	Interviews and examination of files.
6. How does the QBRE acquire resources for its programs and overall operations?	QBRE records and Officials, PSBGM Official responsible for administering funds to organizations.	Interviews, examinations of QBRE records.
<u>B. Educational Effects</u>		
7. What have been the broader educational effects of the QBRE's program on - the community in general - DaCosta-Hall students in particular	Black leaders in the community NLD, PSBGM, Principals, teachers, DaCosta-Hall students, teachers, parents.	Interviews, questionnaires Interviews, questionnaires Interviews, questionnaires.

In preparation for the study, the following five steps were taken:

1. Permission to conduct the study was first sought of the QBBE well in advance of the start of the study. A letter outlining the study and its objectives was sent to the Board of Directors of the QBBE. Verbal consent was almost immediate; however, official approval was later received in a letter from the Board. Both these letters appears as Appendix I.
2. Preliminary library work was done in order to establish a literature base for the study, and to consult similar recent research for findings which might have meaning for this study. In addition, an ERIC search was conducted in an attempt to locate other black organizations involved in education.
3. Since the research employed an institutional case study methodology, the third step was to set up an information gathering system: informal discussions with a few QBBE officials - - the Secretary and Vice-President, in particular - - helped pinpoint relevant sources of information. This facilitated the

arranging of formal interviews with those persons who eventually comprised part of the target population.

4. Letters were then sent to the education ministries in Alberta, British Columbia, New Brunswick, Nova Scotia, and Ontario for information on black organizations with which they might be in contact.

5. To trace the history of the QBEE, and to uncover evidences of its organizational practices over the years, a search was made of all available documents, reports, minutes, and correspondence. These were examined, categorized, and documented for easy referencing. The picture which emerged at the end of this exercise showed what kinds of information were going to be needed to complete the organizational picture. Having earlier identified sources which could supply this type of information, it became a matter then of developing the instruments for collecting the data from target groups.

Instruments

Two main methods for collecting data from the target groups were interviews and questionnaires.

Interview Protocols

Three interview protocols were developed in preparation for formal interviews with founding members of the QBBE, its present administration, and school principals and leaders in the black community who have been connected to the QBBE in some way (Appendix II). These protocols were designed to reflect the main objectives of the interviews; to establish the context in which the QBBE was founded, explain its structure, and list its programs and activities as well as its achievements. The protocols were also intended to gather reflections upon the organization in terms of the path it has travelled, how successful it has been in reaching its objectives, and to project upon its future direction and role in the community. As such, the protocols were of the open-ended interview design, allowing for discussion on all areas of the QBBE's operations. A tape recorder was used to collect the data from the interviews. The tapes were later transcribed and channeled into the appropriate sections of the study.

Questionnaires

Questionnaires were also developed to gather data from 4 groups: QBEE members, DCH teachers, 1980 and 1984 DCH students, and parents of 1984 DCH students. While parent and member questionnaires were designed to measure organizational practices and effects, questionnaires to students and teachers were intended to measure educational effects. There was some overlapping in this area, however, because teachers, who were generally members of the QBEE, were also in a position to comment on organizational practices.

Student questionnaires were of two types: 1) the group completion variety, and 2) the telephone variety. The telephone interview (Appendix III) was used to gather data from 1980 DCH students and was designed to report any differences in the student's academic and/or cultural development either as a direct or indirect result of involvement with DCH. This type of questionnaire also asked open-ended questions which gave students an opportunity to express themselves freely about their experiences and perceptions of the program. Respondents were guaranteed confidentiality of information.

The group completion questionnaires (Appendix IV) were used with 1984 DCH students. While this questionnaire asked many of the questions asked of 1980 students, it was basically intended to measure any changes in the kind of students who enroll at DCH, the needs of such students, and the program itself. These questionnaires, once approved by the PSBGM, were administered to students in their respective schools -- Northmount, Westmount, and Lasalle high schools.

Questionnaires to parents (Appendix V) were relayed through their children who had themselves completed the questionnaire at school. Each questionnaire was accompanied by a letter which outlined the study, explained the importance of the parent's input, and guaranteed confidentiality of information. Also, codes were applied to the bottom right corner of each questionnaire simply as a follow up device. This code and its purpose was also explained to parents in the accompanying letter. Each questionnaire was placed in a prepaid, self-addressed envelope and handed to students.

Teachers of DCH and members of the organization received their questionnaires through the mail (Appendix VI). As was stated earlier, these were not mutually

exclusive groups; the questionnaires sent them, therefore, were the same. These were also attached to explanatory letters, along with codes, guarantees of confidentiality, and prepaid self-addressed envelopes.

Sampling

The target population was drawn from all groups of the QBBE's audience, i.e., DCH students and teachers, parents of DCH students, QBBE members, the PSBGM, leaders in the black community, and principals of PSBGM schools where DCH students attend. Keeping in mind that the study is designed to handle qualitative data, the size of each sample was kept to small, manageable numbers. Exactly how each sample was chosen and handled is discussed in the following sections. A summary is provided in Table II.

Interview Sample

The sample selected for interviewing was comprised of persons who were both 1) leaders in the black community who were involved in education, and 2) either were or are linked to the QBBE in some manner. These criteria allowed for more informed opinions on the organizational practices and

TABLE II
GROUPS, INSTRUMENTS AND SAMPLE POPULATIONS

TARGET GROUPS OF QBBE PROGRAM	INSTRUMENTS FOR COLLECTING DATA FROM GROUPS	NUMBER ATTEMPTED TO CONTACT	NUMBER CONTACTED
1. QBBE founding members	Interview	4	3
2. QBBE Board of Directors	Interviews	9	5
3. QBBE membership	Questionnaires	20	13
4. DaCosta-Hall Students (1980)	Telephone Questionnaires	42	26
5. DaCosta-Hall Students (1984)	Test Questionnaires	32	25
6. DaCosta-Hall Teachers	Mailed Questionnaires	12	8
7. Parents of 1984 DCH Students	Mailed Questionnaires	32	25
8. Principals of Key Schools	Telephone Interviews	3	2
9. Other Black Community Leaders	Interviews	9	6
10. The Black Liaison Officer (PSBQM)	Interview	1	1
11. PSBQM Official	Interview	1	1

educational effects of the QBBE. The final sample was made up of three college and university professors, an elementary school teacher, a Québec Human Rights Commissioner, the Director of the Black Community Council of Quebec, a guidance counsellor for college students, the Black Liaison Officer for the PSBGM, and two elementary school principals. The guidance counsellor and the elementary school teacher are the President (until 1986, January), and Vice-President (now President), respectively of the QBBE.

Each interviewee was contacted by phone well in advance of the interview date. They were informed of the study and of the purpose of the interview, i.e., to define the context in which the QBBE was founded, to describe its structure, its organizational practices, its accomplishments, and its overall educational effects. Each was also asked permission to tape-record the interview, with the guarantee that it was to be kept in strictest confidence.

To this sample must be added the telephone interviews with two principals of the three key schools from which the student sample was drawn. These were of the open-ended variety, and were conducted one week following the visit to the school for the purpose of administering questionnaires to students.

Student Sample

1980

The names and telephone numbers of students who attended the school in 1980 were obtained from the DaCosta-Hall attendance register. The population from which the sample was drawn included students who had taken and completed at least three courses, one of which was Black History. It was felt that three courses afforded the student the opportunity to become more a part of the ambience of the school, thus enabling him or her to gain a more informed opinion of the program. Also, exposure to Black History might have contributed to any cultural exchange or enhancement the student may have experienced. The targeted sample was 42; however, in the intervening years some students had either moved away or had simply changed their phone numbers. The final number of students reached for telephone interviews was 26.

1984

Using a composite of students who attended DCH in 1984, the sample population came from three schools: Northmount, Westmount, and Lasalle High schools. These schools had the

largest group of students in attendance at DCH and, therefore, presented the most efficient way of reaching the target population. In all, 32 students made up the sample -- 12 from Northmount and 10 each from Westmount and Lasalle. The final number of students responding to the questionnaires was 25.

While Westmount and Lasalle students answered the questionnaires on their own time, that is after their last class of the day, Northmount students were allowed the last 20 minutes of their last class of the day to fill out the questionnaires. The last strategy may have accounted for the best response rate -- 80% -- to the questionnaires.

Parents

The number of parents chosen to be sent questionnaires corresponded to the number of students in the 1984 target population -- 32. Since that sample materialized to 25, only 25 parents were actually sent questionnaires. These were sent to them via their children who had themselves completed questionnaires in the classroom. The general belief was that parents whose children had attended DCH may be better informed than other parents in the community about

the school and about the QBBE. Also, sending questionnaires by the students was the most feasible way of reaching that target population.

DCH Teachers/Members

Eight of the 12 DCH teachers were sent questionnaires through the mail after they had been contacted by phone and had agreed to comply with the request. Because of their experience as professional educators, and their links to the QBBE, they were considered to be valuable sources of information about both the DaCosta-Hall project and the organization as a whole. All eight teachers completed and returned the questionnaires. These teachers were treated as members of the organization.

If the ~~Methodology~~ appears heavily weighted with interviews, it is because much of the valuable information so pivotal to the study resided not in books or documents of the organization, but with individuals who had witnessed and assisted in the birth of the QBBE, and had accompanied it, sometimes from afar, through its infancy to its present adolescent stage. These interviews, supported by

questionnaires and many informal discussions with persons linked to the organization, contributed greatly to the development of a more complete picture of the QBBE.

LIMITATIONS OF THE STUDY

The main limitations to this study were the lack of records and the lack of a framework for analyzing the QBBE. First, the lack of full records made it difficult to be precise about exactly how the organization has operated over the last sixteen years. It was not possible to explain fully, or to arrange in any chronological order, the activities of the organization. As a result some discrepancies may exist in portions of the data.

Second, the fact that few studies exist which analyze organizations like the QBBE, implied that equally few frameworks had been developed. The task of the literature review, therefore, was to extrapolate from the vast literature on organizations, a framework suitable for analyzing the QBBE. Understandably, this framework could not be applied to all organizations. It is limited to organizations which are similar to the QBBE.

SUMMARY

This chapter introduced the complex issue of education in the context of minority groups and their specific learning needs. Because the formal system of education has been described as «overburdened», and appears at times incapable of providing adequately for the crucial educational needs of subgroups within the larger population, these subgroups have increasingly demonstrated their willingness to initiate action geared to meeting their own needs. These needs, which will be articulated in the next chapter, are addressed through organizations which use formal, non-formal, and informal educational methods, or a combination of these.

The Quebec Board of Black Educators is one such organization that is involved with providing educational services to Montreal's Black community. Since its inception in 1969, the organization has functioned primarily on behalf of blacks, but has not been studied in its entirety, neither has it been analyzed in terms of its overall organizational practices and/or educational effects. This lack gave rise to the problem statement, and showed that the purpose of the

study was to correct this deficiency, in some small way, by analyzing the organizational practices and educational effects of the QBBE.

In order to achieve the objectives of the study, an institutional case study methodology was adopted in which the many target groups of the QBBE's programs were contacted and either interviewed or issued questionnaires. While some of these groups provided historical and contextual data, others supplied project and organizational effects data. The results of these will be presented later in the study.

CHAPTER II

LITERATURE REVIEW

INTRODUCTION

The literature on organizations in general is vast. So also are evidences of education supplied by organizations to cultural subgroups. Bombas (1985), for example, in Greek Day Education in and around Montreal, provides a brief history of the Greek Community's endeavours to cater to the specific educational needs of their group. Likewise, Bertley (1982), in her master's thesis on education in the Black Community of Montreal, provides a detailed account of the efforts of the Black Community Organizations to provide education for blacks between 1910 and 1940. Other examples like the George Brown Project of Toronto (Nichols, 1984); the Pacific Immigrant Resources Society (Nann, 1981), and EXCEL, Jesse Jackson's organization (Eaton and Hawkins, 1984) are further proof of studies done on programs supplied by organizations to subgroups.

However, few studies were found that analyze such organizations. Consequently no framework for analyzing these organizations appears to have been developed. The purpose of the literature review, therefore, is to develop a

basic framework by which such organizations may be systematically studied and, of most importance to this study, by which the organizational practices and educational effects of the Quebec Board of Black Educators may be analyzed.

To achieve its objective, the literature looks generally at organizations in terms of what they are, how they are defined, and what features of organizational life have been most referred to by research as being essential to organizational analysis. It then offers a rationale for those aspects chosen as the basic framework - - goals, structure, and environment - - and discusses each, showing their relevance to the study of the Quebec Board of Black Educators.

ANALYZING ORGANIZATIONS

Organizations have become part of the fabric of society. Presthus (1962) declares our society to be an organizational society. According to Amitai Etzioni (1964), we are born in organizations, educated in organizations, and most of us spend most of our lives working for organizations.

Richard Hall (1972a) seems to be nodding in agreement when he says: «Organizations are something that pervade human life, from birth and the hospital to death and the mortuary, and almost everywhere in between.» (p.4).

In the context of multiracial, multicultural societies, these observations become even more relevant. Recognized as «powerful social tools», organizations have been founded within subgroups to address various needs of the group. Those organizations which provide education for the subgroup they represent, invariably see themselves as instruments of change; change that contributes to the group's educational, social and economic development. The impact of such organizations upon society may perhaps only be fully understood through analytic study.

As a preliminary but essential step to analyzing organizations, some generally acceptable definition of what organizations are must be decided upon. Goffman (1959), Mangham and Overington (1983) and Pfeffer (1981) described them as political arenas within which power is pursued and displayed. Yet another researcher, Levinson (1972), linked an organization to a living system, i.e. that it is

comprised of components which interact with each other so that growth and development occur. These metaphors perhaps hint at the complex natures of organizations.

For the purposes of this study, however, Etzioni's (1964) definition appears most suitable:

Organizations are social units (or human groupings) deliberately constructed and reconstructed to seek specific goals...They are characterized by:

- divisions of labor, power, and communication responsibilities, divisions which are not random or traditionally patterned, but deliberately planned to enhance the realization of specific goals.
- the presence of one or more power centers which control the concerted efforts of the organization and direct them toward its goals; these power centers must also review continuously the organization's performance and re-pattern its structure, where necessary, to increase its efficiency.
- substitution of personnel, i.e., unsatisfactory persons, can be removed and other assigned their tasks (p.3).

This definition provides not only the main characteristics of organizations, but makes the connection between the existence of the organization and its pursuit of specific goals. This suggests a purposefulness and a need for structure so that tasks are performed, and goals are realized.

No two organizations are exactly alike. As the individuals who comprise them are uniquely different in some ways, so too are organizations uniquely different from one another. Burton Clark states that much of the new understanding of organizations has flowed from a willingness to see organizations as systems in their own light (Hoyle, 1965). There is therefore no single approach to analyzing organizations, only guidelines and models which may be followed with judicious flexibility.

According to Alvin Gouldner, the two most popular models of organizational analysis are the rational system model and the natural system model (Ghorpade, 1971). The rational system model perceives an organization as an instrument, a rationally conceived means of realizing the expressly announced group goals. This model also understands the structures of organizations to be tools which are deliberately established for the efficient realization of group purposes. Gouldner further states that the rational model has an emphasis on formal, planned behaviour. Quinn and Rohrbaugh (1983) see the rational model as being oriented toward such values as integration, formalization, and control.

The natural system model, on the other hand, considers the organization as a natural whole, or system where realization of the goals is but one of several important points to which the organization is oriented. In this model the component structures are seen as emergent institutions which can be understood only in relation to the diverse needs of the total system (Ghorpade, 1971).

The natural system model approach considers not only the productive function, but also the activities required for the system to maintain itself. Quinn and Rohrbaugh believe that it is oriented towards differentiation, spontaneity, and flexibility. Table III shows the distinction between the two systems approach to organizational analysis.

Other systems of organizational analysis referred to by Quinn and Rohrbaugh are the rational goal model, the internal process model, the open systems model, and the human relations model. Amid the seeming confusion surrounding the approach to organizational analysis, Gouldner suggests:

TABLE III
COMPARISON OF TWO SYSTEM MODELS
OF ORGANIZATIONAL ANALYSIS

Rational System Model	Natural System Model
1. Perceives an organization as an instrument, a rationally conceived means of realizing the expressly announced group goals.	Sees the organization as a natural whole, or system where realization of the goals is but one of several important points to which the organization is oriented.
2. Considers the structures of organizations to be tools which are deliberately established for the efficient realization of group purposes.	Sees the component structures of organizations as emergent institutions which can be understood only in relation to the diverse needs of the total system.
3. Has an emphasis on formal, planned behaviour.	Considers not only the productive function, but also the activity required for the system to maintain itself.
4. Oriented toward such values as integration, formalization, and control.	Oriented towards differentiation, spontaneity, and flexibility.

What is needed is a single and synthesized model which will at once aid in analyzing the distinctive characteristics of the modern organization as a rational bureaucracy, the characteristics which it shares with other kinds of social systems, and the relationship of these characteristics to one another (p.373).

The approach this study adopts, bears some resemblances to that which Gouldner suggests: it extrapolates the salient features most common to all organizations and uses them as one possible framework for analyzing organizations that are basically simple and voluntary; organizations like the Quebec Board of Black Educators.

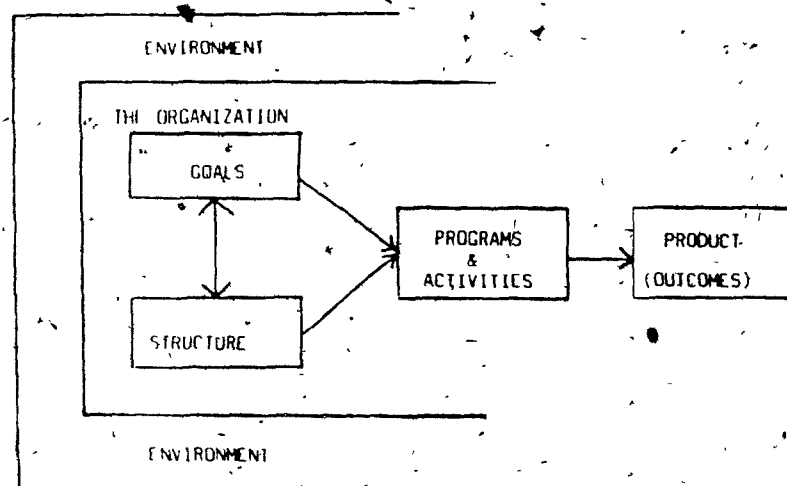
Thus far, the definitions and system models cited, indicate that two aspects appear central to organizational analysis: goals and structure. While goals reflect the purpose of the organization, structure explains exactly how the organization realizes its goals. A third aspect, however, appears equally as important to organizational analysis. Newman (1973) states that no organization exists in a void. Hall (1972a) also states that organizations do not operate in a vacuum. It is a given, therefore, that all organizations have an environment; they affect the environment and are in turn affected by the environment. This is true of the QBBE, as it is true of any other organization.

As the following sections will show, several studies have identified goals, structure, and environment as being essential to organizational analysis. Based on these explorations of the literature, this study chose as its basic framework for analyzing organizations goals, structure, and environment. Jones (1981) argues, however, that one must not only consider the goals of an organization, but also how those goals are implemented or made operational. In an organization like the QBBE, this implies paying attention to programs and activities. The final framework, therefore, for analyzing the QBBE is goals, structure, environment, and programs and activities (see Figure I). These aspects are common to all organizations which supply education to cultural subgroups, and a combined consideration of them would contribute to a more complete and thorough understanding of how organizations function. The following sections deal with each of these aspects.

ORGANIZATIONAL GOALS/PROGRAMS

Goals are pivotal to an organization; they are operational statements of underlying values (Jones, 1981), the desired future state the organization hopes to achieve. Goals determine the structure of an organization, and the level of interaction between the organization and the

FIGURE 1
FRAMEWORK FOR ANALYSING QBBE



environment. An understanding of the goals of an organization, therefore, is a prerequisite to understanding the organization and its function in society.

According to Perrow (1970), a definition of goals is necessary and unavoidable in organizational analysis. Etzioni (1964) cautions, however, that real goals, those the organization actually pursues, are difficult to establish. Gibson and Ivancevich (1982) also note that several researchers have encountered difficulty in obtaining consensus among management as to the specific goals of their organization. This difficulty arises principally from a confusion between personal goals of individuals in the organization and the goals of the collectivity. Etzioni declares an organization goal to be a future state of affairs which the organization as a collectivity is trying to bring about. Educational organizations within ethnic subgroups often pursue goals, or a future state whereby educational and cultural barriers to their groups are eliminated. Such goals, although personal among most members, represent the goals of the collectivity and thus are truly organizational goals.

The goals of an organization reflect the purpose of the organization, and may be divided into several categories. Hanson (1983) saw the formal goals of the educational organization - - he was referring to the formal education system - - as falling under six broad categories:

1. Intellectual discipline
2. Citizenship and civic responsibility
3. Economic independence and vocational opportunity
4. Social development and human relationships
5. Moral and ethical character
6. Self-realization.

The goals of organizations which provide education for cultural subgroups can certainly be recognized in these six categories. Self-realization, social development, and economic independence express nicely some of the reasons these organizations exist.

However, Perrow (1970) identifies five categories of goals, which he admits are to some extent overlapping, but which, for the purposes of this study, appear more appropriate. These are:

1. societal goals; its impact on the society as a whole.
2. output goals; the target population of the organization.
3. system goals; the functioning of the organization: growth, stability etc.
4. product goals: quality, variety, innovation of the «product».
5. derived goals: how the organization uses its acquired power to pursue other goals.

Of the five categories mentioned by Perrow, perhaps the most frequently referred to are system goals and product goals. Hall (1972a) agrees with Perrow that routine organizations are likely to be concerned with stability and high profits, while the non-routine organizations tend to stress quality and innovation. Educational organizations will in all probability be of the non-routine type, emphasizing quality of education for their population, as well as seeking new and innovative ways of promoting and advancing the group's standing in the society.

Perrow's system goals and product goals provide a neat way of differentiating between what an organization does to maintain itself and achieve growth, and what it does to maintain, improve, and increase productivity. The tasks of an organization, therefore, could be said to be system goal-related and product goal-related. This arrangement will be used in examining the practices of the QBBE.

Goals of an organization, however, are to some extent influenced by the environment and as the environment changes, the organization may find that its goals, too, must change. Some developments outside of the organization, i.e., public opinion, politics, resources etc., require changes of goals or of the means to goals (Wright, 1977). When an organization decides upon its goals, it is in a sense defining the desired relationship between itself and the environment.

Any change in either the organization or the environment must be reviewed and as a result, the goals of the organization altered. Even where the most abstract statement of goals remains constant, application requires redefinition or interpretation as changes occur in the organization, the environment, or both (Thompson and McEwen, 1972).

Because organizations are designed to achieve various goals, their effectiveness is often measured in terms of how many of their goals they achieve. Goals, however, (the goal approach) in the case of an educational organization outside of the formal system, may not constitute the best way to measure effectiveness. Goal achievement is not readily measurable for organizations which do not produce tangible outputs (Gibson, Ivancevich, 1982). As well, the organization's efforts to achieve several goals may diminish its ability to achieve all of its stated goals.

The goals of an organization may not be always clear, not to many of the members, and certainly not to the environment at large. Initial goals sometimes combine with new goals which arise out of the acquired needs of the organization, thus obscuring the original purpose of the organization to all but a few individuals who may be either within the organization or in the environment. As well, new members to the organization may add goals which reflect their own interests, and which may conflict with the initial or formal goals of the organization. In reality, an organization has a number of disorganized, informal and formal goals which frequently represent conflicting demands

and jumbled priorities. Evidently, the goals of an organization, may only be truly established by close reexamination of its practices, its tasks, and the allocations of its resources.

ORGANIZATIONAL STRUCTURE

Structure is a fact in any organization and is the point from which analyses of most facets of organizational life must begin (Hall, 1972a). - In short, without a clear understanding of the structure of an organization, there can be no analysis of that organization. The question, however, is what is meant by structure? Silver (1983) addresses this question thus:

The idea of organizational structure is analogous to the idea of the structure of a tangible physical entity. Since the focus of interest in organizations is people, the parts of the organization are the individuals it comprises, and the structure of the organization is the pattern of relationships among the people who constitute the organization (p.21).

This definition clearly recognizes the primacy of the human element in organizations. But we may still ask: what exactly is meant by «pattern of relationships»? Mintzberg's (1979) definition seems to answer this question in very concrete language:

Every organized human activity - gives rise to two fundamental and opposing requirements: the division of labor into various tasks to be performed and the coordination of these tasks to accomplish the activity. The structure of an organization can be defined simply as the sum total of the ways in which it divides its labor into distinct tasks and then achieves coordination among them (p.2).

Silver's «pattern or relationships», therefore, becomes clear in the light of Mintzberg's «division of labor and coordination of tasks».

Organizational structure, however, can be either simple or multi-dimensional. Lorsch (1970) speaks of a basic structure which addresses such issues as how the work of the organization is divided and assigned among positions, groups, departments, divisions etc, and how the coordination necessary to accomplish total organizational objectives will be achieved. In brief, division of labor and coordination of tasks.

Mintzberg (1979) refers to the Simple Structure which, in his words, is a nonstructure. Organizations with a simple structure tend to have «little or no technostructure, few support staffers, a loose division of labor, minimal differentiation among its units, and small managerial hierarchy» (p.306).

By contrast, the Machine Bureaucracy or more complex structure is characterized by high specialization, routine operating tasks, very formalized procedures in the operating core, a proliferation of rules, regulations, and formalized communication throughout the organization, large-sized units at the operating level, reliance on the functional basis for grouping tasks, relatively centralized power for decision making, and an elaborate administrative structure with a sharp distinction between line and staff.

Silver (1983) observed that the particular purposes for which an organization is formed might well influence or constrain the particular structure that is established. Since the QBBE is a small volunteer organization, its structure will be considered as basic or "simple. Specifically, structure will address issues of how tasks are performed, and of how authority, information, and decision processes flow through the organization (Mintzberg, 1979).

Jones (1981) sums up structure this way:

Most people think of the organizational chart when they consider structure, but there are many other structures and systems within an organization in addition to the reporting relationships... One must establish a system of boss-subordinate relationship, methods of communication, procedures for making decisions and solving systems problems,

rules or guidelines for the conduct of organization members, ways of accounting for the outcomes of the organization's behavior, and a system for rewarding goal attainment. All these systems constitute the organization's structure. (p.158).

ORGANIZATIONAL ENVIRONMENT

No organization exists in a void or operates in a vacuum (Newman, 1973; Hall, 1972a). From the hour of its founding an organization inherits an environment to which it becomes inextricably bound and will, for good or ill, affect that environment and in turn be affected by the environment.

Of an inherently interactionary nature, this relationship between environment and organization has important implications for the effects and indeed the effectiveness of the organization, and therefore should be considered when analyzing the organization.

Most, if not all, organizations are founded with certain specific goals in mind. Few organizations, however, expect to realize those goals in total exclusion of the environment in which they exist. At some point, the environment becomes involved in the life of the organization and the interactionary process begins i.e. input, output, effects, feedback, etc.

But exactly what is the environment? And how does it affect the organization? Perrow (1970) states that all organizations have an environment comprised of supplies, competitors, clients, governmental regulatory agencies - the complex social and political milieu of the communities in which they exist. Newman (1973), in somewhat similar language, describes the environment as a complex set of features that includes the suppliers of the resources that the organization needs, the recipients of the goods or services that the organization supplies, and the general scene (economic, political, social, legal, fiscal, cultural, physical) in which the organization operates. For his part, Mintzberg (1979) describes the environment as:

virtually everything outside the organization - its «technology» (i.e., the knowledge base it must draw upon), the nature of its products, customers and competitors, its geographical setting, the economic, political, and even meteorological climate in which it must operate... (p.267).

Organizations that are established by subgroups invariably seek to gain some of the resources of the environment for their own group's purposes. Evidently, the level of energy the environment transmits to the organization can significantly influence the organization's operations. To some extent, then, the environment exerts a

degree of control over the business of an organization, and the way it behaves.

Two researchers in particular - - Aldrich and Mintzberg - - address the issue of environment in somewhat similar ways. Aldrich (1979) identifies four types of environment in which organizations exist: 1) Stable, dispersed environments, 2) Stable, concentrated environment, 3) Unstable, concentrated environments, and 4) Unstable, concentrated, and turbulent environments. In the stable, dispersed environment, which is «pure fantasy», resources tend to be randomly distributed but with no information to organizations, whereas in the Stable, concentrated environments, distribution is more selective, and information for organizations is available. Unstable, concentrated environments are characterized by the existence of other organizations with similar needs, and larger organizations with the capacity for initiatives and operations may drive out the smaller ones. In the fourth environment - - Unstable, concentrated, and turbulent - - change occurs in the nature of relations between environmental elements, and organizations which become skilled at environmental monitoring, screening, and information - processing systems reap the rewards of this type of environment.

Mintzberg's four types of environment are:

- 1) Stability,
- 2) Complexity,
- 3) Market Diversity, and
- 4) Hostility.

Both Aldrich's third environment - - unstable, concentrated environment - - and Mintzberg's hostility have particular relevance for this study, since, as will be shown in Chapter 5, Montreal's black community is indeed «characterized by the existence of other organizations with similar needs» to those of the QBBE. It will also be shown how a larger organization with the «capacity for initiatives and operations» overshadowed, in some sense, the QBBE's operations.

Organizations, if they are to survive, must be aware of the type of environment in which they exist, and must learn how to deal with that environment. The environment has an active relationship with the organization (Newman, 1973), a continuing situation of necessary interaction (Thompson and McEwen, 1972) which introduces an element of environmental control into the organization. Leaders, or decision-making officers in an organization, must be careful to produce something useful or acceptable to at least a part of the organizational environment in order to win continued support.

Thompson and McEwen conclude:

It is improbable that an organization can continue indefinitely - - without cognizance of its relations to the environment. One of the requirements for survival appears to be ability to learn about the environment accurately enough and quickly enough to permit organizational adjustments in time to avoid extinction - - completion, bargaining, co-optation, and coalition constitute procedures for gaining support from the organizational environment... On the other hand, an organization may lose part of its integrity, and therefore some of its potentiality, if it unnecessarily shares power in exchange for support. Hence the establishment in the appropriate form of interaction with the many relevant parts of its environment can be a major organizational consideration in a complex society (p.266).

In other words, an organization needs to maintain a balance in its relationship with the environment, to allow it to pursue goals with conviction and dignity. It has to be careful not to alienate the environment to the extent that badly needed resources are made unavailable. For volunteer organizations like the QBBE, this is an important consideration.

The organizations named in the introduction to this chapter all have goals, structure, environment, and programs and activities. They share these common aspects with the QBBE.

SUMMARY

The review of literature was drawn from the research on organizations, and was intended to develop a framework for analyzing the Quebec Board of Black Educators in particular. The underlying purpose was to arrive at a general understanding of what organizations are, and how they function. The definition that organizations are social units (or, human groupings) deliberately constructed and reconstructed to seek specific goals was adopted.

Based on this definition and upon consideration of the rational and natural system models of organizational analysis, two aspects of organizational life emerged as being central to organizational analysis: goals and structure. A third aspect - - the environment - - was also seen as being central to organizational analysis, since like goals and structure, it was common to all organizations. These three aspects; then - - goals, structure, and environment - - were chosen as the basic framework for analyzing organizations like the QBBE. For the purposes of this study, a fourth aspect, program and activities was added to the framework. A diagram (Figure I) of the framework was developed to show the relationships between these features of organizational life.

Closer examination of these aspects in separate sections showed that: 1) goals are the *raison d'être* of an organization and may be divided into several categories, two of which were system goals and product goals; 2) structure is the way an organization divides its labour and coordinates its tasks; and 3) environment is the relationship between the organization and resources outside its control, but which it needs in order to achieve goals and to survive.

Overall the literature showed that society had become an organizational society, and that organizations were viewed as powerful social tools, deliberately constructed to seek specific goals. It showed, too, that in subgroups, organizations which supplied education to their group, were generally concerned with improving the educational, social, and economic condition of their members. Such organizations appear to have had an impact on society; however, a better understanding of their role and function may only be achieved through analytic study.

The chapters which follow apply the new framework to both a description and analysis of the QBBE's organizational practices and educational effects.

CHAPTER III

DESCRIPTION OF QBBE

INTRODUCTION

According to one educator in the Black community, the germ of the Board of Black Educators was not hatched among professional educators; it was hatched among black West Indian students who at the time were attending McGill and Sir George Williams universities. When this group of students met around the grounds of the McGill campus they spoke of much more than their courses and of their plans after graduation. Their time, the 1960s, had projected upon the black mind a more sophisticated awareness of the black condition particularly in North American societies. It is possible that the dynamism and indomitable human spirit of Martin Luther King Jr. as he led black Americans on the path to civil liberties; the constant visual reminders of institutionalized racism, both in America and Canada, the state of ferment wherein blacks spoke out on university campuses and published articles on racism in the society and the school system, infused these students with the conviction that to take arms in the struggle in their

immediate community was the right and necessary course to follow. For them, the obstacles to education of blacks in Quebec became the burning issue.

Some of these students had been concerned with the conspicuous absence of indigenous blacks in attendance at universities in Montreal; most blacks at universities at that time were mainly from the Caribbean and Africa. This fact prompted the group to examine the situation more carefully. They looked at the education system in terms of its effects on the burgeoning black community of Montreal. They argued that whatever was responsible for this noticeable lack of indigenous blacks at universities, may also be affecting, in similar fashion, West Indian immigrant children, and children born in Montreal of West Indian parents.

A heightened awareness of something radically amiss, coupled with an aggressiveness that was perhaps synonymous with the black struggle at that period, prompted the students to call for an investigation of the Quebec school system. They recognized, however, that the success of such an exercise would be better assured if undertaken by black educators who were already in the system and therefore had

better access to the system. Accordingly, the students approached several black professionals (Leo Bertley, Ossie Downs, Clarence Bayne, Ashton Lewis, Marion Beckley, and Ivy Jennings) with their proposal.

This group of professionals would become the nucleus of the Board of Black Educators. Their actions were guided by the belief that amidst the rhetoric of the day, concrete action should be taken. To quote C. Bayne, one of the founding members, «what was more important to us here in Canada was that when the rhetoric had died down we should have institutions that would deal with problems on an ongoing basis.»

As a result of the students' meeting with this group of black professionals, a study of the Quebec school system was conducted by Leo Bertley and Oswald Downs. The study found that «blatant racism» existed in the school system and that such racism militated against black students completing high school and going on to university. The group of professionals, therefore, saw a primary need for direct dialogue with the Protestant School Board of Greater Montreal and with the universities, McGill in particular, as a means to remediating the plight of black students.

The Board of Black Educators, which in its evolution would become the Quebec Board of Black Educators (QBBE), began its operation in 1969. The founding of the Board was «predicated upon the knowledge of racism in the school system». Its purpose therefore was twofold: 1) to correct the damage that had already been done to black students, and 2) to stop the damage from taking place. The Board would accomplish the first aspect through DaCosta-Hall and Bana summer projects; it would accomplish the second through liaison.

According to Leo Bertley, one of the founding members of the Board of Black Educators, «the Board was organized around doing»; not unlike other similar groups filled with enthusiasm and energy. A great deal of harm had already been done to black students both at the elementary and secondary levels, and action had to be the operative word. This concept is well represented in a letter sent to Bertley in May of 1970, by one of the members of the Board:

We should occupy ourselves with: (1) the problems of the children, (2) establishing a Liaison Officer at the PSBGM, (3) arranging to regroup the children in the general and upper streams, where applicable, (4) acquiring statistics, i.e. names, addresses, telephone numbers etc. of the members of our community whose children attend schools of

the PSBGM; (5) obtaining zoning maps, (6) investigating whether or not our children are segregated, (7) securing a Reading Consultant, and (8) documenting cases (QBBE files).

Given this array of responsibilities, the Board was faced with the fundamental and necessary tasks of defining its goals and objectives and therefrom to organize itself in a manner that would allow it to achieve its aims.

QBBE GOALS

To get a better understanding of QBBE's goals, it is worthwhile to refer to the objectives of the organization. As contained in its Constitution of May 25, 1970, the objectives of the QBBE were:

1. To achieve equal educational opportunity for the black people at all levels of the public and private educational structure.
2. To run remedial programs staffed by and for black people for the purpose of improving academic and skill deficiencies resulting from any cause whatsoever, and in particular resulting from deprivations experienced in the educational system in the community at large.
3. To generate educational programs within and outside of the formal educational structures appropriate for the black experience.

4. To initiate and support general educational reform designed to make (education) more efficient and responsive to the needs of all black people.
5. To study problems affecting the foregoing objects and to conduct research and encourage studies thereon, and publish periodicals, pamphlets and other literature and information on the work of the Quebec Board of Black Educators Inc. in the furtherance of its objects.
6. To associate itself with other black organizations of similar aim in order to work for the attainment of its aims and objectives.
7. To raise funds, to collect and receive monies and property, by contributions, subscriptions, gifts, legacies and grants for the objects of the Quebec Board of Black Educators Inc., or for any special purpose it may determine or as they be directed by donors, consistent with its aforesaid aims and objectives. (QBBE files).

Perhaps the first of these objectives represents the overall goal of the QBBE; every other objective is contributory to the achievement of equal educational opportunity for the black people at all levels of the public and private educational structure. The scope of these objectives, in effect, encompasses environmental change in terms of perceptions, attitudes, policies, and access to available resources on behalf of blacks.

In order to realize this overall goal, or as Etzioni (1964) put it «future state», the organization set itself several smaller goals. These goals appear to fall into two of the categories identified by Perrow (1970) in the literature: product goals and system goals. While objectives 2, 3 and 4 may be considered as product goals-oriented, numbers 5, 6 and 7 tend to be oriented towards system goals (see Table IV).

Heavily task oriented in nature (to run remedial programs, to study problems, to conduct research, to publish information, to raise funds, and to generate and initiate general education reform) these objectives implied that the QBBE fully intended to wrestle with all levels of the educational structure. One founding member said: «Our goal was to make sure that black kids, our kids, would no longer be subjected to the kinds of abuse and injustices which they were receiving at the hands of the public system». Another educator remarked: «The goal of the QBBE, as I understood it, was to bring to the attention, or you might want to call it sensitize, the system or the environment to the concerns of the black community regarding their children's education».

TABLE IV
QBEE GOALS

PRODUCT GOALS	SYSTEM GOALS
<p>2. To run remedial programs staffed by and for black people for the purpose of improving academic and skill deficiencies resulting from any cause whatsoever, and in particular resulting from deprivations experienced in the educational system in the community at large.</p>	<p>5. To study problems affecting the foregoing objects and to conduct research and encourage studies thereon, and publish periodicals, pamphlets and other literature and information on the work of the QBEE in the furtherance of its objects.</p>
<p>3. To generate educational programs within and outside of the formal educational structures appropriate for the black experience.</p>	<p>6. To associate itself with other black organizations of similar aim in order to work for the attainment of its aims and objectives.</p>
<p>4. To initiate and support general educational reform designed to make education more efficient and responsive to the needs of all black people.</p>	<p>7. To raise funds, to collect and receive monies and property... for the objects of the QBEE, ... consistent with its aforesaid aims and objectives.</p>

To be specific, however, the QBBE began with two primary goals: 1) to remediate problems confronting black children in the public Protestant school system, and 2) to establish mechanisms for dealing with education for blacks on an ongoing basis. These product goals would be achieved through its external practices, while its unstated system goal i.e. to become an efficient, effective organization would be realized through its internal practices.

These goals were considered the formal goals of the organization. They also were the personal goals of the members, many of whom had personal knowledge of the inadequacies or ignorance of the formal system regarding the education of blacks. Precisely how the organization prepared itself to achieve its goals and objectives is discussed in the following section:

STRUCTURE

This study refers to the structure of the QBBE in terms of Mintzberg's (1979) definition of structure, i.e., division of labour and coordination of tasks. It adapts this definition to the QBBE's task environment; it considers decision making within the organization: who determines

X

what the tasks are, how they are to be done, and who actually performs them. But in looking at the structure of the QBBE, one must first meet the people who are the embodiment of the structure and consider the environment in which they perform tasks.

The QBBE is a voluntary, non-profit organization. This implies that the tasks of the organization are performed primarily by volunteers who work in committees. The organization has a small membership, and an even smaller number of task performers. The degree, therefore, to which tasks are completed depends largely on the level of commitment felt by these volunteers to the work of the organization. It is widely accepted that organizations that are without the lure of salaries, positions of power, or other tangible rewards, appeal mainly to individuals who consider intangible rewards as incentive enough for volunteering their time and energies. To illustrate this point, some of the remarks of those interviewed for this study are worth repeating.

One black educator who was never a member of the QBBE, but who was always actively involved in the work of the organization said:

«If we don't help each other, we're in big trouble... We have always excelled individually... but it is not enough that we succeed individually, we must succeed as a people... It is up to us who have succeeded - and I might add, against overwhelming odds - and can be role models for our children, to be involved actively with their education».

Another black educator said, during an interview:

«In this society especially, we as black educators have to be concerned with the issue of significant others for our kids. We are a minority, and not as visible in our achievements as others of the (dominant) group. Therefore we have a responsibility to be as visible as we can to our kids, enough to be able to say, yes, it is possible to succeed, and yes, we will help you to succeed.

These remarks reflect the underlying motivation of those who help perform the tasks of the QBBE. Perhaps the remarks of an educator who participated in the first summer school of the QBBE says what many of the other volunteers consider as reward enough for their work:

«I know personally of many black kids who are in universities today because of the QBBE and the program we established, and that makes me feel good».

But another equally important point to be considered regarding the volunteers who comprise the structure of the QBBE is the fact that many of them are professional educators in the Quebec school system. «The Board is in a unique position» said one educator, in that its people are «in the schools and know first hand of the problems confronting black kids». In addition, several of these volunteers have experience as well in the education system of their country of origin which, it might be added, often is the country of origin of many black children presently in the Quebec public school system. This dual experience allows for a larger vision of education and, perhaps, a better understanding of the difficulties which confront black children in the public school system.

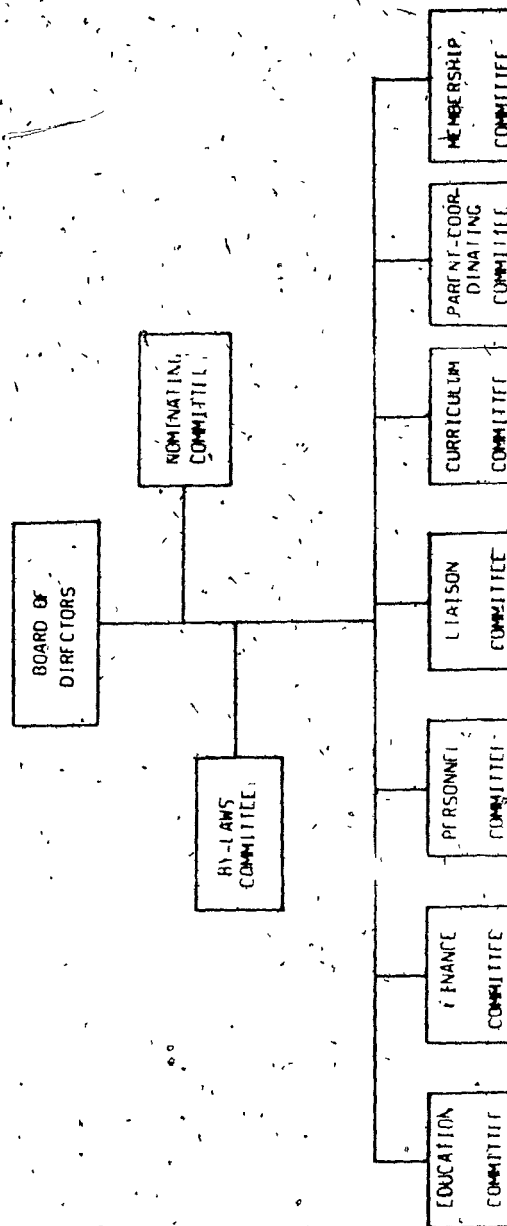
While not all black educators are QBBE members, many of those interviewed attest to their interest in the organization, and of their participation in its work. «I don't hear much from them these days», remarked one teacher, «so I'm not up on what they're doing... but if needed, I'm still ready to help». Another past participant in the QBBE's work said: «I don't need a membership card to get involved in the QBBE. I'm a task-oriented person, when there is a job to be done in the community, I like to be able to assist wherever I'm needed».

These volunteers, supported by other professionals and para-professionals, comprise the structure of the QBBE. Exactly how they relate to each other within the organization requires some examination.

To enable it to pursue its several objectives in as systematic and efficient a manner as possible, the Board adopted a simple structure (see Figure II). It divided its labor among nine committees and achieved coordination through both internal and external linkages (face to face and informal discussions, phone calls, reports, bulletins, letters, etc.). While the Board of Directors charts the course of the organization, many committees plan and run programs aimed at achieving the objectives of the organization. The tasks of the organization, therefore, are addressed through committees, unlike other types of organizations where individuals are responsible for specific tasks. In looking at these committees, one is, in a sense, looking at the programs of the QBBE.

This seemingly tidy arrangement of personnel is by no means indicative of the number of volunteers involved in tasks of the organization. The Board of Directors, for example, is made up of nine (9) people. The average number

FIGURE II
QBBE ORGANIZATION CHART (1970)



of persons on a committee is five (5). Theoretically this works out to 54 persons. However, the actual number of persons serving the purposes of the QBBE amounts to no more than 25. This is so because each individual usually serves on at least 2 committees. The Chairperson of the Education and Planning committee, for example, is also the Chairperson of the BANA committee, a new committee. Similarly, the Vice-President is also the Chairman of the DaCosta-Hall committee, also a new committee.

In looking at the structure or task environment of the QBBE, two points need to be remembered: 1) the workers are volunteer professional educators and other professionals, and 2) they are more often than not serving on several committees of the organization. This facilitates internal coordination but makes external coordination somewhat difficult. As an example, no specific individual interfaces with the environment. The QBBE basically interfaces with the environment through committees. A brief look at the committees helps to demonstrate how the QBBE structure serves the purposes of the organization.

Board of Directors

The QBBE Board of Directors consists of four officers - president, vice-president, secretary and treasurer - and five board members. The primary tasks of this group are to provide leadership, guidance, and the resources necessary for the achievement of the organization's goals and objectives.

QBBE files revealed very little of the business of the Board. However, interviews with board members covered in loose fashion what generally the Board does. As examples, the Board decides, on a yearly basis, the status of the two summer programs. It decides on where to apply for funding, what position to take on language issues that affect blacks, what issues merit its intervention, what form that intervention should take, and what its relationship to other organizations in the Black community should be.

Its meetings, which are usually scheduled to deal with specific issues of concern both to the QBBE and the black community, are convened mainly to formalize plans, policies, and other system goal-related matters of the organization. Much of the preliminary work leading up to decision making,

(i.e. information gathering and information sharing) occurs in advance through informal conversations or discussions among board members. The close relationship among members facilitates this process, «Basically, we talk to each other», said a member. Some members see each other nearly every day because of where they work and where they live.

The Nominating Committee

The Nominating Committee is an adhoc committee, and is usually activated upon the approach of biennial general elections. Comprised of five QBEE members, one of whom acts as chairman, the committee's function is to furnish the electorate with a slate of eligible candidates for the Board of Directors.

The committee is guided in its selection of candidates by the following criteria:

1. The candidate must be a financial member of the organization in good standing.
2. The candidate must present the committee with a resume of his/her activities, education, and interest in the community.
3. The candidate must have his/her application endorsed by 2 other members of the QBBE who are themselves in good standing.

Once all applications have been submitted, the Committee convenes for the specific purpose of screening the applicants and therefrom to present to the general membership a slate of fourteen eligible candidates. The names of these individuals are then presented for election to office. The general elections which are conducted under democratic procedures furnish the QBBE with a nine-member Board of Directors. This Board decides among itself which candidate will fill what post in the Executive.

Education Committee

The Education committee performed several tasks, all of which addressed some aspect of education as far as it related to blacks in the society. One of the original five members of the committee described their mandate thus:

We were dealing with many things at the same time. There was a lot of work to be done - seminars, workshops, training sessions, special meetings - you name it, we were doing it. We had to meet very often to put things together.... and when we broke off, everybody knew exactly what had to be done and who had to do it.

According to the QBBE files, the Education committee did indeed perform many tasks. It recommended courses in «Afrikaan History, French Language, Community Concepts, and Cultural programs for all age groups in the black community». The committee also ran youth workshops and planning sessions to help provide career counselling for black students. Teachers as well were invited to seminars and training sessions arranged by the committee to support them in doing the best job possible as black educators in the public school system.

The Parent Coordinating Committee

Another committee which performed many tasks for the QBBE was the Parent Coordinating Committee. Formed in 1976, this committee was charged with the following responsibilities:

- 1) Animate other parents to become involved in the progress of their children's education.
- 2) Plan and organize programs geared at sensitizing the community to educational issues that affect the well-being of black children in the school system.
- 3) Communicate current educational issues on a community wide basis.
- 4) Assist parents in approaching various school structures.
- 5) Advocate individual students/parents rights as it applies to students' education.

The Parent Coordinating Committee established links to the black community principally through special meetings. The committee looked for ways to create links between parents and to mobilize those parents into the struggle for their children's educational success. «Parents, at about that time were not as active as they are nowadays when it comes to taking an interest in their children's education» explained one educator. «...on the other hand, so many things were happening that people like us were a necessity... we had to accept the responsibility for informing parents».

The Liaison Committee

The Liaison committee, however, is quite another matter. Whereas the Education and Parent coordinating

committees sought to educate the black community about issues relevant to their education, the Liaison committee, or Black Liaison committee, as it was sometimes called, had the task of sensitizing the formal educational structures about the problems related to education of blacks.

It should be pointed out here that the Liaison committee was not strictly a QBBE committee. It was, in a sense, a joint committee made up of members of the QBBE, the PSBGM, and representatives from the Montreal Association of School Administrators (MASA) and the Montreal Teachers' Association (MTA). To be precise, the original committee was comprised of three QBBE representatives, three PSBGM officers, and one officer each from the MASA and the MTA.

Since one of the major tasks of the QBBE was to interface with the PSBGM in particular and with other formal educational institutions, the Liaison committee's work needs closer scrutiny. Its activities are discussed in the next chapter.

Other Committees

The remaining committees which were formed to share the tasks of the QBBE were the Personnel, Curriculum, By-Laws,

Membership, and Finance committees. QBBE files, however, contain very little on the work of any of these committees. Interviews were equally as fruitless in uncovering what exactly these committees had done, or whether they had indeed functioned. An interview with one current QBBE Board member revealed that these committees were only a brief part of the organization's early history «That must have been way before my time», the official said.

The structure of the QBBE, then, was one that is perhaps common to small voluntary organizations. The committees which were the task performing groups, although allowed the freedom to plan their own programs and activities, were subject to the authority of the Board of Directors. The Board alone has power, in the sense that it can approve, or reject any plans which were, or appeared to be, at cross purposes with the organization's goals. This single power centre facilitated both the division of labour and the coordination of activities. The fact that members usually served on several committees at a time, also assisted in coordination on an informal basis.

ENVIRONMENT

The QBBE inherited an external environment that was unstable and full of competition for the available resources. It would perhaps help to look briefly at that environment at three levels: general, educational, and black community.

General

By the end of the 1960s Quebec had undergone the Quiet Revolution, a period during which massive education reform had taken place. In speaking about this reform, Roger Magnuson (1980) wrote:

Of all changing social conditions in Quebec in the 1960s, none epitomized the Quiet Revolution more than the school reform... Education became an instrument of national policy... Above all, the period was marked by the emergence of the State as the dominant education authority whose function was to provide for the school needs of all citizens (P.105).

Evidences of such reform are perhaps best found in such events as the passage of the Grande Charte de l'Education in 1960, the Parent Commission of 1966, the creation of the

first CEGEP (colleges d'enseignement général et professionnel in 1967, and the establishment of the province's first public university (Université du Québec) in 1969.

Despite these grand demonstrations of educational reform, the Quebec public school system was found deficient in its response to the concomitant changes in its population makeup. Through immigration, many West Indian families had established themselves in and around Montreal, and their children brought to the schools a visible as well as a cultural difference. The education needs of these children, which understandably would be somewhat different from those of Canadian children, appeared to have fallen quite outside of the education authority's function, i.e., «to provide for the school needs of all citizens.» In addition, many teachers were either unable or unwilling to adapt their tried and true teaching methods to allow for these cultural differences which, in many cases, were responsible for the difficulties experienced by the black child.

It became obvious, then, to several concerned blacks in the community, that the specific learning needs of the black child would only be addressed through a black interest

group that was capable of engineering the demise of educational practices and policies which were harmful to the full development of the black child. Such a group would speak to the issues of «personal acts of discrimination by white teachers against black children»; it would set up mechanisms to alleviate the trauma experienced by black children who had been badly streamed, and who had been «condemned to the wasteland of practical courses». But of greatest importance, this group would take steps to prevent these situations from arising in the first place.

It came as no surprise, when on April 15, 1970 Mr. Winston Henry, a black educator, wrote to Mr. R. Japp, the Director and Secretary Treasurer of the Protestant School Board of Greater Montreal, informing him of the founding of such a group. In that letter he wrote:

The Black Community has always been concerned about the type of treatment meted out to its students in educational institutions of this province. With the significant increase in the number of black students over the past few years, and the accompanying intensification of such treatment, this concern became even more marked. One result has been the formation of the Board of Black Educators (QBBE files).

Perhaps reflective of the ethos of the larger Quebec society, that is, more active and vocal pursuit of remediation and autonomy, this letter seemed to serve notice to the Protestant School Board of Greater Montreal that the Black Community had found a new voice that was going to be heard in its pursuit of the educational salvation of black children.

Educational

The resources required by the QBBE fell into two basic categories: finance and personnel. As a voluntary organization, having no resources of its own, the QBBE was, to a large extent, dependent upon the environment for assistance in fulfilling its mission. The environment in this specific context, refers to funding and other resources.

In the area of funding, McGill university led the way by providing \$12,000.00 for the operation of the first DaCosta-Hall summer project. Additional funding became available in the years following from the Ministry of Education through its agency known by the acronym DGEC (Direction Générale de l'Enseignement Collégial). The PSBGM

contributed its schools for the operation of both DaCosta-Hall and Bana summer camps. Vanier college, too, provided funding for the DaCosta-Hall project in 1972 in the amount of \$ 22,000.00. In addition, the college reserved 10 places for students who were attending DaCosta-Hall in that year. It must be emphasized that the environment was responding directly to the QBBE's efforts.

Black Community

The personnel needs of the QBBE were partly met through the relationship at that time between the QBBE and the other major black organizations, the BCCQ and the NCC. The recreation division of the Bana camps, for example, was staffed by volunteers from the BCCQ. The camps were also jointly administered by the QBBE and the BCCQ. As well, new members were coming in to the organization. While some became actual financial members, others simply chose to become actively involved in the work of the organization.

The environment in general, it might be said, was receptive to the advances of the QBBE. The exception in this case was perhaps the Montreal Catholic School Commission which, unlike the PSBGM, denied any black

problems in its schools and refused to enter into any real dialogue with the QBBE. However, in explaining why nothing ever developed between the QBBE and the MCSC, a Board member said, «Most of our Caribbean students are English speaking, and attend the Protestant system. For that reason, we never went after the Catholic Board with the same ferocity with which we took on the PSBGM».

Nevertheless, the initial response from the environment seemed to have been one of acknowledgement that indeed there were inconsistencies within the education system in terms of effectively meeting the needs of black children. That acknowledgement or sensitization, translated itself, as a result of the QBBE's efforts, into tangible results such as will be mentioned later. The remaining chapters of this study provide further details about the QBBE's relationship to the environment.

SUMMARY

The purpose of this chapter has been to describe the QBBE. It did so by focusing on the three aspects of organizational life which were developed in the literature review, i.e. goals, structure, and environment. These aspects are conceptually the framework for analyzing the

organization. The chapter showed that the QBBE was founded in the context of educational needs of black students who were being treated unfairly in the public school system, and who needed both remedial education and support mechanisms if they were to succeed.

This context led to the overall goal of seeking equality of education for blacks at all levels of the education structure. In order to meet this goal, the QBBE set itself several objectives, all of which required an organizational structure that would allow for tasks to be performed. Hence the structure of the organization was simple; it was comprised of a 9 member Board of Directors, which divided the labour among several committees, and achieved coordination of activities by making all task performing groups responsible to the Board itself and through informal (internal) linkages, and formal (external) linkages. Foremost among these task groups, or committees, were the Nominating, Education, Parent Coordinating, and Liaison Committees.

Finally, the chapter looked at the external environment which the QBBE inherited. This environment was briefly at these levels: general, educational, and black community. The environment, it was shown, provided the two essential resources required by the QBBE -- finance and personnel. Except for the MCSC, the chapter concluded, the environment was generally receptive to the needs of the Black students, as a direct result of the QBBE's intervention, and therefore made several conciliatory gestures. These gestures will be considered in the next chapter which deals with the QBBE's programs and activities.

CHAPTER IV

QBBE PROGRAMS, ACTIVITIES, AND EFFECTS

INTRODUCTION

Every organization has a purpose, and that purpose is served through its programs and activities. They are the means by which goals and objectives are realized. The QBBE's mission, from the beginning, was to remediate and eventually eliminate problems related to the education of blacks in Québec public schools. Black students in particular were the main thrust of its endeavors, both elementary and secondary age groups. Precisely what those endeavors were is the subject of this chapter.

The endeavors of the QBBE, as manifested through its programs and activities, come under six separate headings: 1) DaCosta-Hall, 2) Bana, 3) Workshops, 4) Meetings, 5) Liaison, and 6) Tutorials. Each of these is examined in terms of its objectives and, wherever possible, its outcomes. They are dealt with in the very order in which they are mentioned here and are summarized in tables which appear throughout the chapter.

DCH:

DaCosta-Hall is recognizably the major educational program of the QBBE. It is, in fact, the program around which the organization was established. Conceptually of a remedial and short term nature, DaCosta-Hall was planned as a parallel to the formal education system; an extension of the school year during which, students had a chance to qualify for entrance into college. It was designed to create a learning environment that was more supportive of the black child; an environment that reinforced positive self concepts and the possibility of achieving academic success. The actualization of the school is described by Ashton Lewis, a former President of the QBBE:

In 1970, then, after serious and continuous dialogue with the PSBGM, Dawson and Vanier colleges, and Loyola, Marianapolis, Sir George Williams and McGill universities, a six-week remedial program was established in the High School of Montreal under the name of DaCosta-Hall (QBBE files).

Given its name by Leo Bertley, the school's first principal, DaCosta-Hall is a combination of the names of two early black Canadians - Matthew DaCosta and William Hall. DaCosta was a black free man whose knowledge of the Micmac

language had made him an invaluable member of Samuel Champlain's «illustrious group» which arrived in New France in 1606 (Bertley, 1985). Hall was a black Canadian who was awarded the Royal Victoria Cross for his distinguished service to the Canadian forces during World War II.

DaCosta-Hall, then, is symbolic of black ability and achievement; of blacks truly belonging to the Canadian Society, and as such, entitled to equal opportunities to succeed and to contribute to the society. The school, therefore, was meant to help black students achieve and contribute.

Goals

The first DaCosta-Hall project ran from July 2 to August 14, 1970, and was housed at the High School of Montreal. The goals of the project were:

- 1) to provide students at the grade 11 level with sufficient academic credits to be admitted to university.
- 2) to instil a sense of black pride and identity in the students as a motivating factor for their success through life.
- 3) to begin the enrichment of black students from grade 8 to 10 so that they could be removed from the practical classes.

The student population, in accordance with the objectives of the project, was made up of high school students from grades 8 to 11. The greater urgency obviously was with the grade 11 students who were on the perimeters of either university life or the limbo of an under-educated and invariably unemployed state. Far too many students had already taken this latter direction and now that a way had been found to seal off this disastrous exit from school life, no time was to be wasted in attacking the task. Also, there was the business of reclaiming students from practical classes where many were languishing and eventually disappearing.

These goals, however, were to be achieved in conjunction with the fostering of «black pride and identity». This last goal was perhaps the single most distinguishing feature of the DaCosta-Hall project. In terms of academic instruction and its attendant physical environment, DaCosta-Hall bore several striking resemblances to the formal system; however, its emphasis on the black perspective, it was felt, tailored the project to fit the deeper needs of black students.

The Principal's Report for that first DaCosta-Hall
noted:

Wherever possible the significance of the black experience and the role of the black man were discussed. Subjects such as literature, history and sociology emphasized the black man. The literature course, for example, used black authors almost exclusively while the history program dealt with the «Blacks in Canada». The nature of the History course demanded some study of African, American, Latin-American and Caribbean History. Reading materials for the French course were selected partly with a view to increasing the students' awareness of their black heritage. The sociology course was intended to help the students understand the nature of their society and their relationship with it ... As much as was possible, a Canadian approach was taken although the international nature of the Black Community was kept constantly to the fore. (QBBE files)

Structure

Structure, within the context of DaCosta-Hall, means staffing. The concept of structure, however, as used in the literature, remains the same, i.e. division of labour and coordination of activities. This includes teachers, counsellors, and administrative staff,

a) Teachers

The hiring criteria for teachers to the DaCosta-Hall project reflect the essential differences between teachers in the regular school system and those in the project. Those criteria were and are:

- 1) Certification as a teacher in the province of Quebec.
- 2) Involvement in some aspect of black community life.
- 3) Contribution to the efforts of the QBBE.
- 4) Attendance at an orientation workshop conducted by the QBBE's Education and Curriculum committees.

The teachers who are all black, have regular teaching positions in the formal education system, and are hired by the QBBE Board of Directors to provide instruction in their particular area of expertise. Table V provides a profile of the DaCosta-Hall teaching staff, and is an endorsement of the school as a bonafide educational institution that is equipped both in qualification and experience to provide educational assistance for black children who need such services.

Following the curriculum of the Protestant school system, DaCosta-Hall teachers instruct students from grade 7 through 11, from Monday to Thursday each week, between 8:30 and 2:30 each day for 6 consecutive weeks during the summer.

TABLE V
STANDARD INOCORP-HULL STAFF

Courses taught	Qualification	General Teaching Experience	ICH Experience
Black History Canadian History English	B.A.; Dip. Ed.; MA (in progress)	10 years (PBBCH)	9 years
Chemistry, Math	B.Sc.; M.Sc.	31 years (5 yrs Jamaican) (26 yrs LSC Board)	10 years
Physics	B.Sc.; M.Sc.	25 years (MCSC)	10 years
French	B.A.; Dip. Ed.	34 years (15 years Carribbean) (19 yrs Laurinville)	3 years
English	B.A.; Dip. Ed.	19 years (PBBCH)	8 years
Math	B.Sc.	20 years (Laurinville)	8 years
Math	B.Sc.	7 years (PBBCH)	3 years

The task is not unfamiliar to the teachers, «but» said one teacher, «sometimes you feel the time is so short compared to the many things you want to try and get across to the kids».

Keeping in mind that these teachers receive much less than their regular salaries for doing DaCosta-Hall, it is to their credit that both student sample groups consider them one of the major strengths of DaCosta-Hall (see Table VI).

Table VI
STUDENT PERCEPTIONS OF DCH STRENGTHS

Strengths of Da-Costa-Hall	1980 N=26	1984 N=25
Teachers	40%	44%
Students	28%	25%
Black History	4%	-
Atmosphere	20%	28%
Can't say	8%	4%

The question was asked of one teacher «Why, after doing this «job» all year, would you want to use your vacation time to do the same thing?» The reply was:

I don't see it as exactly the same thing. Most of the kids come to DaCosta-Hall because they have a specific need. Now if you can help them with that specific need, and they can go back into their school with a little more understanding and confidence, then you feel rewarded. Of course you're tired going in, but once you get in there with those kids and feel their energy you get energized and you're almost sorry when the 6 weeks are up. (Teacher Interview, 1985)

Other teachers as well expressed similar sentiments about teaching at DCH during the summer.

One black educator claimed, however, that the original motivation for wanting to teach at DaCosta-Hall might have given way to the need for extra cash during the summer. «The need for financial consideration I believe, has corrupted the air surrounding DaCosta-Hall», the educator said. «DaCosta-Hall was never meant to create jobs for blacks; that was never its raison d'être. It was set up to help Black kids who were being brutalized by the system, and this philosophy has been departed from by some who came into the program. «But», he concludes, «they have a few good people around who do it for the right reasons».

b) Administration

The administrative staff of DaCosta-Hall is comprised of a principal, a main secretary, an assistant secretary, and a volunteer general assistant. In addition, a retired teacher functions both as a supervisor of students between their classes and a substitute for absent teachers. The principal is the chief administrator of the project, while the secretary and assistants perform several support tasks.

Environment

Initially, the environment responded favourably to the DaCosta-Hall project in two ways: 1) funding and 2) facilities. In a revised budget (May 25, 1970) to Dr. H. Roche Robertson, then principal and Vice Chancellor of McGill University, Leo Bertley showed a need for \$15,000.00 to run the first DaCosta-Hall project (Phase I). With a guarantee of strict accountability on the part of the project's administration, coupled with the no-nonsense, competent approach to the undertaking, McGill granted the necessary funds.

In responding to a letter of thanks from Leo Bartley at the end of that first project, E.J. Stanbury of McGill informed the QBBE of an unused portion of the budget in the amount of \$482.22 (this was later adjusted to read \$248.13-- September 28, 1970) and he suggested that the amount be placed in the Board's Scholarship fund. But he also made another more significant remark in that letter. He made it quite clear that McGill would not be able «to give the same financial support in the future». Obviously, the QBBE would have to seek other sources of funding since, from all appearances, its work had indeed only just begun. In subsequent years, the Board would seek and obtain funding for DaCosta-Hall primarily from DGEC via the PSBGM.

The PSBGM, as has already been stated, contributed space (Montreal High School) for the operation of the first DaCosta-Hall school. The following year, however, the project was moved to the Selby campus of Dawson College where it operated each summer until 1985 when it was switched to the Lafontaine campus of Dawson College.

Other forms of response from the environment include Vanier College's reservation of ten places for students completing their entrance credits through DaCosta-Hall. The

NBCC as well responded by setting up a book fund to assist graduating DaCosta-Hall students in acquiring course books for their introduction into college life.

Outcomes

One of the major outcomes of DaCosta-Hall is that it has developed into a permanent summer program, and is recognized by the formal educational institutions as a bonafide school where students can acquire credits either to allow them to advance to the next grade, or to enter college. This is of particular significance, since the school was conceptually a short term project that was designed to "go out of business as soon as possible", as one previous principal of the school remarked. The program's existence - - 16 years after its first run - - was discussed with several educators; they responded in various ways:

The existence of DaCosta-Hall is not a failure... I think it is proof that situations still exist in the system that have not been addressed.

There is still a need for DaCosta-Hall. Many of the same problems we were addressing in 1970, are still prevailing today in 1984.

It is true that theoretically, DaCosta-Hall should have gone out of business. But once the job got started, we began to see more and more a need for such a program on an ongoing basis.

DaCosta-Hall began doing fifteen years ago what the PSBGM and others have only just seen the need to do. The fact that they are only now starting, I think, says it loud and clear that DaCosta-Hall is justified in its existence, because it has been providing a service that was necessary, but was not otherwise available.

One PSBGM official said of the program: I think its great. They've invited me to visit the school several times, and I was impressed by what I saw. It's the closest black kids will come to a predominantly black environment in this society. That alone makes it a super program. (Interviews with community educators, 1985).

These and other similar remarks attest to the environment's perception of DaCosta-Hall and of its importance to the education of black students. But what have been the outcomes of DaCosta-Hall as far as students are concerned? According to one student sample (1980 & 1984), the program has made major contributions to their lives. When asked to what extent DaCosta-Hall helped them in school life, they responded very favourably. Table VII provides a breakdown of the students' responses.

Table VII
STUDENT PERCEPTION OF EXTENT OF HELP
RECEIVED FROM DCH

Extent of Help from DaCosta-Hall	1980 N=26	1984 N=25
Great extent	36%	44%
Some extent	36%	36%
Small extent	24%	16%
Not at all	4%	4%
Don't know	-	-
	100%	100%

The greater percentage^o of students from both groups were of the opinion that the DaCosta-Hall school helped them significantly. Several of the 1980 students expressed appreciation for the special ways in which teachers in the program explained difficulties, thus facilitating their understanding of the problems. When asked specifically, they responded favourably to the opportunity to learn Black History, since none of them had any other access to such education. On the other hand, some 1984 students did acknowledge the availability of Black History in their schools, but were not of themselves enrolled in any such course. Only two other encounters with the teaching of Black History were specifically mentioned: Baha camps and Westhill High.

Table VIII which follows, shows the present academic status of students who attended DaCosta-Hall in 1980. The intention was simply to find out what effect, if any, the program might have had on their present situation (in 1984).

Table VIII
PRESENT STATUS OF 26 1980
DaCOSTA-HALL STUDENTS

High School	- 80%
College	- 20%
University	-
Work	-
Dropout	-
	100%

It may be presumptuous to suggest that DaCosta-Hall is responsible for the high rate of students who are still in school and for those who have gone on to College. But given the students' perceptions of the amount of help they received from the school, it seems quite fair to say that DaCosta-Hall played a hand in their present academic status. The fact that none had dropped out of high school, and that the remainder had entered colleges are small indications of change which might have been influenced by DaCosta-Hall. While 70 percent of those still in high school at the time of the interview credited DaCosta-Hall with their academic progress, 80 percent of those who were in college perceived DaCosta-Hall as the major force behind their being able to go beyond high school.

In terms of its goals, DaCosta-Hall seems to have met some of the academic and self upliftment needs of black students. The «special quality of interaction» referred to in the Wills study of 1977 DaCosta-Hall students was echoed by students in a variety of ways. They liked meeting other black students; they enjoyed the relaxed atmosphere of the school, the ambience provided through black professionals, through Black Theatre Workshop on-campus presentations, and through being in a majority situation. One black educator remarked: «Education is not merely teaching a man how to be a carpenter, but teaching a carpenter how to be a man». DaCosta-Hall's business has been, and still is, the education of black students; to help them be men and women, fully conscious of who they are, where they are going and possessed of the tools to get there.

BANA

A QBBE member, in reflecting upon the reasoning that led to the establishment of the second of the QBBE's summer schools, remarked: «While DaCosta-Hall was established as a short-term measure to rectify the immediate problems of students at the grades 10 and 11 levels, it was with the students at the elementary grades that more effort and

dedication was required. This recognition of the problems of elementary children gave rise to the BANA school. If the problems were caught at an early stage, the organization argued, there would eventually be no need for the secondary project, since the problems would have been eliminated. While DaCosta-Hall was viewed as remedial, Bana, on the other hand, was in essence preventive in its approach.

Taking its name from the Swahili word meaning child, BANA was implemented in 1972 and was designed to meet the academic and cultural needs of elementary-age black students. The program was of 6 weeks duration and was divided into two sections: academic and recreational, both of which were presented from a black perspective. Originally administered by the QBBE, the Bana Project subsequently fell under the joint sponsorship of both the QBBE and the Black Community Council of Quebec (BCCQ). Through mutual agreement, the QBBE administered the academic component of the project, while the BCCQ assumed responsibility for the recreational component.

Goals

Specifically, the major goals of the Bana project were:

- 1) To motivate black students to learn, and
- 2) To return a confident black child to the formal school system.

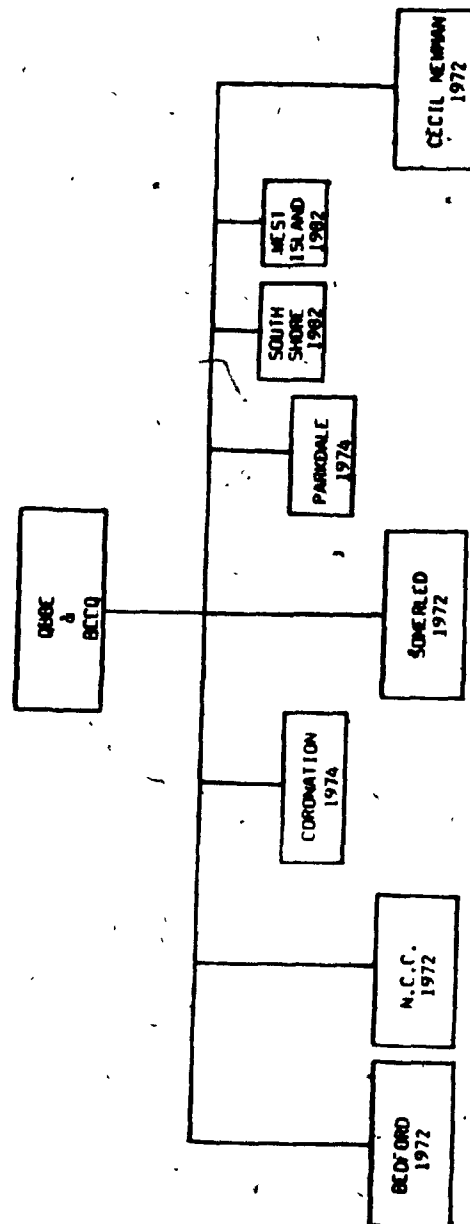
Recognizing that the young mind is fertile ground for cultivating values and the motivation to learn, the project sought to «nip in the bud» those problems which were facing the older black students at the high school level, and to foster positive attitudes and pride at an earlier age.

These stated goals, however, were not as concrete as those of the DaCosta-Hall program, in the sense that they were not easily measurable. There were no credits awarded, nor were there any compulsory connections between the pupils' attendance at the camp and their next academic year. The major parallel between Bana and DaCosta-Hall was perhaps the environment the camps created; learning environments wherein black students were presented with role models, and engaged in activities that emphasized their culture and history.

Structure

The basic organizational structure of the Bana program is represented in Figure 111. It reflects the joint

FIGURE III
BANA ADMINISTRATION



sponsorship of the program by the QBBE and the BCCQ. The division of the program into academic and cultural activities made it necessary to separate the tasks of running the summer camps between teachers and counsellors. Coordination of cultural activities was achieved through the hiring of a community organizer from the BCCQ who basically visited each camp, noted their needs and ensured that some amount of uniformity prevailed throughout the camps, in terms of content and spirit.

Bana is operated largely in schools of the PSBGM. Each Bana Camp adopts as its patron a historical black figure. Names such as Marcus Garvey, Patrice Lumumba, Martin Luther King Jr. are used as symbolic reminders of the black struggles and achievements.

In the first year of operation, three PSBGM schools were used: Bedford, Somerled and Cecil Newman. A fourth Bana Camp was carried on at the Negro Community Centre (NCC) in downtown Montreal. Lack of records makes it impossible to say with any degree of accuracy how many pupils attended the program. It was learned through interviews, however, that approximately 450 students ranging from 6 to 12 years attended the camps. Operated on a five-day week, classes

began at 9:00 a.m. and ended at 3:00 p.m. each day from Monday to Friday. The students received academic instruction between 9:00 a.m. and 12:30 in three subjects: Language Arts, French Language training, and Mathematics. Much time was devoted to mastering basic skills, while in Language Arts, the works of black novelists and poets such as Langston Hughs were used, and were complemented by stories from Africa and the Caribbean. The objective was to create in the children an awareness of their cultural identity.

Today - - as it was at the start of the camps - - in the recreational portion of the Project, the children, under the supervision of the counsellors are taken on trips in and around the island of Montreal in order to give them a sense of the society in which they live and of the many benefits that are to be derived from it. They are also taught songs and dances that are distinctly culture-oriented. The children often use these songs and dances to entertain their parents on Parent Night at the camps.

Staffing - Teachers and Counsellors

The hiring criteria for teachers to the Bana Project is the same as those for the DaCosta-Hall program. Bana teachers are finally selected after interviews with QBBE and the Black Community Council personnel. These criteria were intended to equip the Project with the type of instruction and atmosphere that would encourage and enhance learning among black children.

Counsellors in the Project are black high school and CEGEP students between the ages of 16 and 20. They come under the direct supervision of the community organizer of the BCCQ, and are responsible for arranging and supervising all recreational activities at the camp, keeping in mind that the accent should at all times be placed on black culture, black history and black achievement. Each camp has a total of between 3 and 4 teachers and approximately 6 to 8 counsellors.

Environment

As was the case with DaCosta-Hall, the environment responded to the Bana program by supplying funding and

classrooms. The first Bana project in 1972 showed a need for \$ 9,900.00. Of this amount, the PSBGM contributed \$ 7,400.00 while Vanier College provided \$ 2,000.00. The QBBE supplied the remainder of \$ 500.00. In 1973, the PSBGM again responded to the Bana project by giving \$ 5,000.00 to its operation. Two other school boards which had been approached for funding - - Catholic School Board of Lasalle and Commission des Écoles Catholiques de Montréal (CECM) refused to give any kind of assistance.

By 1974, the budget for the QBBE's portion of the Bana program had reached \$ 15,955.00 and the required staff included a coordinator, an assistant coordinator, nine teachers, a typist and receptionist. These personnel were all employed by the QBBE and functioned solely in the academic portion of the program. QBBE files do not state the exact amount given to Bana that year. However, as far as is remembered by those in the organization who deal with its finances, the PSBGM more than likely supplied the necessary funds.

As Figure 111 shows, the Bana camps were held at several different sites. With the exception of the NCC location, all the Bana sites were schools of the PSBGM. Not

only were classrooms made available to the program, but photocopying facilities, as well as audio visual equipment, were placed at the disposal of the camps. School supplies, such as art equipment, exercise books, pencils, and other necessary tools for proper classroom functioning were also provided by the PSBGM.

Outcomes

This blend of academic instruction and cultural and recreational activities drew the following observation from the Black Action Party (1972) at the end of the first Bana phase.

It (BANA) was a totally new concept, at least in Montreal and required a great deal of imagination on the part of the teachers and cooperation from the counsellors, most of whom are Cote des Neiges high schoolers... It was a bold experiment and one that was very worthwhile. It definitely warrants continuation.

However, the QBBE administrator for the Bana Project that year, Mr. Garvin Jeffers, made several recommendations aimed, no doubt, at correcting the weaknesses he had observed in the project.

- 1) The Project should be headed by one coordinator with teaching experience who is familiar with the Montreal system. This person should be given overall responsibility for the academic and recreational sides of the program.
- 2) An Assistant Coordinator should act as an athletic director of the program. This person should have experience in planning the type of recreational program the sponsors have in mind.
- 3) Counsellors and teachers should be interviewed by the Coordinator, and should know that they are responsible to him/her and not to the sponsors of the program.
- 4) Counsellors should undergo a training session which should have four objectives:
 - a) At the end of the session a counsellor should be able to write a program for a week.
 - b) All counsellors should have an overall understanding of the program.
 - c) A general code of conduct should be established.
 - d) Conditions for dismissal should be clearly spelled out (QBBE files).

Until 1984, the Bana program had operated without difficulty each summer in terms of funding and pupil attendance. Expanding its operation to include four other communities - Coronation, Parkdale, the South Shore and West Island - the camps received in 1984 an average of 100 children each. In 1984, however, funding for the program was cut off by the PSBGM, and although teachers carried on

the camps (as tutorials) almost entirely on a voluntary basis, it was evident that Bana's future had been seriously jeopardized.

WORKSHOPS

QBBE records contain evidences of three workshops, all of which were primarily the work of the Education committee. The first of these workshops, held on March 1975 on the campus of Dawson College, addressed three major issues:

1. Elementary Schools: Developing young black minds.
2. Secondary Education: Working out a new direction for black students.
3. CEGEPS and Universities: Who should attend?

The workshop reported that 95% of the 175 black students attending Monklands High were from the West Indies, and that these students were «plagued by an adjustment problem». It also found that the attitudes of some black students indicated a lack of motivation. As well, these students invariably were lacking in basic skills. In direct response to these problems, the Workshop made the following recommendations:

- There should be group discussions in schools for students to «rap».
- Black teachers should be assigned to schools where there are significant numbers of black students.
- Blacks should learn French.
- Cross-cultural programs and cultural exchanges should be organized.
- Parents should become involved with their children's education.
- There should be sensitivity training for both black and white teachers.

Also discussed at this workshop was another matter of great concern to the black community at that time -- Bill 22. This was a law that denied English education to children whose parents were not educated in English in Canada, or to children who had no older sibling in attendance at an English school in Quebec. Since most West Indian families were affected by this law, the issue attracted much interest. As a result of the discussion, it was resolved that the Bana Camps would offer French Language training for children who attended the camps. Further, the QBBE would pressure the PSBGM to provide avenues for blacks to become functionally bilingual. Table IX provides the overview of this workshop.

TABLE IX
OVERVIEW OF WORKSHOP OF MARCH 1975

TOPIC	CONCERNS	RECOMMENDATIONS
1. Elementary Schools: Developing young black minds	Elementary students lacking in motivation and basic skills. BILL 22	Parents should consider their children's emotional and intellectual capacities, their academic and attainment potential, their own ability to assist their children at home, and their own ability to uphold the rights of their children in the school system. French immersion should take place at an early age. Grade 7/8 to attend DeCoteau-Hall.
2. Secondary Education: Working out of a new direction for black students.	Students from the West Indies plagued by adjustment problems. Lack of knowledge of French among blacks. Emersion of black students after grade 8.	No black student should be placed in emersion after grade eight. The PSCM should take steps to improve the quality of French currently taught in high schools. Students completing high school who are not bilingual should be encouraged to participate in Marguerite and other French programs. Cross-Cultural and cultural exchange programs should be organized. Black teachers should be assigned to schools where there are significant numbers of blacks.
3. CCEPS and universities: Who should attend.	The lack of proper guidance for blacks in high schools.	Increased meetings with black and white guidance counsellors. Dialogue and group discussions among students, counsellors, and teachers. Provincial credit should be given to Black Studies Program. GASE should have a series of workshops to help them to instill in the black students a positive philosophy regarding self-perception.

Two subsequent workshops sponsored by the Education Committee again demonstrated the committee's efforts to stay abreast of the ever changing environment and to keep the black community informed of those changes. On November 19, 1977, a workshop entitled «The Black Child in a Multicultural Society» dealt with the problems of black children as a subgroup within a larger society. The guest speaker, Dr. Elsa Richards of the Toronto Board of Education, reemphasized the need for an organization like the QBBE and for the programs it was operating on behalf of the black community.

At the 1981 Workshop held at Kensington School in NDG, the committee's concern was with Dr. Camille Laurin's White Paper on education which had been «leaked» to the press.

Somewhat reminiscent of the discussion on Bill 22 in the workshop held in 1975, this workshop was preoccupied with the effects of restructuration upon the black community. Some attendees expressed concerns about the intention of the Minister to place more «power» in the hands of the parents. Some argued that compared to what the Minister was offering, there was more protection for blacks and black teachers under the status quo. The arguments in

favour of separation along linguistic lines were to the effect that the language of instruction (English) for blacks would be better guaranteed.

The general aim of the workshop was to provoke thought on the issue. Many who were not particularly sure of the arguments for or against the restructuring plan, were able to update themselves both in the plenary sessions and the group sessions. During the lunch break, which incidentally had all the trappings of a great in door picnic, West Indian style, attendees were introduced to each other and for the first time some of them became aware that there were indeed many black educators who were and had been at the vanguard of education for blacks in the society.

To sum up, no decision was taken at this workshop regarding the restructuring plan. Despite several lively discussions which were aimed at deciding on «what posture the black intelligentsia was to adopt» on the issue, the only decision taken was to convene a follow-up workshop to discuss the matter further, when more information and more thought had been given to the issue. As far as is known, however, that follow-up workshop never took place. Indeed, the 1981 workshop is the most recent workshop to have been sponsored by the QBEE.

MEETINGS

A major difficulty in tracing the work of the QBBE was the absence of records which, as far as was understood, were either mislaid or lost altogether due to inadequate filing facilities. Large gaps in the outline of activities gave the impression of an organization that was at best sporadic, or at worst inefficient. As the Calendar of meetings (Table X) shows, meetings of the QBBE were of three main types: 1) Board of Directors, 2) Regular, and 3) Special. While Special and Board of Directors meetings deal with specific issues (John Grant, Parent Evening etc.) regular meetings have the distinction of bringing together all the business of the various task groups into one room for the benefit of the general membership. Regular meetings deal with the mundane as well as the profound issues of the day and provide financial as well as non-financial members with opportunities to become aware of the organization's work and progress and to offer their views and opinions on any matter of concern to the organization. In effect, meetings provide some evaluation of the QBBE's overall programs and activities apart from the more formal types, i.e., Committee reports, Board reports, etc.

TABLE X
CALENDAR OF QRS MEETINGS

DATE	JAN.	FEB.	MARCH	APRIL	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
1973				29 Reg.								
1974												
1975	23 Reg.	27 Reg.		14 Reg.	7 Spec.					14 Reg.8 26 Ans.Dir		
1976	19,20 Exec.	18 Dir.	5,19,31 Reg.Mbr.	23 Reg.	31 Liaison							
1977						17 Reg.	19 Reg.		23 Reg.	21 Reg.	30 PCC.	
1978	27 Reg.	18,28 Reg.	14 Dir.	26 Ed.Com.						21 Reg.		7 PCC.
1979												
1980												
1981												
1982						23 Dir.			22 Dir.			
1983						28 Dir.				24 Reg.		
1984	13,31 Reg. Annual									17 Reg.		

The average regular meeting deals with the everyday affairs of the organization: such items as correspondence, committee reports, treasurer's report, membership fees, make up the normal agenda of regular meetings. But every so often other matters of greater importance are dealt with. The regular meeting of October 17, 1984, for example, dealt with Bana, DaCosta-Hall, Tutorial programs, a learning centre, and an educational conference. It also discussed upcoming by-elections to fill the posts left vacant by officers who had recently resigned.

Meetings appear to have occurred with greater frequency during the four-years between 1974 and 1978. The picture changes, however, between 1978 and 1984. By contrast, this later period is marked by inaction and perhaps loss of energy. Apart from DaCosta-Hall and Bana, not much else seems to have happened during these six-years last passed. These impressions, it must be remembered, are based partly on what the QBBE files reveal, or perhaps fail to reveal, and may not be an accurate reflection of the functioning of the organization. Notwithstanding, several interviews with founding and present members, and members of the Board of Directors, corroborate these views, i.e. that the QBBE is not as vibrant as it once was. In essence, it appears to be an organization in decline.

LIAISON FUNCTION

Liaison perhaps best describes the role of the QBBE in the field of education. This was its raison d'être - to convey to the formal educational structures the difficulties black children were encountering in the education system and to ensure that steps were taken to alleviate those difficulties. As was earlier stated, the primary target of the QBBE's liaison activities was the PSBGM. It was in the Protestant schools that «blatant racism» had been discovered. This does not, however, suggest that the same ills were not present in the Catholic system; it simply means that only the Protestant system had been willing to have its schools investigated.

The foundation for the relationship between the QBBE and the PSBGM was laid in 1970 when the QBBE, under a special committee, set up to study the problem of black students, presented to the PSBGM a document called the 17-Point Agreement. This document dated November 29, 1970, contained the major issues with which the QBBE was concerned (Appendix VII).

The 17- Point Agreement, in effect, established the tenor of the QBBE's existence and signified to the PSBGM what path the organization had chosen toward achievement of its goals. Previous attempts by black organizations to provide education for blacks had basically stayed outside of the formal system. The QBBE had no such intention. It felt that the formal system was responsible for providing proper education for all members of the society and that certainly included black children. If, however, it was not doing so, then the QBBE was prepared to fight for the establishment of mechanisms within the formal system whereby the educational needs of black children would be met. Dialogue and representation were to be the organization's major tools for reaching its goals.

As a result of the 17- Point Agreement the PSBGM, on the 27th of April, 1971, «approved for implementation as soon as possible these recommendations... as amended and adopted by the Educational Policies Committee». The recommendations followed closely the document presented by the QBBE except that the ED. Policy Committee «resolved to recommend to the Board that the following recommendations be adopted in principle, (and) carried out where possible in a viable community».

6. Wherever possible Black studies programs be handled by black teachers.
7. In Schools where there is no Black studies program Black literature and Black History be incorporated with the regular school curriculum.
8. A Black Studies program be offered in the evening schools, if and when Black studies are offered as credit courses.
12. Black guidance teachers to be made available to guide black students in the high schools and that those counsellors be placed in given schools and be made available to black students at large.
13. These guidance teachers be responsible for recommending the initial placement of black High school students from without the system, and a table of equivalence be worked out between West Indies, British and Canadian systems with particular regard to grade level.

(Extract from PSBGM meeting sent to QBBE, dated July 16, 1975).

The Liaison Committee Function

In the five years immediately following the Education Policies Committee's recommendations, the QBBE concentrated on building its two summer programs. In 1976, however, the Liaison Committee was formed and the machinery for monitoring changes was set in motion.

When this Committee first met in March of 1976 it was composed of members of the QBBE and officers of the PSBGM. Representing the QBBE were Garvin Jeffers, Alwin Spence and Dorothy Wills. For the PSBGM there were G.G. Auchinleck, E.G. Cochrane, and G.S. Conrod. Also invited were two Officers - one representative of the MASA and one from the MTA.

The objective of this meeting was «to study existing problems with a view to finding adequate solutions». Specifically, the goals of the Committee were to obtain:

1. A complete update of the Parity Report with special emphasis on the following:
 - a) The use of standardized tests
 - b) The role of the Black Liaison Officer
 - c) The role of the Black Psychologist
 - d) The role of the Black Social worker
 - e) Input by the QBBE on the appointment of Black Officers
2. A thorough investigation of John Grant High School for practices of admission of black students.
3. Special Education classes (elementary and immigrant children).
4. The Minority Report to the Personnel Practices Committee.

5. The availability of Black Guidance Counsellors to counsel black students in high schools.
6. A moratorium to be placed temporarily on the placement of black students.
7. A review of the existing guidelines with respect to the placement of black students.
8. The study of and implementation of new means of assessment of black students.
9. Resubmission to the Ministry of Education for official recognition of the program of Black Studies.

The Liaison Committee, as the foregoing objectives demonstrate, was the task group set up to ensure that corrective action was forthcoming. According to a PSBGM official, the QBBE, as an organization, «sensitized» the Board to the problems facing black children in its schools, whereas the Liaison Committee was intended to act upon the newly acquired sensitivity on an ongoing basis.

The Liaison Committee has since evolved into the PSBGM - Black Community Liaison Committee. Its base, as well, has been broadened to include representatives from other black organizations. At present the committee is chaired by the PSBGM, while the Black Liaison officer performs the duties of secretary. QBBE representatives have decreased from

three to two. The remaining members are derived from the Barbados House, Jamaican Association, the Garvey Institute, the BTW, the Negro Community Centre, and the CDN, NDG and Lasalle Black Community Associations. The exact composition of the committee will be presented later in chapter 5 of this study.

Outcomes

What changes have taken place as a result of the QBBE's liaison function? Or what has the organization accomplished over the years? To begin with, it is perhaps apropos that the office of the Black Liaison be the first mentioned. The Black Liaison officer, who is an employee of the PSBGM, is one of the major results of the QBBE's liaison function. The office came out of the 17- Point Agreement and was intended to deal with black students and their various difficulties. The first black Liaison Officer, Gwen Lord, was a teacher in the PSBGM system at the time. She was eminently qualified to fill this position primarily because she had been brought up in the PSBGM schools, and had personal knowledge of the problems faced by black students. Her experience made her particularly sensitive to the duties of the office.

The hiring of a black psychologist in the PSBGM system is another result of the 17- Point Agreement. The PSBGM official interviewed for this study argues, however, that the Board did not «advertise» for a Black psychologist. «It just happened that Don Carlos Keeser, fresh from California came looking for a job at the same time we were looking for a psychologist. Don Carlos just happened to be black». Regardless of the viewpoint, the record shows that the QBBE recommended that a black psychologist be hired to look into the problems of black children. The PSBGM hired a psychologist shortly thereafter who was black.

Similar arguments surround the hiring of the first black principal who incidentally was Gwen Lord. The QBBE on the one hand argues that a decision had already been made to fill the vacant principalship with another individual when it stepped in and demanded that a black principal be appointed to the position. Again, Gwen Lord had all the necessary qualifications. The PSBGM official, who was the outgoing principal at that time, says that he «recommended that Gwen Lord be made principal». It matters little upon whose recommendation Gwen Lord was actually hired; however, the Board does not deny that the QBBE did indeed argue for the hiring of a black principal in the person of Gwen Lord.

The QBBE also entered into liaison with the PSBGM on the hiring of a black social worker, black teachers and black guidance counsellors. While two other black principals have been added to the PSBGM system and more black teachers are in evidence in its schools, no hard data exists presently to say definitively how many of these black professional educators were hired as a direct intervention of the QBBE. But bearing in mind that the QBBE's liaison function was predicated upon sensitizing the system to the needs of black students, it is not too presumptions to link these increases to the activities of the QBBE.

According to the PSBGM, 13 social workers and 2 guidance counsellors, all of whom were black, were hired into the system. It was unable to say, however, exactly how many presently exist, or if it intends to hire another black psychologist, or rather, a psychologist who will be black.

Another significant outcome of the QBBE's liaison activities is the change in procedures for referring black children to John Grant High School. Since the establishment of the office of the Black Liaison, no black child could be sent to John Grant unless his files have been first examined by the Black Liaison Officer. It is now illegal to

administer any psychological tests to a child before he has completed at least 2 years in the country and in the school system. Table XI provides an overview of the outcomes related to the major issues of the 17- Point Agreement, the beginning of the QBBE's liaison activities.

TUTORIALS

Two types of tutorials filled out the program of the QBBE between 1974 and 1976 - Afterschool and Evening tutorials. Intended as a complement to DaCosta-Hall, afterschool tutorials began in 1974 and were operated in four high schools of the PSBGM: Northmount, Westhill, LaSalle and Montreal High School. The objective of these tutorials was to provide extra academic assistance for high school students, whoever they were, in Mathematics, English and French.

One of the teachers who took part in the program recalled that each location had three teachers, all of whom were paid by the PSBGM, and approximately 40 students each. Response to the program was good, students who attended were interested in upgrading themselves. Each school operated between 3 and 5 p.m. two days per week.

TABLE XI
LIAISON-RELATED ACHIEVEMENTS

DATE	ACHIEVEMENT	STATUS
1971	First Black Liaison Officer Appointed.	On-going
1976	First Black Principal hired	On-going
1974	First black psychologist hired	Vacant
1974	Black social worker hired.	Unknown
1975	Incorporation of Black Literature and Black History in regular school environment.	On-going
1975	Black guidance counsellors made available to black students throughout the PRISM system.	On-going
1975	New guidelines for the testing and placement of black students.	On-going
1970	50 black students placed into colleges and universities.	

The need for blacks to become at least functionally bilingual caused the QBBE to implement a program of «intensive» French language training in the evenings. These classes were in direct response to the needs of students who were preparing to enter the job market. In addition, some instruction in science was also offered to student nurses.

Since no records have been found regarding these tutorials, it was impossible to say with any accuracy what the results were. As well, the PSBGM refused funding for the program only two years after it had begun. As a result, the QBBE brought it to an end.

SUMMARY

Descriptions and outcomes of the programs and activities of the QBBE have been the focus of this chapter. The six sections presented - - DaCosta-Hall, Bana, Workshops, Meetings, Liaison, and Tutorials - - were intended to provide a complete picture of how the organization functions, and what have been the results. As was shown, DaCosta-Hall (1970) and Bana (1972) are recognizably the major educational programs of the QBBE,

DaCosta-Hall providing both remedial and supplementary academic assistance for high school students, while Bana concentrates on motivating elementary age children toward academic and cultural upliftment.

These two 6-week summer programs, however, were only part of the function of the QBBE. Liaison, in particular, was demonstrated as one of the most significant functions the organization performs, the results of which were easily measured in terms of the organization's achievement of its goals and objectives. The chapter showed that liaison was carried on mainly between the Board and the PSBGM. As well, the QBBE interfaced with McGill and Concordia universities, and with Dawson and Vanier Colleges, either for purposes of funding or for placement of DaCosta-Hall students in colleges.

Workshops and Meetings were also discussed in the light of their supportive roles in the work of the QBBE. Workshops, which have been few, provided forums for black educators and other black leaders to share information and discuss several issues of concern to blacks and education. Bill 22 and the White Paper were two examples used to demonstrate the purpose of workshops. Regular meetings, on

the other hand, gave members the opportunity to keep abreast of the work of the organization; to express their views, offer suggestions; and to vote on matters of concern to the QBBE's overall function.

The final section, Tutorials, was seen as having played a small and short term part in the programs and activities of the QBBE. Lasting just under two years - - November 1975 to January 1976 - - these tutorials provided assistance for high school students in English, Mathematics, French and Science. Financial and other constraints, however, prevented evening tutorials from becoming a permanent, or even fairly regular program, despite the fact that several QBBE members and other black educators feel they should be.

Tables XII and XIII provide overviews of the QBBE's programs and activities.

TABLE XII
CBBZ PROGRAMS

PROGRAM	DESCRIPTION	STATUS
DeCortz-Hall (1970)	6-week summer school for Grades 7 - 11 students	On going
Rena (1972)	Academic-Cultural 6-week summer camps for elementary school children.	On going
Afterschool Tutorials (1974)	Academic assistance to high school students in Math, English and Science	Ended 1976
French Language Training (1977)	Intensive French course for all ages	Ended 1977
Workshops	1) Education and the black child 2) The Black Child in a Multicultural Society. 3) The White Paper	March 1975 November 1977 1981

TABLE XIII
OVERVIEW OF QEEB ACTIVITIES

DATE	ACTIVITY	OBJECTIVE
July 29, 1961	Parent Evening	To discuss Summer School
January 19, 1976	Meeting (John Grant and School Committee)	To discuss placement of black students at John Grant.
July 30, 1976	Booklet sent to Parents.	To supply information re education
November 30, 1977	Meeting Parent Coordinating Committee	Film: <i>See a Good Boy Now</i>
August 1977	Project No. 2387843-A Pre-School Program	To gather statistics re Educational problems of Black Immigrant students
June 22, 1978	Letter to PSBEM	Investigate police arrest of black student.
December 7, 1978	Meeting (Parent Coordinating Committee).	Film: <i>What Colour Are You</i>
	ALPHA - A program for the elementary black child with several academic handicaps	To demonstrate whether a student can benefit from normal education. To provide intense coaching in Math, Reading, and French, and to motivate positive self-concept in the student.

CHAPTER V

ANALYSIS OF QBBE

INTRODUCTION

The QBBE has undergone several changes during its first fifteen years of operation. This chapter looks analytically at these changes as they relate to organizational practices and educational effects. The chapter adheres to the framework developed in the review of literature and used in chapters three and four: 1) goals, 2) structure, 3) environment and 4) programs and activities.

GOALS

The stated goals of the QBBE have remained virtually unchanged and unreviewed. Commenting on this issue, a QBBE official said «We haven't changed our goals, they're basically the same as when the organization started.» But (does this mean that the organization has been ineffective in achieving its goals? Hardly. The QBBE has achieved some of its originally stated goals (see table XI); however, many of the other goals still remain unattained.

In keeping with the literature, QBBE goals are separated into two categories: system goals and product goals. Table XIV looks at the system goals while Table XV addresses product goals. Both tables show what exactly has been accomplished to date.

TABLE XIV
SYSTEM GOALS

Goals	Related Activity
1. To improve the public's awareness of the QBBE's work	No public advertisement (community television, news media, bulletins, organizational literature etc.)
2. To carry on beneficial associations between it and other organizations of similar aims.	Investigated suspension of NBCC's constitution. Held meetings at NCC's Hall. (NBCC started book for DCH students). Affiliated, until 1984, with BCCQ. Shared office space with BCCQ, BTW, and BSC.
3. To improve its treasury to further the work of the organization.	No fundraising activity, (membership drives, dance, raffles, bingos, cultural evenings, sales etc.). Seeks funding from PSGBM and govt. agencies, universities, colleges, etc.

The three goals identified in the table are extrapolations from QBBE objectives 5, 6 and 7. Such goals were intended to increase the visibility of the organization, to ensure harmonious relations within the black community, and to achieve some measure of self-sufficiency. As the table shows, however, few of the activities generally related to the achievement of such goals have been engaged in by the organization. Table XV which follows provides an interesting contrast regarding the QBBE's goal-related activities.

TABLE XV
PRODUCT GOALS

Goals	Related Activity
1. To achieve equal educational opportunity for black people at all levels of the public and private educational structure.	Not measurable, no evidence of activity outside of the PSBGM system.
2. To run remedial programs.	DaCosta-Hall and Bana.
3. To generate educational programs within and outside the formal educational structure.	After School and Evening tutorials (not presently in existence)
4. To initiate and support general educational reform responsive to needs of black people.	Liaison, representation regarding: Program of Black studies available in some high schools of the PSBGM. B.L.O.; Black psychologist, black principals black teachers, guidance counsellors, black social workers.

A comparison of tables XIV and XV indicates that the QBEE's major efforts have been directed toward the achievement of product goals.

System goals are equally important to the survival of an organization as are its product goals. Why then has the QBBE appeared to have ignored its system goals? One explanation is that funding for the pursuit of product goals has always been more available than for system goals. The PSBGM can more easily be expected to grant funds to operate a summer school than it would for an organization to maintain or achieve systemic stability. Similarly, the salaries of the Black Liaison Officer, the black psychologist, black principals and teachers, and black social workers are all paid by the PSBGM - not from any QBBE resources. In effect, the system goals of the QBBE rely solely on the voluntary efforts of its members. Fundraising, research, periodicals, etc. are attainable largely through interested individuals taking the time to get involved in such activities.

Through interviews and informal talks with QBBE members, one learns that some of the unattained goals of the QBBE may be attracting attention. The QBBE's dependence on the PSBGM, for example, and upon the ebb and flow of funding, has given rise, among some of the members, to the idea of self-sufficiency. One member of the Finance committee recently remarked: "For a long time now we

haven't been doing anything about raising funds; it's time we made a start.» Another QBBE representative to the PSBGM funding committee remarked: «Every year we have to argue for funds to help them (the PSBGM) do their job. If they were doing what they were supposed to be doing, we wouldn't have to come here year after year after year.» Self-sufficiency may be a long way off for the QBBE, but one soon perceives it as being at the heart of the frustration expressed by members, and may stimulate fundraising activity.

STRUCTURE

The QBBE's structure, or the way it divides labor and coordinates activities, has followed the same basic pattern: Board of Directors and standing and ad hoc committees. The Board still decides on policy and direction, while committees which are in reality task groups, perform the work of the organization; reporting to and receiving the sanction of the Board. There are, nevertheless, some differences that should be noted.

During the first five years of the QBBE's existence, labour appears to have been divided among individuals. Most of the committees, some of which have already been discussed, only became functional around the mid 70's. Between 1970 and 1975, according to the files, most meetings were either regular meetings or meetings of the Executive. These meetings reflect the extent to which labor was localized among the Board of Directors. This body met with the PSBGM, convened meetings on the John Grant issue, made proposals for funding to the Ministry of Education, McGill University, and Dawson College. It also negotiated spaces for DaCosta-Hall students at Vanier College, and addressed problems of black children in the formal school system.

What is interesting about the functioning of the QBBE during this period is that it was a labor-intensive organization but with limited personnel among whom to divide its labor. It therefore behaved like any typical volunteer organization - volunteers played multiple roles. It had accepted a huge challenge and there was much to be done. The people who were charged with this responsibility, though professional educators in their own right, were not overly experienced in the business of confronting long-standing

traditions and institutional structures that are inherently harmful to black academic advancement.

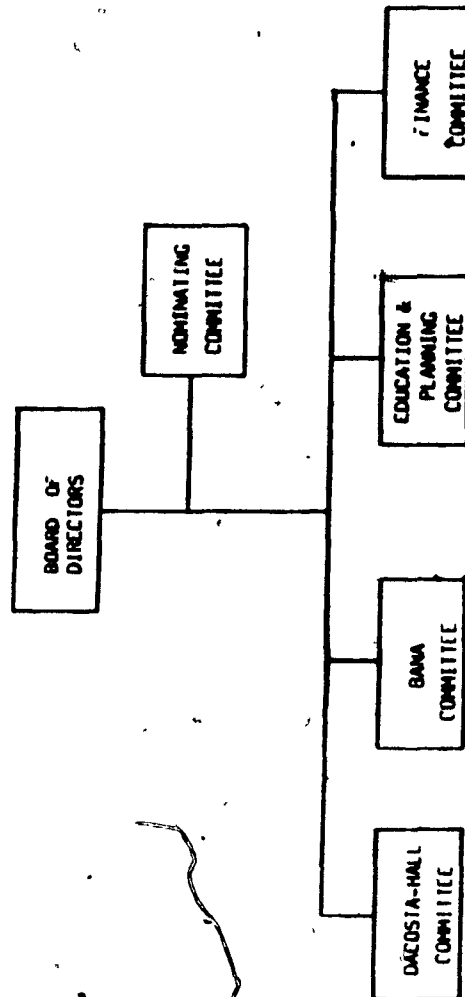
For all this, the period is marked by action, the kind that was foundational; sowing the seeds, as it were, that others later may reap a harvest of change. Because of this nonstructure, energies were expended on performing tasks, without the trouble of formally coordinating them. Everyone in the decision-making machinery knew simultaneously what tasks had to be done, who was responsible for performing them, and when they were supposed to be completed.

Around 1975, however, division of labour began to be among committees. These committees began to function and to expand the work of the organization and to bring it closer to the community. The Education, Liaison, and Parent Coordinating committees organized and ran workshops and meetings in an attempt to inform and involve the black community in educational matters. Other committees, like the Personnel and By-Laws committees performed other tasks as well, although these were understandably limited and related primarily to the internal functioning of the organization.

Coordination of activities was, and has remained relatively simple in the internal context of the QBBE. The simple, informal network of communication has accounted largely for the way in which the QBBE identifies needs in the community. For example, black teachers and principals relay information to the QBBE; the Black Liaison Officer keeps the QBBE apprised of developments in the schools; black parents speak to QBBE members who they know personally; black educators who sit on the Executive of the QBBE are themselves part of the daily education scenario and confer with one another on a more or less continuous basis. This constant sharing of information through phone calls, face to face talks, and informal group discussions, helps to identify needs and the tasks related to those needs, and to achieve coordination of the internal activities necessary to the performance of those tasks. The more formal methods of communication, i.e. briefs, notices, reports, newsletters, and proposals help achieve external coordination.

By comparing the original organizational chart to the present one (see Figures II and IV), it appears that the tasks of the organization are now localized among a smaller number of committees or task groups. In the final interview related to this study, it was learned that the core of the

FIGURE IV
OBSE ORGANIZATION CHART 1983



QBBE now is comprised of four committees: the Education and Planning Committee, the Bana Committee, the DaCosta-Hall committee, and the Fundraising committee. These committees, along with the Nominating committee, carry out the tasks of the organization.

This decrease in task groups suggests two changes in the way things get done in the organization. The first is that the lean approach brings more of the concentrated energies of the QBBE personnel to bear on more significant tasks of the organization. The two summer programs now have their own committees which concentrate more on their operation. Fundraising, which has from previous accounts taken a backseat in the affairs of the organization, now is given special attention. The Education and Planning committee carries on the work of three previous committees: Education, Parent Coordinating, and to a lesser degree, the Curriculum committee.

The second change is one that relates to emphasis of endeavors. Two of the new committees, Bana and DaCosta-Hall, relate primarily to product goal achievement, while the remaining two relate to system goal achievement. A better balance, therefore, seems to have been achieved in

the organization's approach to task performance. Increased emphasis seems to have been placed in running the summer schools, but not at the expense of other equally important tasks, such as improving the organization's visibility and raising funds to help run its programs.

It perhaps needs to be pointed out that while the Board of Directors is the only power center of the organization and is responsible for the division of labor and coordinating of tasks, it is composed of members, from the President downward, who occupy positions in one or several committees of the organization. No member is wholly this or that. When a board member sits down and plans strategy, quite often he or she is planning tasks that will involve his/her individual contributions.

In essence, every member is expected to be a task performer. That is the only way things get done in the organization. The tasks are many and the available volunteer personnel is limited. Therefore much is asked of each member who demonstrates a willingness to participate. The QBBE intrinsically is a task oriented organization. That is its *raison d'être*. Unlike associations and other social groups which might survive for years by simply being

there, the QBBE must justify its existence by always attending to task. Its structure, therefore, must be easily adaptable to allow it to perform tasks and achieve results with efficiency.

ENVIRONMENT

Using the three types of environment -- general, educational and black -- discussed earlier, this section looks at how the QBBE's external environments have changed, and what these changes have meant to the organization's function.

Larger Environment

Changes in the larger Quebec environment have some relevance for the QBBE's operations. Neighborhood organizations have increased over the last decade. Providing both educational and social programs for the immediate communities (e.g. Lasalle, NDG, and Cote des Neiges), these organizations have created a closer and perhaps stronger links to children and their parents than the QBBE has been able to do. The Cote des Neiges Black Community Association, for example, operates Afterschool

tutorials and cultural activities for elementary age groups; it holds short workshops and «rap» sessions for adolescents; celebrates special days (Mother's Day Social, Valentine's Party), and provides limited summer employment for youths who participate in its afterschool programs as counsellors. These organizations have become so visible in the communities that the QBBE, by comparison, appears a distant «uptown» cousin who comes to visit every summer.

Montreal suburbs have become more accessible to middle income families. A large number of black families who fall into this economic bracket, have opted for a home outside of the city. Their increasing numbers in the suburbs are evidenced by the establishment of such organization as the West Island Black Community Association, the South Shore Black Community, and the Laval Black Community. These organizations undoubtedly have depleted the Montreal black population and, in the process, lessened the need for the QBBE. The West Island Black Community, in particular, is very vocal and politically motivated in its endeavors on behalf of blacks in the area.

Quebec politics have also had their impact on Montreal's black community. Bill 22, the Bourassa government's language legislation, first started the English speaking community, blacks included (with the exception of the Haitian community), looking towards other provinces which did not dictate the language in which a child was to be educated. The change of government in 1976, compounded the growing discontent. The Parti Quebecois and Bill 101 created an exodus that included many black families. Not only did they leave because they felt that their children's education was being interfered with, but many left because of the loss of job opportunities on account of language regulations. Rather than suffer humiliation and economic deprivations due to their inability to speak French, black families left the province in search of greener pastures. Although no figures or data exist to substantiate this claim, the cumulative effects of these events more than likely influenced a decrease in the black community of Montreal.

Immigration laws have slowed the flow of immigrants from the Caribbean and South America, in particular, to Quebec. In 1970, for example, immigrants were able to enter Canada on a visitor's visa, and then to apply for and

receive, while still in the country, a landed immigrant's visa. By 1975, however, this was no longer possible; immigrants were compelled to apply from their country of origin. In addition, promises of employment for relatives yet outside of the country were no longer acceptable grounds for issuance of permanent visas. These stricter regulations, plus the language difficulties of Quebec, undoubtedly deterred those who did immigrate from choosing Quebec.

These changes in the larger environment, and their impact on the black community of Montreal are indications that changes should be taking place within the organization. Other organizations, some larger than the QBBC, are in competition for a share of the environment's resources. The Haitian Community, for example, -- referred to earlier, -- which is separate from the black community that this study has focused on, is very active and visible, if even in a somewhat negative sense, in its pursuit of human rights and equal opportunities for its members. Unless other organizations become as vibrant and visible, and set for themselves new goals and new strategies, they will be forced out by the more dynamic ones.

Educational Environment

The PSBGM, McGill university, Vanier and Dawson colleges comprise the QBBE's educational environment. The PSBGM official who was interviewed for this study stated that the relationship between the Board and the QBBE 'is presently virtually non-existent.' As far as the PSBGM is concerned the QBBE no longer has the educational mandate of the black community. In addition, the PSBGM is of the opinion that the black community has undergone changes over the last sixteen years that may have caused the QBBE to lose its importance to many black families.

To support this opinion, the PSBGM official referred to the fact that the black community is now better represented in the schools. There are a few black principals, several black teachers, and until the death of Don Carlos Keeser in 1985, a black psychologist. Also, blacks now run for school commissioners and are chairpersons and members of school committees. These positions indicate greater involvement of blacks in education. They also keep them more abreast of issues and give them opportunities to exercise their influence where possible.

Like its present relationship with the PSBGM, the QBBE's present relationship with McGill, Dawson, and Vanier is almost non-existent, except in the case of Dawson College which still grants space for DaCosta-Hall. The correspondence and dialogue that, according to QBBE files, took place between the organization and these institutions in earlier times are no longer in evidence. All that remains is the forwarding of DaCosta-Hall students' summer marks to either of the two colleges. There is no current relationship between the organization and McGill university.

From the views expressed by several individuals during the interviews and informal talks, the QBBE did not consciously break off relationships with the educational institutions mentioned above. Once a continued need for the organization and its programs had manifested itself, the organization simply had to move in the direction of more permanent sources of funding and other requirements.

It will be recalled that McGill, after its first contribution to DaCosta-Hall, stated that repeats of such contribution were not possible. Also, with the establishment of CEGEPS in the province, the direct link — between high school and university was displaced and the

QBBE found it needed to relate more to the college level institutions. For this reason Vanier and Dawson colleges became more prominent in the endeavors of the QBBE in terms of securing places for DCH students and, in the case of Vanier College, some funding as well.

That there is no present relationship, however, between QBBE and the colleges, is best explained by the fact that Bana and DaCosta-Hall have been assisting black children through school, and have perhaps eliminated the need to seek guarantees for placement of students in colleges. The assumption is that students are now able to enter college on their own performance during the normal school year plus summer school.

Black Community

During the course of its operations the QBBE has interfaced mainly with three other black organizations: The NCC, NBCC, and BCCQ. While some of these relationships were of necessity, others were from common interests and concern for other segments of the black community. When, for example, the NBCC's constitution was suspended in 1978, the QBBE set up a task force to investigate the issue. This

concern for each other's affairs perhaps began back in 1970, the year of the first DaCosta-Hall program, when the NBCC established a book fund specifically to assist those DaCosta-Hall students who were going on to university.

As was mentioned during the discourse on the Baha program, the QBBE and the BCCQ had joint custody of the Baha program - the QBBE handled the academic portion of the program while the BCCQ administered the cultural and recreational portion. Until three years ago, these two organizations were housed, along with the Black Theatre Workshop (BTW) and the Black Study Center (BSC) in one building - 1968 de Maisonneuve Boulevard West. It was perhaps the pulse of the black community. A period of peaceful coexistence prevailed; each organization fulfilling its separate mandate with the sanction and support of the others. Under an alliance with the BCCQ which had become an umbrella organization, the QBBE carried out its educational mandate to the black community.

When, however, the BCCQ in 1983 demanded financial accountability of the QBBE's officer, the latter organization refused, and subsequently retaliated to the BCCQ's suspension of it from the collectivity by severing connections permanently. Such action developed into a

raging power struggle, which has dealt hard blows to the QBBE. For one, the battle has succeeded in cutting of funds which ran the QBBE summer programs. The PSBGM, the QBBE's main source of funding, has since ceased to recognize the organization as the voice, in educational matters, of the black community. .

Not only has funding of QBBE programs been adversely affected by the split, but the children who previously attended Bana camps have been presented with alternative camps run entirely by BCCQ personnel. Faced with decreased enrolment and little or no funding, both QBBE summer programs have been seriously jeopardized by the falling out.

The weakening of the QBBE is in part linked to its present relationship with the BCCQ. Also, the BCCQ's community outreach programs appear to have made it, within the five most recent years, more visible and open to all levels of the black community. Eighty percent of the parents who were sent questionnaires know the QBBE only for its DaCosta-Hall programs. Similarly, ninety percent of students in both samples - 1980 and 1984 - who attended DaCosta-Hall knew nothing else of the QBBE. These percentages suggest that the QBBE's visibility has not

changed by much over the last 15 years. Hence the view of the organization as a «summer organization» may find some basis here. Table XVI gives an overview of the QBBE's present relationship to the environment.

QBBE files show no evidence of current connections between it and other organizations in the environment, with of course the exception of correspondence from the BCCQ regarding the request for financial accountability.

PROGRAMS & ACTIVITIES

The QBBE's programs and activities provide insights into what the tasks of the organization are; how labour is divided and, what the effects have been. As was pointed out in the review of literature, these programs and activities are the goals of the organization being made operational. The following sections discuss them more fully.

DCH

DaCosta-Hall, it has been said, has been seriously jeopardized by the loss of regular funding from the Ministry of Education (DGEC) and the PSBGM. Determined to carry on

TABLE XVI
PRESENT ONE RELATIONSHIP TO ENVIRONMENT

ORGANIZATION	RELATIONSHIP
BCCQ	- relationship severed, separate BCCQ summer camps created
DWSON	- relationship maintained solely through DeCosta-Hall program.
DEEC (Quebec Ministry of Education)	- funding for DeCosta-Hall and Bana discontinued
FEDERAL GOVERNMENT	- non-existent
MCOTILL	- non-existent
NBCC	- cordial but not significant
NCC	- cordial but not significant
PSOCH	- relationship practically non-existent lineation expanded to include several other black groups funding discontinued.
VANIER	- non-existent

the program, however, the QBBE increased the usually negligible amount asked of students who enroll in the program. As an example, the fee per student in 1981 was \$10.00. That amount quadrupled in 1985 to \$40.00 per subject or \$80.00 for two or more subjects. Not surprisingly, enrolment suffered. From an attendance of 529 in 1983, the number plummeted to 95 in 1985.

That DaCosta-Hall operated at all in 1985 is perhaps testimony to the level of commitment the regular teaching and administration staff feel toward the program. The program began without any hard salary guarantees. It also was held at a different location - Lafontaine campus - a perhaps insignificant point, but nevertheless important to the cumulative effect everything else had on the program.

An interesting paradox attends the DaCosta-Hall program. Initially, a strong emphasis on the black experience pervaded the instruction given at DaCosta-Hall. Black History, in particular, was seen as a major vehicle for conveying to black students the values and cultures of blacks from various parts of the world. An improved self-image, it was offered, would foster greater need for academic excellence. Black History, however, seems to have

been perceived by most students in the sample, as an interesting aside. While only 4% of the 1980 student sample identified Black History as a strong feature of DaCosta-Hall, none of the 1984 recognized its importance to the program or to their needs. Given that other summer schools now exist is it possible to think of DaCosta-Hall as unique in any way? Its courses are the same as the public system; Black History is now available at some high schools and, in some schools, black children have several black teachers before them each day, as well as many other black students.

From all the evidence gathered, DaCosta-Hall is yet perceived as a unique program in terms of its environment and the quality of interaction (Wills 1977) it affords its students. The PSBGM official's claim that the program is an excellent experience for black students finds some support in students' perceptions of the school. According to Table VI, the real strengths of DaCosta-Hall are its teachers, students and the atmosphere; in other words a homogenous community. That the greater majority of students did not perceive Black History as a strength of the program, perhaps says that the greater need is with being comfortable with

the present, while preparing for the future. It may also be saying that the approach to teaching history and culture to young people perhaps needs to be reexamined.

Bana

The Bana Camps represent a few interesting points, and these have to do with parents, the students themselves, and with teachers and counsellors. To begin with, parents are delighted with the camps for two main reasons: 1) they provide extra academic assistance for the children at a time of year when other children tend to forget a good portion of what they were taught during the year. The camps according to one parent «keep the children's minds from going lazy», and 2) they provide a protective, well supervised environment in which children learn and do exciting things that both help to make summer more enjoyable as well as provide a cultural experience. «To be honest», said one parent, «I wouldn't have the time to take my child all the places she goes with the camp. I've been here in Montreal for 12 years now, and I don't even know where St. Helen's beach is. I didn't know Montreal had a beach. But my daughter has been there three times now, plus other places, plus she's always singing some new song or taking part in dances or little plays. So I think its great».

The second point, which concerns the students, is perhaps typical of a program of this nature. Children who attend the camps, find themselves having to make a compromise. Most, if given a choice, would rather not be bothered with anything remotely related to academic exercises. However, the rule is that participation in the cultural portion of the program, which only begins after lunch, is allowed only to those who attend the academic portion. Naturally, this forces many children who don't want to miss out on the afternoon fun to endure the morning. And endure is exactly what many do. The classes are pervaded by a restlessness and sometimes obvious resentment. Every academic activity is perhaps just killing time until after lunch. Such an atmosphere presents the teachers with a greater challenge to keep their charges interested. A teacher in the 1983 program declared:

For me it was easy. I taught Language Arts. This meant that I could read the children all kinds of strange and fascinating stories about Africa and the West Indies. This was different from what they do all year, and it didn't look like work at all. As a matter of fact the class times were often too short, and we'd have to continue the next day. Other teachers, though were not so lucky. The students resented having to do Math and learn French.

Finally -- and this a major difficulty with the program -- the relationship between teachers and counsellors became strained in some of the camps.

In 1983 the seeds of the rift between the QBBE and the BCCQ had been sown already and the weeds of disharmony, suspicion and resentment were beginning to manifest themselves in the camps. Teachers who were professionals in their field, sensed that many of the children felt closer to the counsellors for obvious reasons, i.e. the counsellors were much younger and represented the «fun» part of the program. This was understandable; however, it soon became evident with the falling out between the two organizations, that counsellors and teachers were rapidly becoming opponents in a tug-o-war. Such a situation undermined any cooperation that had previously existed, and open resentment and a readiness for confrontation pervaded some of the camps. Teachers were seen as QBBE representatives, while counsellors were viewed as BCCQ militants.

The «bold experiment» therefore had reached a crisis, and some teachers expressed the view that the program had become ineffective in its present co-administered state.

The Bana situation perhaps draws attention to the practice of joint sponsorship. Should more than one organization be responsible for its operation? It also brings into question the effectiveness of the QBBE in reading the environment and structuring itself to adapt to changes. Recently (1986) a Bana committee was formed to plan and oversee the program in the coming years. This may be one indication of changes to the way the QBBE has operated over the years.

Workshops, Meetings

Workshops and meetings of the QBBE have declined noticeably over the last 8 years of operation. With the exception of the 1981 Workshop, no other activity of its kind has occupied the agenda of the QBBE. Meetings of the kind that addressed issues like John Grant, or that brought parents together to view films and to share their feelings and opinions are no longer in evidence in the QBBE's operations. Regular meetings as well, although still fairly regular, have decreased.

These activities, apart from their inherent benefits both to the organizers, and the target audience, gave a

certain vitality to the QBBE when they were part of its programs and activities. Parents knew something of the organization; blacks found out that such an organization was around. The fact that newsletters -- QBBE files contain a sample of one such newsletter -- invitations to meetings, and notices of Workshops were disseminated to the community, made the organization that much more visible. In addition, these activities provided opportunities for recruiting new members into the organization. New members meant fresh faces, fresh spirits, fresh ideas. They also meant an increase in human resources that became available to the organization for performing tasks and achieving goals.

Workshops and meetings were not single activities engaged in simply for the sake of doing something; they were part of an overall plan to attain the original goals of the organization. When viewed in this light, they are indispensable to the programs and activities of the QBBE.

Liaison

As was previously stated, liaison was one of the principal functions of the QBBE; through liaison it achieved many goals. However, changes have occurred in the QBBE's

relationship to the PSBGM. One reflection of those changes is the Liaison committee. Today, this committee is comprised of representatives from several black communities, and the issues dealt with during its sitting include concerns of Montreal's black community in general. Table XVII shows the changes in the makeup of the Liaison Committee.

TABLE XVII
PSBGM - BLACK COMMUNITY LIAISON COMMITTEE

Representatives	1976	1985
B.L.O. (PSBGM)	-	1
Commissioner (PSBGM)	-	1
PSBGM (Personnel, Student Services D.D. General)	3	3
QBBE	3	3
MTA	1	1
MASA	1	-
Barbados House	-	1
NDG	-	1
CDN	-	1
NCC	-	1
Garvey Institute	-	1
BTW	-	1
Lasalle BCA	-	1
Jamaican Association	-	1
Total	8	15

A PSBGM official stated that the broader base of the Liaison committee is more representative of the black community than the previous composition. However, it should be pointed out that each of the later additions to the

committee, could, at any given time, become preoccupied with its own group concerns, whereas the QBBE, from its record, has never demonstrated any bias for particular groups; its concerns have always been with black children in general, and never with any small pockets of blacks in particular. It should also be pointed out that to date, no one could state with any clarity, or in specific terms, what have been the outcomes of this larger representation to the Liaison committee. One QBBE member to the Liaison committee confirmed that so far most of the new representatives have failed to attend meetings of the Liaison committee.

Tutorials

Little can be said about QBBE tutorials, since the last of these ended in 1976. And though some individuals feel that they should be reinstituted, there appear to be no immediate QBBE plans aimed in that direction. Interestingly enough, a recent needs analysis of the Montreal Black Community carried out in the summer of 1985 by the Multi-service Centers Canada showed that «60% of those responding believe that the community should have a tutorial program to help children with their homework». Fifty percent called for «additional educational, recreational and creative activities in the community» (Nicholls, 1986).

One of the QBBE's recommendations to this Needs Analysis was:

Vocational Services should be included in the range of services offered in the Black Community. Additionally, the Vocational Services section or department should sponsor, either on their own initiative or in collaboration with existing Black Community Organizations, Career Counselling Workshops and Seminars, as well as adult education workshops and seminars in Money Management, Investment Counselling and Health issues such as High Blood Pressure and Sickle Cell Anemia. (p.3)

The QBBE, therefore, is aware of the opinions of the black community regarding tutorials and other educational services. Its meager financial resources, however, and its present uncomfortable relationship with the PSBGM perhaps caution against any program expansion without funding guarantees.

The programs and activities just discussed can be seen as directly aligned to the present structure of the QBBE, i.e., committees plan and operate programs matching their designations. DaCosta-Hall and Bana each has its own committee; the Education and Planning committee is responsible for issues related to workshops, curriculum and perhaps tutorials. The Finance committee is responsible for fundraising. Finally, QBBE representatives to the Liaison committee have more of a coordinating role than previously.

SUMMARY AND CONCLUSIONS

The purpose of this study, was to analyze the organizational practices and educational effects of the Quebec Board of Black Educators. Using a case study design, the study analyzed the goals, structure, environment, and programs and activities of the organization.

The study traced the QBBE's rise to the need for a remedial program to help black high school children who had been failing the system, and also to the need for an institution that would deal with the problems of black children on an ongoing basis. An initial investigation in the Protestant system carried out by two black educators had uncovered blatant racism and misunderstandings as major contributors to the dilemma of black students. To correct this situation a group of black educators founded DaCosta-Hall, on 6-week remedial summer school that helped blacks qualify for entrance into university. This group became the QBBE.

The study then described the establishment of the QBBE as a viable organization for the delivery of educational services to the Montreal Black Community. Setting itself

several objectives, the organization adopted a simple structure, i.e., a Board of Directors and several standing committee which facilitated the division of labor and the coordination of activities.

While the Education, Liaison, and Parent Coordinating committees performed product goal related tasks, the Membership, By-Laws, Personnel, Finance and Curriculum committees performed system-goal related tasks. Coordination was further achieved through both internal and external communication.

With this structure, the QBBE established relationships in the environment at three main levels: General, Educational, and the Black community. The general environment, for the most part had changed from accommodating to hostile. Politics, language laws, and fragmentation of the black community generally had an impact on the QBBE.

Since most of the schools' black population attended the Protestant system, the QBBE bore down heavily in the PSBGM. Through its Liaison relationship with the PSBGM the QBBE was instrumental in the appointments of the first Black

Liaison Officer, the first black psychologist, the first black social worker, and the first black principal. In addition, it contributed to the increase of black teachers in the Protestant school system. At the educational institution level the QBBE's dealings with McGill University secured funding from that institution for the first DaCosta-Hall, while its negotiations with Vanier and Dawson Colleges assured places for student who were qualifying through DaCosta-Hall during the summer. 9

Within the black community it involved parents with their children's education through meetings and workshops. It took children into its two summer programs - Bana (elementary) and DaCosta-Hall (secondary), and it established links with other Black organizations, foremost among which were the Black Community Council of Quebec, the National Black Coalition of Canada, the Negro Community Center, and the Black Theatre Workshop.

The QBBE's other relationships include both the provincial and federal governments, and cultural organizations. While it seeks funding from the Ministry of Education in Quebec (DGEC) on a yearly basis, it has in previous years received some funding from the Secretary of

State, and appealed to the department of Canada Manpower and Immigration for assistance in locating new immigrants from the Caribbean for the purposes of informing them on matters of their children's education. The QBBE has also interacted with two organizations on an intercultural level: Centre Monchanin, and The Open Door Society. These relationships however, were strictly out of common interest and the desire to inform and be informed about matters of interest to all segments of the general community.

The study found that the QBBE's major achievements occurred during the early life of the organization; it behaved energetically between 1970 and 1978 and, as a result, performed many tasks that were necessary to the realization of goals. Its mandate was clear and the environment was generally accommodating of the new organization's attempts to undo an unfortunate situation. Its summer schools, first DaCosta-Hall and later Bana, provided a blend of academic instruction and cultural awakening that black children did not previously receive in the society. The organization was, without doubt, vibrant and relevant to the educational needs of black children.

DaCosta-Hall in particular made valuable contributions to the extension of school life for many students who would have otherwise dropped out of high school or become disillusioned with the limited and bland world of «practical» education. Quantitative research would be better able to say how many students are presently university trained and qualified as a direct result of DaCosta-Hall. The study did, however, find evidences of students going on to university or college, as a direct intervention of the QBBE through DaCosta-Hall.

But the study also found that in many instances the QBBE appears to be an organization in decline. When compared to the period between 1970 and 1978, these last seven years of the QBBE's existence appear barren. Despite allowances for the absence of full records, little evidence could be found from any other source to suggest otherwise. Workshops, for example, are practically non-existent, the last one being held in 1981. There have been no noticeable efforts to increase the visibility of the organization either through program expansion or direct advertisement. Parents know very little of the organization, let alone its achievements, beyond its summer schools.

Regular meetings of the QBBE, too, have decreased over the past seven years. From an average of eight per year between 1975 and 1978, they have dwindled to approximately three or four. These meetings, as the study pointed out, are vital to the operation of the QBBE, in that they allow for input from the general membership regarding the needs of the community, as well as they help the organization to evaluate its programs and to plan for improvement and or expansion.

There have been no new programs initiated or implemented by the QBBE in recent years. Apart from DaCosta-Hall and Bana, the last attempt at new programs date back to 1974 when «intensive» French language training began. Likewise, Afterschool or evening tutorials have not been part of the QBBE's recent program. In essence, the QBBE has looked primarily to the needs of students, and not necessarily to blacks outside of the school system, which, on reflection, was one of the organization's primary original goals. Parents or other adults who may have need of other educational assistance have not been included in the QBBE's program.

This study found that the Quebec Board of Black Educators has had several very positive effects upon the black community and upon the education community, Montreal in particular. Its achievements which have already been listed attest to its contribution to the black community. However, the fact that all of these achievements were realized before the organization was scarcely eight years old, tends to relegate this finding to little more than historical observations.

Nevertheless, the enduring effects of those early achievements cannot be treated lightly. Who can measure the value of the intervention of the Black Liaison Officer in 1985 on behalf of a black child who may be experiencing problems at school? Or who can tell how many black children aren't presently better off for having had at some point, a black teacher who understood him or her a little better and was able to help him/her overcome language or cultural difficulties? Likewise it is impossible to place a value on the services rendered black children by a black psychologist, or by a black social worker.

These have all been made possible through the achievements of the QBBE and cannot be diminished by time, only increased if followed up by new energy, new commitment, new visions.

A wise man once observed: «where there is no vision, the people perish». The founding members of the QBBE had a vision of black children advancing, unhindered by prejudice or ignorance, from high school to college and university. They envisaged the realization of goals through both temporary and permanent mechanisms. They were prepared to operate outside of the formal education structure if necessary, but decided that the more desirable and more fruitful course lay in annexing themselves to the formal structure, and using the tools of the formal system to achieve their objectives. A comment by C.S. Bayne (1984) perhaps best exemplifies the philosophy of the founding members:

In general we may say that, given the basic patterns of human behavior the educators, or leaders of each subgroup, must seek to gain control of the power to initiate and control change in the total environment, so as to provide the conditions essential to the development of the full potential of the greatest possible number of that group (p.31).

The records show that organizational practices during the early life of the QBBE facilitated the performance of tasks and the achievement of objectives. Committees met, planned programs, ran meetings, organized workshops and other activities that involved the community, and submitted reports that helped the Board of Directors to determine strategy and pursue with vigor the goals of the organization.

In essence, vision harnessed and channelled the energies of the organization into goal-related activities.

The QBBE today is operating in an environment that has changed considerably since 1969; the organization, however, appears not to have kept pace with those changes. Having fulfilled many of its original goals, does the QBBE still have a role to play? If it does, in what ways does it need to change its practices? Indeed, what is the future of the QBBE? These questions can perhaps be the basis of further study on organizations of this type.

As a precursor to such studies, however, the QBBE may want to re-examine its overall operations. By reflecting upon where it has been, the QBBE would embark upon a process

review which might begin with an examination of the original goals of the organization. It would determine which of these goals have been met, and which have not. It may, at the same time determine what practices might have facilitated achievement of goals, and which, either through application or non-application might have detracted from achievement.

The QBBE may, through an examination of its present state, determine which of its practices are helpful or harmful to its continued existence. Is the structure of the organization functioning as it was intended to? Are there new goals and ~~do they~~ need a new or revised structure? Is the election process providing the structure with the best available Board of Directors? Can new external communication practices benefit the organization through increased membership and personnel? The answers to these questions, whether positive or negative, would allow the QBBE to come to terms with any weaknesses it may have, and attempt correction thereof and to build upon its strengths.

The future of the QBBE may be considered in conjunction with the state of the environment and the specific new behaviors and practices the organization intends to adopt.

In looking ahead the QBBE may want to re-examine its approach and practices regarding fundraising, membership, recruitment, needs assessment of the community and of the organization itself. It may also redesign, or refine its programs, or even consider expansion of existing ones. And, perhaps above other practices, it may want to adopt those which will either make it self-sufficient, or guarantee it an established amount of funding so that its work in the community continues at a more even, and upward pace. In short the QBBE must determine its future role in society and employ such practices as would allow it to function with efficiency and effectiveness in that role.

This study concludes that in multicultural societies, cultural educational organizations have an important role to play. The dominant group often overlooks or behaves with ignorance towards the concerns of subgroups within the society. Educational concerns, in particular, are a major preoccupation of subgroups, because they alone come closer to offering guarantees for socio-economic advancement. Black subgroups are only too aware of the consequences for its youth who are ill prepared academically and otherwise to wrestle with the forces that seem naturally opposed to them.

This study has shown that without the intervention of the QBBE, countless black students might have ended school life long before they were ready to face work life. Organizations like the QBBE, some of which were discussed in the literature, proved of similar value to the subgroups they represent. For some organizations, parallel schools or non-formal programs were the answer.

Others chose to operate within the formal educational system, using a mixture of formal academic instruction and cultural awakening. Regardless of the methods they use, these organizations prove that intermediary bodies are necessary to a more even integration of subgroups into the mainstream of society.

This study also concludes that organizations which assume such a responsibility must cultivate practices that would allow them to remain energetic and relevant to the needs of the group they represent. They must behave in ways that reinforce accountability in all aspects of organizational life, and inspire confidence both from within their immediate communities and the larger environment. Past achievements should not be discarded nor treated lightly, but neither should they obscure new visions or

narrow the horizon. Organizations that practice running on the past, have no future. Unless new goals are continuously being set, and new tasks performed on an on-going basis, time will shroud old achievements in the dusty pages of history, and entropy extract the life blood of the organization until all that remains is a shell full of ambling ghosts, seemingly unaware that they have been disembodied.

Goethe wrote: «The little that is done seems nothing when we look forward and see how much we have yet to do.» In repeating these words, Matthew Arnold (Brown, 1947) concluded «clearly this is a better line of reflection for weak humanity, so long as it remains on this earthly field of labor and trial.» Indeed, the QBEE has done much; it is capable of much more.

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Appendix II
INTERVIEW PROTOCOL
FOR
TAPED, OPEN-ENDED INTERVIEWS
WITH
QBBE FOUNDING MEMBERS

1. INTRODUCTION

- (1) Appreciation for granting interview
- (2) Purpose of the study
- (3) Method of recording interview
- (4) Confidentiality of information

2. QBBE HISTORY

- (1) Why was the QBBE founded?
- (2) How was it structured?
- (3) What were its goals?
 - (a) educational?
 - (b) social?
 - (c) cultural?
 - (d) political?
- (4) What forces in the environment played a part in the functioning of the organization?
 - (a) PSBGM?
 - (b) Provincial government?
 - (c) Federal government?
 - (d) Universities?
 - (e) Colleges?
 - (f) black organizations?
- (5) What were the activities and programs of the organizations?
 - (a) academic support to blacks? (DCH, Bana, Tutorials)
 - (b) workshops?

- (c) meeting?
- (d) discussion groups?
- (e) liaison?

- (6) What issues did the organization actually address?
- (7) What were the results?
- (8) How did the organization identify needs in the community?

3. DACOSTA-HALL

- (1) What is the significance of the name of the school?
- (2) Why was it established and when?
- (3) Describe the school:
 - (a) goals
 - (b) structure
 - (c) staff
 - (d) funding
 - (e) enrolment
- (4) What was the initial response to DaCosta-Hall from:
 - (a) parents?
 - (b) students?
 - (c) PSBGM?
 - (d) the black community?
- (5) What were the major strengths of DCH?
- (6) What were its weaknesses?

4. PERCEPTIONS OF QBBE

- (1) How visible is the QBBE?

- (2) What is the appropriate role of the QBBE?
- (3) Is it playing that role?
- (4) What have been the achievements of the organization?
- (5) What direction should it be taking now?

5. GENERAL COMMENTS

6. Closure (thanks, reassurance of confidentiality, exit)

(INTERVIEW PROTOCOL
FOR
TAPED, OPEN-ENDED INTERVIEWS
WITH
QBBE ADMINISTRATION

1. INTRODUCTION

- (1) Appreciation for granting interview
- (2) Purpose of the study
- (3) Method of recording interview
- (4) Confidentiality of information

2. FUNCTION OF QBBE

- (1) Is the QBBE a summer organization?
- (2) What is the structure of the organization?
- (3) What are its goals?
- (4) Where does funding come from?
- (5) Is anybody in the organization paid a salary?
- (7) How would you describe the role of the organization?
- (8) What is your relationship with the PSBM like?
- (9) Why doesn't the QBBE relate the same way to the Catholic School system?

3. DACOSTA-HALL

- (1) Why is DaCosta-Hall still in existence?
- (2) Wouldn't the start of other summer schools hurt DaCosta-Hall?
- (3) Is DaCosta-Hall any different from the other summer schools?
- (4) What are the strengths of DaCosta-Hall?
- (5) What are its weaknesses?

- (6) How do you evaluate DaCosta-Hall?
- (7) What has been the responses from the environment regarding DaCosta-Hall?
- (a) PSBGM?
 - (b) schools (Principals, teachers)?
 - (c) parents?
 - (d) students?

4. PERCEPTIONS OF THE QBBE

- (1) What have been the achievements of the QBBE?
- (2) Do they suggest success? Effectiveness?
- (3) Is the QBBE an efficiently run organization?
- (4) How visible is the organization?
- (5) Is it a vibrant organization?
- (6) How does the organization evaluate its operations?
- (7) Which direction should the QBBE be heading?

5. GENERAL COMMENTS

6. Closure (thanks, reassurance of confidentiality, exit).

**INTERVIEW PROTOCOL
FOR
TAPED, OPEN-ENDED INTERVIEWS
WITH
PRINCIPALS & PSBGM OFFICIALS**

1. INTRODUCTION

- (1) Appreciation for granting interview
- (2) Purpose of the study
- (3) Method of recording interview
- (4) confidentiality of information

2. ASSOCIATION WITH QBBE

- (1) When and how did you first hear of the QBBE?
- (2) Describe the nature of your association with the organization?
- (3) How aware are you of the QBBE's present operations?
- (4) Have you ever attended any QBBE programs or activities?
 - (a) workshops
 - (b) meetings
 - (c) summer school
 - (d) socials

3. PERCEPTIONS OF DACOSTA-HALL

- (1) What has been the impact of DaCosta-Hall on black students?
- (2) Is it still a necessary summer program?
- (3) Do you know personally of students who have been helped by DaCosta-Hall?

4. PERCEPTIONS OF THE QBBE

- (1) How has the QBBE influenced education?
- (2) How visible is the organization?
- (3) What role should the QBBE play in the black community and in the general community?

5. GENERAL COMMENTS

6. closure (thanks, reassurance of confidentiality, exit).

INTERVIEW PROTOCOL
FOR
TAPED, OPEN-ENDED INTERVIEWS
WITH
LEADERS IN THE BLACK COMMUNITY

1. INTRODUCTION

- (1) appreciation for granting interview
- (2) Purpose of the study
- (3) Method of recording interview
- (4) Confidentiality of information

2. ASSOCIATION WITH QBBE

- (1) When and how did you first hear of the QBBE?
- (2) Describe the nature of your association with the organization?
- (3) How aware are you of the QBBE's present operations?
- (4) Have you ever attended any QBBE programs or activities?
 - (a) workshops
 - (b) meetings
 - (c) summer school
 - (d) socials

3. PERCEPTIONS OF DACOSTA-HALL

- (1) What has been the impact of DaCosta-Hall on black students?
- (2) Is it still a necessary summer program?
- (3) Do you know personally of students who have been helped by DaCosta-Hall?

4. PERCEPTIONS OF THE QBBE

- (1) How has the QBBE influenced education?
- (2) What specifically has the organization achieved?
- (3) How effective has the organization been?
- (4) How vibrant is the organization?
- (5) How visible is the organization?
- (6) What role should the QBBE play in the black community and in the general community?

5. GENERAL COMMENTS

6. Closure (thanks, reassurance of confidentiality, exit).

Appendix III

INTERVIEW

QUESTIONNAIRE

20

DACOSTA-HALL STUDENTS (1990)

A. BACKGROUND INFORMATION

1. Male _____ Female _____
2. How old are you? _____
3. Where were you born? _____
4. When you attended DCH how long had you been living in Canada? _____
5. How did you find out about DCH? Principal _____, Teacher _____, Parent _____, Friend _____, Approached by QMR _____, Other _____
6. Specifically for what purpose did you attend DCH? _____

B. DACOSTA-HALL

7. How much advance notice about DCH did you receive from the QMR? 4 weeks _____, 3 weeks _____, 2 weeks _____, 1 week _____, less than 1 week _____
8. What course did you take at DCH? _____, _____, _____, _____
9. Which of these were you experiencing difficulty with during the regular school year? _____, _____, _____, _____, _____, _____
10. How many of those courses did you pass at DCH? _____, _____, _____, _____
11. Did you need any of those courses to advance to the next grade? Yes _____, No _____
12. How would you describe the atmosphere at DCH? relaxed _____, pleasant _____, tense _____, unpleasant _____
13. What specifically were you taught at DCH that you would not ordinarily have been taught in your regular school? _____
14. What did you like most about DCH? _____
15. What did you like the least? _____
16. What are you doing presently? University _____, college _____, working _____, other _____
17. To what extent did DCH help you? To a great extent _____, to some extent _____, to a small extent _____, not at all _____
18. Are you still in touch with any official (teacher) connected with DCH? Yes _____, No _____
19. What other activities of the QMR have you participated in? _____
20. Have you ever been asked to become a member of the QMR? Yes _____, No _____
21. How aware are you of the QMR's activities? Very aware _____, somewhat aware _____, vaguely aware _____, not aware _____
22. Have you any general comments you would like to make about DCH or QMR? _____

Appendix IV

QUESTIONNAIRE

TO

1984 DA COSTA-HALL STUDENTS

This Questionnaire is designed to gather important information for a Master's thesis entitled "An analysis of the organisational practices and educational affects of the Quebec Board of Black Educators." Your cooperation in answering all questions will be greatly appreciated. Thank you.

A. BACKGROUND INFORMATION

1. Male _____ Female _____
2. How old are you? _____
3. Where were you born? _____ (country)
4. How long have you attended school in Canada? _____
5. What grade(level) are you presently in? _____
6. Was last summer the first time you attended DCH? Yes _____ No _____

B. DaCOSTA-HALL

7. How did you find out about DCH? Principal _____, Teacher _____, Parent _____,
Approached by QBBE _____, Other _____.
8. How much advance notice about DCH did you receive from the QBBE? 8 weeks _____,
3 weeks _____, 2 weeks _____, 1 week _____, none _____.
9. Specifically for what purpose did you attend DCH? _____

10. What courses did you take at DCH? _____, _____, _____,
_____.
11. Which of these courses were you experiencing difficulty with during the regular
school year? _____, _____, _____, _____.
12. To what extent have you overcome those difficulties since attending DCH?
*to a great extent _____
*to some extent _____
*to a small extent _____
*not at all _____
13. How many of the courses taken at DCH did you pass? _____
14. What specifically were you taught at DCH that you would not ordinarily be taught in
the regular school system? _____

1984 DaCosta-Hall Students

15. Which of the following best describes the atmosphere of DCH?

*relaxed _____

*pleasant _____

*tense _____

*unpleasant _____

*other(specify) _____

16. To what extent did DCH help you to advance to your present level(grade)?

*to a great extent D _____

*to some extent _____

*to a small extent _____

*not at all _____

17. Apart from DCH where have you done Black History? _____

18. Apart from DCH where have you done Black Literature? _____

19. What did you like most about DCH? _____

20. What did you like the least about DCH? _____

STUDENT'S PERCEPTIONS

The following statements are representative of the objectives of the DaCosta-Hall Program. Please indicate the extent to which you believe those objectives are being met by circling the appropriate number.

<u>S T A T E M E N T</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Don't Know</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
-DaCosta-Hall provides education specially suited to the needs of black students	1	2	3	4	5
-Teachers in the program are particularly sensitive to the needs of the students	1	2	3	4	5
-The program provides a more comfortable atmosphere for black students	1	2	3	4	5
-The program encourages more positive self image among black students	1	2	3	4	5
-DaCosta-Hall is contributing to the improvement of academic competence among black students	1	2	3	4	5
-The program is helping to get rid of learning difficulties	1	2	3	4	5
-The program helps students become more aware of their culture	1	2	3	4	5

Appendix V
QUESTIONNAIRE

TO

PARENTS of BACOSTA-HALL STUDENTS (1984)

This Questionnaire is designed to collect information relevant to the study entitled "An analysis of the organizational practices and educational effects of the Quebec Board of Black Educators." Your cooperation in answering all questions will be greatly appreciated. Please use the stamped, addressed envelope to mail your response. Your Questionnaire will be kept in strictest confidence. Thank you.

A. GENERAL INFORMATION

1. How did you find out about the QBSE? Friend _____, Approached by QBSE _____,
Teacher _____, Principal _____, Other _____.
2. Were you ever a member of the QBSE? Yes _____, No _____.
3. Have you ever received any notices, literature etc. from the QBSE? Yes _____, No _____.
4. If "yes" to no. 3, when was the last time you received any communication from the QBSE?
*1 year ago _____
*6 months ago _____
*3 months ago _____
*1 month ago _____
*less than 1 month ago _____
5. How aware are you of the QBSE's activities?
*very aware _____
*aware _____
*somewhat aware _____
*vaguely aware _____
*not aware _____
6. Which of the following QBSE activities have you attended in the past?
*workshop _____
*general meeting _____
*special meeting _____
*Christmas social _____
*Other(specify) _____
7. What achievements of the QBSE are you aware of? _____

8. How has the QBSE helped you? _____

Parents of DaCosta-Hall Students(1984)

B. PRESENTATION OF QMS & DaCOSTA-HALL

The following statements are representative of the objectives of DaCosta-Hall and of the QMS as a whole. Please indicate the extent to which you believe these objectives are being met. (Indicate the appropriate number)

STATEMENT	Strongly Agree					Don't know					Disagree					Strongly Disagree				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
-DaCosta-Hall provides education specifically suited to the needs of b.l.c. students.	1	2	3	4	5															
-Students in the program are particularly sensitive to the needs of the black student.	1	2	3	4	5															
-DaCosta-Hall is contributing to the improvement of academic competence among black students.	1	2	3	4	5															
-The program helps students become more aware of their culture.	1	2	3	4	5															
-The QMS is achieving equalization of opportunities for black people at all levels of the public and private educational structure.	1	2	3	4	5															
-The QMS is generating educational programs within and outside of the formal educational structures appropriate for the black experience.	1	2	3	4	5															
-The QMS is initiating and supporting general educational reform designed to make more efficient and responsive to the needs of all black people.	1	2	3	4	5															
-The QMS publishes periodicals, pamphlets, and other literature to inform the community of its activities, and further its objects.	1	2	3	4	5															

10. How visible do you think the QMS is?

very visible _____
 visible _____
 somewhat visible _____
 don't know _____
 barely visible _____
 not visible _____

11. GENERAL COMMENTS:

Appendix VI
B. FUNCTIONS OF QMS & DOCTOR-HALL TEACHERS (DCM) / MEMBERS

The following statements are representative of the objectives of Doctor-Hall and of the QMS as a whole. Please indicate the extent to which you believe these objectives are being met. (Circle the appropriate number)

S T A R K E N E Z

Strongly Agree Agree Don't Know Disagree Strongly Disagree

-Doctor-Hall provides education spect-ally suited to the needs of blk. students. 1 2 3 4 5

-Teachers in the program are particularly sensitive to the needs of the black student. 1 2 3 4 5

-Doctor-Hall is contributing to the improvement of academic competence among black students. 1 2 3 4 5

-The program helps students become more aware of their culture. 1 2 3 4 5

-The QMS is achieving equal education- al opportunities for black people at all levels of the public and private educational structure. 1 2 3 4 5

-The QMS is generating educational programs within and outside of the formal educational structures appropriate for the black experience. 1 2 3 4 5

-The QMS is initiating and supporting general educational reform designed to make more efficient and responsive to the needs of all black people. 1 2 3 4 5

-The QMS publishes periodicals, pamph-lets, and other literature to inform the community of its activities, and further its objects. 1 2 3 4 5

Circle the appropriate number in the following questions to indicate your answer.

Very visible Somewhat visible Don't know Barely visible Not visible

12. How visible in the education community do you think the QMS is?

1 2 3 4 5

How visible in the Black community do you think the organization is?

1 2 3 4 5

How visible in the general community do you think the QMS is?

1 2 3 4 5

13. What do you consider to be the strengths of the QMS? _____

14. What are its weaknesses? _____

15. General Comments: _____

The 17-Point Agreement

APPENDIX VII

REPORT OF THE COMMITTEE TO STUDY THE PROBLEMS OF BLACK STUDENTS

AS AMENDED AND ADOPTED BY EDUCATIONAL POLICIES COMMITTEE

NOVEMBER 29, 1970

1. The Board (PSBGM) appoint an experienced Black teacher to act as a liaison officer between the Black community and the elementary schools.
2. An experienced Black social worker be appointed to the

Social Work Department.

3. The services of a Black psychiatrist or psychologist be obtained to do the testing to Black students who are being considered for placement in special classes.
4. The Board make every effort to recruit a greater number of qualified Black teachers at the elementary level.
5. The Curriculum Council be requested to establish a committee to prepare a Black Studies programme. Upon the approval of the Department of Education this programme would be introduced into the schools as credit courses and would be open to all students.
6. Wherever possible Black studies programmes be handled by Black teachers.
7. In schools where there is no Black studies programme Black literature and Black History be incorporated with the regular school curriculum.
8. A Black Studies programme be offered in the evening schools, if and when Black studies are offered as credit courses.
9. Textbooks and records with racial bias (especially at the elementary level) if they exist be replaced.
10. More books written by Black people be made available in school libraries (elementary and high).

11. A bibliography of Black studies be made available to all schools.
12. Black guidance teachers to be made available to guide Black students in the high schools and that those counsellors be placed in given schools and be made available to Black students at large.
13. These guidance teachers be responsible for recommending the initial placement of Black High school students from without the system, and a table of equivalence be worked out between West Indies, British and Canadian systems with particular regard to grade level.
14. Remedial and adjustment services for Black students be made available where required and that Black teachers be appointed to operate these services where possible.
15. Black students be given the opportunity to opt out of present standardized tests of mental ability if their parents so request.
16. An ad hoc committee consisting of the liaison officer (proposed in recommendation No.1), the principal and the district superintendent be established whenever there is a conflict regarding placement or some other problems. Further, that the parents of the child involved be automatically invited to attend the meetings of the committee.
17. The committee be given a mandate to continue in operation until an ad hoc committee be established in conformity with recommendation No. 16.

Explanatory Notes:

No. 16 The ad hoc committee envisioned in this recommendation would of necessity vary according to the circumstances. But if the conflict concerned a High school student, the liaison officer might not be required whereas the students' guidance teacher might be. The committee should also include any teacher directly concerned with the conflicts. In essence the recommendation automatically convened as soon as a conflict occurs.