



(Montreal)  
December 27, 1973.

# QUEBEC FEDERATION OF HOME AND SCHOOL ASSOCIATIONS

4795 ST. CATHERINE STREET, W., MONTREAL 215, QUE. TELEPHONE: 933-8244

## BRIEF ON CEGEPS

PRESENTED BY

QUEBEC FEDERATION OF HOME & SCHOOL ASSOCIATIONS

TO

THE SUPERIOR COUNCIL OF EDUCATION.

This Brief was prepared by the CEGEP COMMITTEE of QUEBEC  
FEDERATION OF HOME & SCHOOL ASSOCIATIONS.

Our Committee is composed of sixteen members who have been actively involved in Home & School over the years and have children in or going into CEGEP system of education.

In order to become more knowledgeable about the five English language CEGEPS ( DAWSON, VANIER, JOHN ABBOTT, CHAMPLAIN REGIONAL, and MARIONOPOLIS COLLEGES) our Committee arranged interviews with the Academic Deans, teachers, and student representatives.

We submit, to the Superior Council of Education, the following Brief based on the information gathered from these interviews.

ACADEMIC CURRICULUM

1. We found a lack of co-ordination and communication between High School and CEGEPS. High schools should be made more aware of CEGEP programs and requirements. Many academic deans expressed concern in this area. They referred in particular to the inadequacy of many students in math concepts and English language skills. This, despite the fact that many of these students had obtained satisfactory grades in these subject areas in High School.

2. We recognize the fact that a much larger percentage of students, who perform at a lower academic level and who formerly would have dropped out of high school immediately into the labor force, are now graduating into CEGEPS. Society and our educational system have raised the goals and desires of these students. However, they are finding difficulty with present CEGEP programs, which are oriented towards students capable of meeting academic requirements for specific university and vocational careers. The market for unskilled labor is shrinking. Since these students will be required to have broader basic skills in the future, CEGEPS should continue in their efforts for more general courses meeting the varied needs of these 17 to 19 year olds to reduce the rate of failure and better prepare them for life.



CAREER PROGRAM

1. We support the goals of CEGEP career programs. In particular, Dawson College and John Abbott College provide an excellent choice for students who wish to enter a three year career program. There are however, areas of concern:-

- (a) There is difficulty in attracting good technical teachers to CEGEPS because of the lower salary rates offered compared to salaries in industry. We recommend a two-tier approach to salaries. Whereas teachers of academic subjects are rated on a basis of years of scholarship, the years of technical training and job experience should be taken into account when rating the vocational-technical teachers making them comparable to industrial rates.
- (b) Career programs could be enriched with experienced guest lecturers - and experienced men and women from industry could lecture on a part-time basis.
- (c) Greater speed is needed to develop and adapt career programs to keep them relevant to changing employment situations. A closer watch should be kept to:
  - (i) Not over-produce students for limited career areas
  - (ii) And to produce students for emerging career areas.

## PUBLIC RELATIONS AND GUIDANCE

Proper guidance should be provided allowing students to make a smooth transition from High Schools to CEGEPS to University or career programs.

Our Committee found that High School students are NOT being provided with adequate information and guidance about CEGEPS courses and particularly career programs. This lack of knowledge has created uncertainty and misunderstanding about the role of CEGEPS among students, parents, and High School administrators. Since CEGEP is now a pre-requisite to enter Quebec Universities, High School guidance departments MUST offer better guidance to help their students choose a program that takes into account the students' motivation, tastes and talents and the needs of the Society of tomorrow.

An adequate public relations budget should be provided to the CEGEPS so they can properly inform the high schools and the community of their programs.

This same concern for guidance should be given to CEGEP students about university and career program requirements.

## PARENT COMMITTEES

This committee recommends more parent participation at the CEGEP level. At present, four parents are elected to each CEGEP Board of Governors. Most academic deans interviewed saw a need for parent participation in an advisory or voluntary capacity.

This participation could be in the form of a recognized "Parent Committee", approved by the Department of Education, which would also have liaison with Parent Committees at the High School level. This could increase the flow of information and co-operation between the two systems.

## FACILITIES

This committee is aware of the gigantic strain put on the CEGEP systems over the past six years to meet its physical requirements. But now that the CEGEP is an accepted part of the Educational system, "MAKE-DO" is not good enough.

This committee was appalled at the lack, in most CEGEPS, of adequate lounges, cafeterias, library, study and physical fitness facilities. We deplore the lack of athletic programs as well as the lack of athletic facilities.

In the case of Vanier College (Snowdon campus), the short term leased and unfinished premises could create instability and affect student performance and staff and student morale.



Concern was expressed over the large enrollment of students at Dawson College and the make-shift arrangement of buildings for their accommodation. The upkeep of these numerous, old and unsuitable buildings scattered throughout the city, must be uneconomical.

Immediate attention should be given to improve the physical facilities of the CEGEPS for the smoother execution of their programs.

REMARKS

Our Committee plans to continue studying and evaluating the CEGEP system for the information of parents at the Home & School level. The CEGEP committee of Quebec Federation of Home & School Associations found much to be praised in the aims and philosophy of the CEGEP system of the Province of Quebec. This system, although relatively new, has great potential in meeting the education and vocational requirements of today's students.

WILLIAM I. MILLER  
President

MARVYN KUSSNER  
Chairman  
Brief Committee

Committee members:

Mrs. C. Amarica	St. Laurent	Mr. C. Parfett	St. Lambert
Mrs. P. Ashton	Westmount	Mr. R. Pilkington	St. Bruno
Mrs. D. Chant	Ste-Anne de Bellevue	Mrs. R. Quance	Lachine
Mrs. R. Gliserman	Cote St. Luc	Mrs. D. Rebner	Mount Royal
Mrs. J. Goldberg	Mount Royal	Mr. L. Roberts	St. Lambert
Mrs. F. Herman	Cote St. Luc	Mrs. M. Rosen	Cote St. Luc
Mrs. B. MacGillivray	Verdun	Mr. H. Wainwright	Pointe Claire
		Mrs. B. Winter	Mtl. (Snowdon)