
Quebec Home & School

NEWS



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EDITORIAL

STUDENT EVALUATION

A recent announcement by the Department of Education to base High School Leaving diplomas on teacher evaluation to the extent of 50% of the students' marks will de-emphasize the importance of matriculation exams in assessing a students' ability. This falls in line with submissions from both the Protestant School Board of Greater Montreal and the Curriculum Council of PAPT/PACT, who both criticize the provincial examination as the final evaluation of the student's accomplishments.

Reasons for supporting such a position are many, especially from the point of view of the individual student. A primary one from the teachers is that it will release them from the narrow curriculum boundaries created by "teaching for exams" and permit investigation into areas of the curriculum that particularly interest them and their students.

The difficulty in eliminating the examination entirely arises from the variations in teaching ability and standards set by school boards across the province. Some way needs to be found to measure what education a child has received other than his ability to feed back facts.

With the introduction of CEGEPs in the province, the end of High School loses much of its impact as a time of assessment for the student's entry into the work world or post-secondary education. It becomes an ideal place to experiment with various methods of assessment.

The PSBGM has carried out such programs experimentally, and comparison with examination results proved it to be satisfactory. Other school boards in the Province in both Catholic and Protestant communities should be encouraged to do likewise. The results of such experiments would doubtless enable the provincial government to set up a "standards of performance" assessment method that could be used by all schools.

Saskatchewan has tried an experiment of accrediting certain teachers who can perform such assessments. While such a method has its drawbacks, (such as creating a high demand for such teachers), it has merits that should be considered.

The unrealistic pressure that final examinations places on student and teacher and on the curriculum limits the areas of possible learning experiences. Such confinement frustrates students and teachers alike. Some alternative to examinations must be designed for an age when it has become impossible to know any subject totally at the High School level, and yet where a knowledge of how to use available facts constructively is a must.

Teacher assessment, open examinations (where students are permitted the use of texts), and individual interviews by qualified personnel are a few ways to improve on the present situation. Criteria for the training of teachers to perform such assessment of students must also be established and offered at the teachers' colleges.

That there are many problems involved when examinations are eliminated cannot be overlooked. Variations in programs, in the staff of a school, in parent interest and involvement lead to variable goals at the school level across the province. A community comprised largely of university graduates will set a higher academic goal for its students than might be expected from a pragmatic business-oriented or labour-dominated community. It will always be difficult to combine individual and community goals with a provincial standard.

One thing emerges from any discussion of assessment. The student who is oriented towards achievement will be successful regardless of the method of evaluation. The student who lacks such motivation will not be motivated by a change in evaluation alone.

Motivation comes from within the individual. It can be helped or stimulated by the parent and teacher. Teachers who are free to develop programs that they feel will stimulate student interest and motivation, who can use this freedom to increase the development of the student's own ability and his desire to exercise his own intellectual capacities, are the real educators within the system. If the gradual elimination of the restrictions of "final exams" results in larger numbers of such teachers, then surely this is a move in the right direction.

WHAT'S AVAILABLE AT CEGEP'S DAWSON COLLEGE



Paul Gallagher
Director General
DAWSON COLLEGE

Career Programmes:

Commercial Art, Interior Design, Business Administration, Secretarial Science, Data Processing, Chemical Technology, Mechanical Technology, Civil/Architectural Technology, Electrical Technology, Medical Laboratory Technology, Nursing, Radiography (X-ray technician), Social Service Technologies.

Special Programmes:

Canadian Studies, Knowing, Mosaic, Reflections and an untitled course based on the study of twentieth century humanities and English

Pre-University Courses:

English, Humanities, Communications/Cinema, Drama, Economics, Education, Fine Arts, French language and literature (with many courses directed toward Quebec and using materials from the Quebec milieu), German, Music, Philosophy, Ethics, Psychology, Religion, Sociology, Anthropology, Geography, History, Political Science, Biology, Chemistry, Mathematics, Geology, Physics and Astronomy.

VANIER COLLEGE:



Robert Little
Director General
VANIER COLLEGE

Career Programmes:

Business Administration, Electrotechnology, Inhalation Therapy, Mechanical Technology, Nursing, Special Education Aide.

Pre-University Programmes:

Health Science, Pure and Applied Sciences, Arts, Commerce, Music. (Courses similar to Dawson & John Abbott).

JOHN ABBOTT COLLEGE:



Robert Burns
Director General
JOHN ABBOTT COLLEGE

Career Courses:

Nursing, Business Administration

Pre-University Courses:

English, Humanities, Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology, Chemistry, Biology, Bio-chemistry, Ecology, Geology, Mathematics, Physics, French, Spanish, German, Fine Arts, Music, Theatre Arts.

MARIANAPOLIS COLLEGE:

(private CEGEP): limited enrollment of 600 students.

Pre-University Programmes:

Humanities, Fine Arts, Social Science, Pure and Applied Science and Health Sciences.

Further Information on courses and pre-requisites are available in the calendars from each of these CEGEPS. The addresses are as follows:

CEGEP Dawson College: 350 Selby Street, Westmount, P.Q.

CEGEP John Abbot College: P.O. Box 2000, Ste. Anne de Bellevue 800, P.Q.

CEGEP Vanier College: 821 Ste. Croix Boulevard, St. Laurent, Montreal 379, P.Q.

Marianapolis College: 3647 Peel Street, Montreal 112, P.Q.

THE ENGLISH-LANGUAGE CEGEP'S— WHERE ARE THEY NOW?

The questions that have been asked by parents in Home and school were passed on to the directors of the English-language CEGEP's in Quebec and replies were received from Mr. Gallagher of Dawson College and Mr. Little of Vanier College. Although some of the remarks overlap, both letters are printed below. They illustrate clearly the philosophy behind the establishment of the CEGEP's, and even more the direction which English-language CEGEP's are taking under their present leadership. CEGEP programs are also offered by the English-language Universities — McGill, Sir George Williams and Loyola. These will be phased out as the CEGEP colleges are enlarged to accommodate the total English-language population desiring the program. Marianapolis offers a private college CEGEP program as well.

A summary look at the programs offered by the CEGEP Colleges for which Quebec Federation has calendars is offered elsewhere. The Department of Education was also contacted to ascertain answers to such questions as relations between the Quebec CEGEP program and other provinces. Their reply follows:

Some Reflections on the CEGEP System

by Léo Paré

Director-General of College Education
Ministry of Education Quebec

The fairly recent implementation of the public collegiate programme, the CEGEPs, within the educational system of Quebec forms part of an overall systematic reorganization of this whole system. Since this embraces all levels of education — elementary and secondary, collegiate, university — and comprises the two traditional types of instruction, French-language and English-language, from the onset the development of the CEGEPs has followed a consistent policy, based on a global appreciation of the needs of the system.

As an example of the all-embracing nature and in line with the approach of equal treatment throughout, one of the main aims of this reorganization is to reduce the time spent by French-language students at the elementary level from seven to six years with the five-year secondary level remaining unchanged, so that eventually instruction in both languages will comprise eleven years from the beginning of the elementary to the completion of the secondary levels. In passing, it might also be noted that this change reflects current educational practices throughout North America and Western Europe.

Initially, at the collegiate level, more consideration was given to the creation of French-language CEGEPs simply because, as required by Bill 21, the initial demands by provisional committees came largely, if not entirely, from these sources. However, similar demands for the establishment of English-language colleges followed about a year later. The situation has now been reached where the requirements on both sides may be said to have been fairly well met. Since it is the firm intention within this system that equal opportunity be given to all students, irrespective of their language of instruction, it has fairly recently become obvious that the restriction of instruction within a single CEGEP to one language may not be entirely suitable within all regions of the province. However, the establishment of instruction in both languages in CEGEPs, located in areas where "pockets" of English-language students exist, presents many problems from the point of view of cost, availability of competent teaching staff, etc. This approach is currently being studied on a trial basis at both the CEGEPs of Hull and Gaspé. As of now,

this experimental study has not yet reached the stage where an adequate evaluation can be made of its feasibility with respect to its implementation in other regions of the province, similarly situated.

Another equally important phase of this reorganization is the implementation and encouragement of trade and technology training, in both languages, throughout the province. In this regard, the eventual aim that the instruction at the CEGEP level should be such that 30% of the students should be in the general (pre-university) course and 70% in the trade or technology ("professional") course has not been departed from. However, although the general tendency for the last two years on the French-language side has been to suggest that this goal would fairly shortly be met and, although this training has been offered on the English-language side from the onset, it has been less popular on this side to date. This is believed to be partly due to the fact that such instruction was not available at English-language secondary institutions until recently, and partly that it represented an entirely new departure in training at this collegiate level. Efforts are now being made to overcome this situation by emphasizing this development and it is anticipated that, within the next few years, even more such English-language courses will be offered and followed at the CEGEP level as the new-type graduates from the secondary schools enter the collegiate stream.

Although not specifically mentioned above, it is well known that the initial requirement for English-language instruction at the collegiate level, following upon the reorganization, was in large part handled by the comparable universities within Quebec. As more and more English-language CEGEPs are opened, this alternate becomes less and less necessary and it is now believed that the academic year 1972-73 will be the last year of entry into such courses offered by the universities. Once this change in institution of instruction has taken place and all the English-language students are to be found within the CEGEPs, the same criteria will continue to apply to all students, irrespective of their language of instruction, in conformity with the equal treatment premise. There can thus be no question of the establishment of a special one-year course instead of the present two-year pre-university course for English-language students only, at this time. Furthermore, it seems most unlikely that such a change covering all CEGEP students will be instituted within the foreseeable future since this would entail the addition of one extra year, at the second year

collegiate level, to the university curriculum and result again in the teaching of collegiate courses within the university framework. In other words, the number of years spent at each educational level, as established following the findings of the Parent Commission, etc., must remain inviolate, at least until such time as a similar exhaustive examination of the provincial educational system has taken place.

The implementation of the public collegiate system has also given rise to certain questions regarding degree and course equivalence. With respect to teacher classification in this province, there is no differentiation whatsoever made as between graduates of the English-language and French-language CEGEPs. The subject of acceptance of CEGEP credits in other provinces, especially New Brunswick and Ontario, is a more difficult one since the individual provincial requirements must forcibly be taken into account. However, this question has been under careful study by a committee of the Continuing Conference of the Provincial Ministers of Education for about the last two years and some progress has already been made in this direction.

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for article on
School Committees**

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for article
FROM THE LOCALS**

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for article
TEN YEARS
OF ACTION**

FROM DAWSON COLLEGE
Paul Gallagher, Director-General

THE COLLEGES

The English-language CEGEP's are now moving into a second phase of development. Dawson College, which opened its doors in September 1969 graduated its first pre-university students in June 1971 and will see its first career programme graduates in June 1972. Vanier College will be sending its first students on to university studies in June 1972 and, one year later, will have its first group of career programme graduates moving directly into the employment world. John Abbott College, serving primarily the Montreal Lakeshore region, admitted its first students in 1971 as did Champlain Regional College in Lennoxville on the Bishop's University campus. In September 1972, Champlain Regional College will be providing CEGEP education on campuses in Lennoxville, Quebec, and St-Lambert.

CURRICULUM PHILOSOPHY

These first three years of English-language CEGEP education have been learning experiences for both institutions and students. Each college has proceeded somewhat cautiously in programme development as a consequence on the one hand of the novelty of CEGEP education and on the other hand of the understandable reluctance of students and their parents to venture into new forms of education, however exciting and challenging.

Nevertheless, the CEGEP ideal of providing career-oriented as well as university-focused programmes is now solidly entrenched in all colleges. Dawson College in 1971-72 has more than 40% of its students in career programmes; Vanier College is offering a broad range of programmes leading directly to employment, while John Abbott and Champlain Regional are developing career programmes specifically planned for the students in the communities they serve and capitalizing on the employment opportunities in these communities.

The term "career programme" is itself an innovation of the English-language CEGEP's. In the first years of existence, these colleges referred to "pre-university" and "technology" programmes; however, the term "technology" was so imprecise that many students and their parents thought that the CEGEP's were offering "pre-university" courses for the most capable students and some inferior offering — called technology — for the less able.

PROGRAMMES

The truth of the matter is that the CEGEP's are offering two different types of programmes rather than two different levels of education. One type — the pre-university — is directed to preparing students for the new programmes being offered in universities throughout Canada which place heavy emphasis on theoretical knowledge and scholarly activity without any immediate concern for employment. Into these programmes go students who plan to be "scholars", researchers, teachers, as well as students who plan to enter the professions which traditionally involve university training.

The other type of programme offered by CEGEP's places heavy emphasis upon "applied" studies which lead directly to careers in business, industry, or community service. These programmes — now called "career" programmes — are no less demanding than pre-university programmes but have particular appeal for students who identify themselves as "doers" and "practitioners".

The English-language CEGEP's do not compete with one another in the programmes they provide but attempt to present complementary offerings so that collectively they can furnish a broad range of opportunity to English-speaking students of the entire province.

All colleges offer pre-university programmes in Arts, Fine Arts, Science, and Commerce because there is a general demand for these programmes throughout the province. In addition, all colleges offer "career" programmes in Nursing and Business for the same reason. Beyond this, each college offers a set of "career" programmes for which demand is more restricted. Dawson College offers Radiography, Nucleography, Radiotherapy, Medical Laboratory Technology, Cytology, Mechanical Technology, Civil/Architectural Technology, Electrotechnology, Chemical Technology, Social Aide, Community Leadership, Secretarial Sciences, Data Processing, Commercial Art and Interior Design. Vanier College's additional career programmes in 1972-73 will include Air Conditioning, Special Care Counselling, Inhalation Therapy (Respiratory Technology) and the first year of Electrotechnology. John Abbott and Champlain Regional Colleges have plans for several career programmes in each of the broad fields of Health Sciences, Engineering technologies, Community service programmes and Business studies in 1972-73.

In fact, the number of "career" programmes to be offered by Dawson, Vanier, John Abbott and Champlain Regional is limited only by student demand — and this demand has shown a

steady increase over a three year period. At Dawson College, for example, career programmes were generally oversubscribed in 1971-72 and demand is expected to increase as the graduates take their place in the sphere of employment.

ADMISSION

The CEGEP goal of widening the opportunities for high school graduates to pursue post-secondary studies is being achieved to a greater degree each year. All CEGEP's expect each applicant to provide clear evidence of potential success in the intended programme. Normally, this evidence will be provided primarily by a high school leaving certificate with good results in subjects which will be pursued at college. For example, in science and several science-related career programmes, proficiency in mathematics and chemistry or physics is expected. Commerce and Business place heavy emphasis on mathematics and ability in spoken and written English.

In some cases, evidence other than grade reports, such as SACU scores, work experience, or positive recommendations from persons familiar with the applicant's ability and interests may provide the basis for admission even for a student whose general high school performance is lacking in some respects.

OPPORTUNITIES FOR GRADUATES

What opportunities are available to CEGEP graduates? Dawson's first career programme graduates in June 1972 face a promising employment prospect despite the poor general employment situation in Quebec and Canada. Regular meetings with potential employers over the past several months indicate that their interest in the CEGEP graduate is honest and encouraging. In several fields, all graduates are already committed for employment immediately upon completion of their studies; in other fields, business and industry will be interviewing graduating students in the coming months. There is every reason to believe that the very high rate of employment of CEGEP graduates in the French milieu will be repeated for English-speaking graduates.

CEGEP pre-university graduates in June 1971 encountered no difficulty with admission to Quebec universities since the universities and colleges continued to collaborate closely in placing CEGEP graduates. With the exception of some specialized areas with very restricted enrollments (Medicine and Social Work at McGill, Fine Arts and Psychology at Sir George Williams, and Communication Arts at Loyola, as examples), graduates normally had a choice of universities to attend. Admission of graduates to out-of-province universities was, however,

more uncertain. Although graduates were accepted in several universities outside Quebec, it has only been in recent months that any pattern for admission has emerged with some clarity.

Although each university sets its own admission requirements, the general tendency of out-of-province Canadian universities is to assess applications from CEGEP's on a credit-for-credit rather than a year-by-year basis. Thus the academic dossier of each CEGEP applicant is examined in relation to the university programme for which he seeks admission; if the applicant has successfully completed courses equivalent to those offered at a post-secondary level in the province in which he makes application, credit is usually granted for these courses. Although the CEGEP's and out-of-province universities will have to continue their joint studies of university entrance requirements, it seems clear that, when space permits, out-of-province universities are amenable to acceptance of CEGEP pre-university graduates with at least one year of advanced standing.

FACILITIES

The CEGEP's began to change and adapt to student needs from the days they began — and they will continue to modify their programmes and organization as conditions warrant.

Most obviously, all English-language CEGEP's are modifying and updating their facilities. Dawson College is deep into its planning for new and expanded facilities for the fall of 1974. Vanier College is in the midst of a major remodelling programme which will be completed for September 1972 after which the building of a sports and recreation complex will begin. John Abbott College has recently acquired a major tract of land and will be moving from its present Macdonald College location when new construction is completed. Champlain Regional College will have new facilities in both Quebec and St. Lambert for the 1972-73 year.

RESIDENCES

Owing to the distribution of the English-speaking college population, residential accommodation has been a matter of concern to all CEGEP's. As urban colleges, neither Dawson nor Vanier plan to build residences, but both have housing services which assist students to obtain adequate and reasonable living accommodation close to their campuses. John Abbott does have residential facilities as will Champlain Regional in Quebec and in Lennoxville. None of the colleges places a limit on students who must have out-of-home living accommodation and no college has yet to experience a demand for such accommodation exceeding the supply.

NEW DIRECTIONS

Modifications of programmes to this point have been relatively minor but more significant change seems inevitable in the coming few years. Pre-university programmes are designed to be completed in a two year period and career programmes in a three year period but an increasing number of students are opting to complete such programmes over a more extended period of time. Since many CEGEP programmes are certainly "heavier" than originally expected, it can be anticipated that the colleges will encourage an increasing number of students to spread out their programmes over several years so that they may capitalize on the fullness of a CEGEP education.

As an extension of this pattern, summer sessions and special evening courses will become a regular aspect of CEGEP operation.

Despite current space limitations and the difficulties associated with the establishment of a new system of education, the CEGEP's can be expected in the next few years to address themselves more directly to the needs of high school graduates and mature applicants for whom the present CEGEP programmes are too academically challenging.

Special post-secondary programmes, probably of shorter duration than existing ones, are bound to develop. Some will offer a "general" post-secondary education not specifically directed to either university entrance or job opportunity; other will be more career-oriented but at a different level of challenge to the students. Although it is premature to indicate the format for such new programmes, it seems likely that Continuing Education Centres will develop at all colleges, as has already been the case at Dawson. These Centres are likely to provide, in both day and evening, a far broader range of post-secondary educational opportunity than exists at present.

The CEGEP's have opened the doors to innovative college education; they are determined to keep these doors open.

FROM VANIER COLLEGE

Robert Little, Director-General

In the not too distant past, proven academic prowess exclusively qualified students for admission to post-secondary education and those who for any reason had not proved themselves in this dimension were denied further education. Over the past two years Quebec, in common with other provinces and

countries, has arranged a programme designed to accommodate the educational needs of all students to the point where they can be accepted into a vocation, whether that vocation be advanced professional or trades. This concept of community responsibility to all its students encouraged the Government to promote the idea of post-secondary institutes or colleges which could, in fact, meet the educational needs as seen by communities. The Government recognized that if community roles were to be realized, then the community itself should determine to some extent who should be accommodated in post secondary institutions (CEGEP's) and where possible what should be taught in these institutions. At the same time it was realized that the regional comprehensive schools might be in a position to develop terminal courses for some students (30% of the secondary graduates) which would qualify them for positions in the work world. In this evolution the dichotomy seems to be who shall decide: what is taught at the CEGEP level — Government or Community — and there seems to be a tendency towards centralization of control which hopefully will be temporary.

If the CEGEP concept is to reflect the needs of the community in the programmes offered then obviously this should eventually lead to an open door admissions policy, where general and technical education is made available according to community needs. This would suggest that the goals and concept of the CEGEP will eventually meet those needs which cannot be met at the secondary level. This also implies that where educational needs exist beyond the secondary level in any area, then the CEGEP (or community college) should place itself in a position to accommodate these needs.

At the present time, courses in CEGEP have been considered to be of a pre-university and a technical nature; however, it is apparent that the term pre-university should be replaced by general in which some students would prepare for university while others would follow a general education programme reflecting as much "polyvalence" as desired by the students. Such an interpretation could well encourage a more generous interpretation of admission standards and would tend to meet the need of students to experiment further in the selection of programmes.

When such programmes become generally available at the post-secondary level, then the course orientation will be more towards relevance and comprehensiveness and as such, should differ from the generally accepted research oriented programmes of university. In the offering of these

programmes at post-secondary levels some of the fringe benefits are the affective as opposed to the cognitive approach to learning where participation and involvement in the courses on the part of the students and staff becomes almost mandatory and it would seem to me that the sterile lecture type teaching belongs only in a supplementary dimension where all have some responsibility for shared success. It is not unlikely that universities of the future will tend to involve students more in their own education.

Whether or not the graduates from the English language CEGEP or the French language CEGEP have similar opportunities for work has little to do with whether or not the CEGEP is English or French, provided, of course, that opportunity exists in all English CEGEP's for students to become bilingual. It is an accepted fact that the English language CEGEP's see themselves as part of a total Quebec society and the general feeling, I believe, is that French language courses should be offered according to need. It is not unthinkable that in the future choice might be given to students to take a regular course in French.

At the present time, universities in Ontario have agreed to give full credit for one year of university to those students who have completed first year CEGEP; on the other hand, the Maritime provinces tend to equate the two years of CEGEP with one year of university. The latter may be the result of overcrowding in the areas concerned. In some cases partial credit are allowed to those students who graduated from Quebec CEGEP's after two years and have been accepted in Ontario universities. Although these students are not automatically given full credit for two years of university, credits are allowed for comparable second year courses taken at the CEGEP level.

While Vanier does not have accommodation for out of town students, such is presently available at the John Abbott CEGEP at Macdonald College, but in this case, CEGEP's are not substantially different from other non-residential post-secondary institutions. Suitable accommodation can be acquired at competitive rates near both Vanier and Dawson.

There is no doubt that the community college is here to stay for the next few years at least and it is our joint responsibility to make this college into the best possible, since our young people must attend this if they continue post secondary education in Quebec and together we should make an attempt to understand the needs and co-operate fully in attempts to satisfy these. It is

important that we continue to share in the establishing of goals and that once established, programmes leading to the realization of these goals should be understood thoroughly throughout our communities in which parents, schools and community colleges are close partners.

Some questions which are frequently asked:

1. Can any student graduate from high school with passing marks in eight (8) subjects attend CEGEP? If not, what must be his percentage?
2. Are marks a determining factor in deciding admissions? If not, what is considered important by the admissions body of a CEGEP?
3. Are Mathematics and Functions at the Secondary V level required for entrance to any course at the CEGEP including Business Administration, Nursing, General Education? If not, for what courses at the CEGEP level are functions and advanced physics a real pre-requisite?
4. What specific information is available to schools concerning admissions? Can schools themselves select those students who should attend CEGEP's and will Vanier admit these?
5. Is Student Services in a position to discuss with parents and prospective candidates the life style as it pertains at Vanier?

Our Answers:

1. In general, yes. However, students must have sufficient background in many subjects in order to meet curriculum requirements of our courses. Students who have followed vocational training or very general courses in high school may well not be properly equipped.
2. Marks are one of a number of factors in admission. Others include remarks from the school, any standardized tests such as SACU or CEEB, personal interviews, and any other information a student wishes to submit on his behalf.
3. Functions are required for many programs. Prerequisites are outlined in our calendar.
4. Most high schools have established person contact with each CEGEP. Information of mutually beneficial nature is constantly interchanged.

We encourage schools to be honest in their recommendation of students, as we would eventually like to accept on this basis. However, many schools simply recommend highly 'across the board', and this is not satisfactory.

5. Not only Student Services, but any member of the college should be prepared. Student Services is, however, the best place to make initial contact.

FROM JOHN ABBOTT
Robert Burns, Director-General

These answers to parent questions of necessity are my personal responses to the different point you're mentioning.

Q:1 What are the entrance requirements to the CEGEP program?

A:1) John Abbott College has so far resisted the subtle pressure to publish extensive entrance requirements. Our customary answer is usually "Any student who has a High School Leaving Certificate (Sec. V) can profit from a CEGEP programme". This general statement would hold for both pre-University and technology programmes. We have been quite flexible also in the interpretation of the term "mature student" by which a candidate who has not completed High School is granted admission. There are no trade programmes offered at the CEGEP level.

Q:2. Is the CEGEP program providing students with alternatives to the University program?

A:2) At the present the answer would have to be only partial. CEGEP technology programmes are still too limited in number and in variety of type. It seems that we are only in the initial stages of providing alternatives to the traditional University - centred educational programme. Educators (parents and teachers) are beginning to question seriously, the traditional educational mold, and greater efforts will have to be made on the part of society in general to provide viable economics alternative. A manpower study shows a drop in demand for pass and honours arts and science this year of between 14 and 30 percent. For those with master's degrees the drop was 20 percent; for the Ph.D's 25 percent. Parents must be prepared to allow their offspring to take trade or vocational profiles at high school and recognize such programmes as "terminal". Career programmes at the CEGEP level provide a good alternative to the academic treadmill. DIGEC has never turned down a request to offer a career programme which had a viable labour market.

Q:3. Does the graduate from the English-language CEGEP have the same opportunity for university entrance and/or entrance into the work world as his counterpart from the French-language CEGEP?

A:3) His chances are better. There are still more university openings on a percentage basis for Anglophones than there are for Francophones.

Q:4. What agreements have been reached with Universities in Ontario and New Brunswick concerning CEGEP graduates? What about partial credits?

A:4) I am enclosing a copy of a memo from Peter Berlow from Dawson College which summarizes the extent of liaison till now.

A meeting was held on Thursday, November 18, 1971 at Vanier College between representatives of the CEGEPS and two representatives of the Ontario Universities Council on Admissions, Mr. Georges Amyot (Registrar, Univ. of Ottawa) and Mr. Harry Sterne (Asst. Registrar, Queens). At that meeting, Messrs. Amyot and Sterne discussed the criteria they will recommend to the Ontario universities for admission of Quebec students, which are as follows:

1. A student who has completed **Quebec Secondary V** may not enter an Ontario university directly. He may proceed to CEGEP for at least one year, or may take Grade 13 in an Ontario secondary school, or in the cases of Ottawa and Carleton Universities only, may enter a pre-university year at one of those two institutions.

2. A student who has satisfactorily completed **twelve** credits at a CEGEP will be considered as having the equivalent of Ontario Grade 13, and is eligible to apply for admission to the first university year in Ontario. The profile of courses taken should correspond, as a minimum, to the requirements from Grade 13 listed in the particular university calendar. These requirements vary from programme to programme. In general, the applicant may assume that **two** credit CEGEP courses in a particular subject will equal the Grade 13 course in that subject, especially in Arts subjects. In Mathematics, if required, the student should complete Math 111 and 105, or preferably Math 103 and 105. In Chemistry: Chem 111 and 101; in Physics: Physics 111 and 101 or 102 and 202. Only when **specified** subjects from Grade 13 are listed need there be constraints on the CEGEP programme. If no subjects are specified, an ordinary CEGEP first year is sufficient.

3. A student who has satisfactorily completed the requirements for a Collegial Diploma, and who possesses the subject requirements for admission to a Quebec university in his chosen field, is eligible to apply for admission with **one year advanced standing**, i.e. into the **second** year of an Ontario university programme.

4. Admission will be based on the above minimum requirements, and in many situations is competitive. Once admitted, the student will be granted either

equivalence or exemption from all courses in the university programme which he already completed at the CEGEP; i.e. will not be expected to repeat any course. In some cases, the credit thus obtained will provide considerable advanced standing in addition to the minimum possible.

5. The Ontario universities will consider granting **early admission** to applicants who apply before December 31, and who submit a full record of previous grades, plus a list of Winter term courses, before March 10. Such admission will generally be contingent on completing the Winter term satisfactorily.

6. For admission to most programmes, students will be expected to have maintained an average at least "one notch" above passing. The same principle applies to credit for CEGEP courses. All in all, the student will receive the same consideration from an Ontario university that he may expect from a university in Quebec. The duration of Ontario university programmes is four years to an honours degree.

Q:5. What provision is there for out-of-town students a) for accommodation b) in terms of numbers that your college can accept?

A:5) a) Our location on the Macdonald campus allows us, to offer residence facilities to our students. The facilities are provided through Macdonald College and the residence fee is approximately \$600.

b) There are residence accommodation for about 450 students.

Q:6. How do you see the CEGEP's developing over the next 5 years?

A:6) CEGEP's have been in existence for 5 years only and CEGEP's for English language students, have had an ever shorter life time. The next five years are crucial to CEGEP development in Quebec. Available statistics indicate that there will be a need for approximately 22,000 CEGEP students place by 1974. Existing CEGEP's will presumably have to increase in size or new campuses have to developed. Hopefully, the academic programmes should vary not only in content, but in their type and length. With Continuing Education playing an ever more significant role, the CEGEP should resemble the ideal Community College concept.

SCHOOL COMMITTEES

Clauses 67, 68, and 69 of Bill 27, assented on July 10th, 1971, read as follows:—

67 Every school committee shall have the following functions:

(a) to stimulate by appropriate means participation by parents and the community generally in the improvement of educational services in the school;

(b) to study measures likely to promote more personal educational services in the school;

(c) to make to the administrators of the school any recommendation to ensure the best possible operation of the school.

68 A parents' committee is established for each school board or regional board; it shall consist of the chairman of each school committee.

Every parents' committee shall have the following functions:

(a) to ensure such cooperation as is necessary for the proper operation of the school committees;

(b) to express to the school board such needs as are identified by the school committees and direct recommendations of a general scope to it;

(c) to promote participation by parents in all activities of the school board and to designate especially for such purpose, from among them, if need be, the members required for the various committees established by the school board;

(d) to recommend to the school board any measure that may improve the administration and management of the schools.

69 The composition of the school committees and the terms and conditions of the establishment, operation and financing of such committees and of the parents' committees shall be determined by regulation of the Lieutenant-Governor in Council.

Following the receipt of replies to a questionnaire sent.

Out to all local Home & School Associations, and a special meeting of Federation's Board of Directors on December 4, last, a special committee consisting of Mrs. Arrey, our president, Mrs. Markowitz, vice-presidents, Mrs. Porteous (pres. Somerled), Mr. Colin Smethurst (area representative North Island) and Mrs. Lamb, (area representative South Shore) was set up to collate and write up a summary of the replies, which would form some basic guidelines for school committees.

The following report was approved by the Board of Directors at their meeting on January 22nd.

Cont'd on page 8

Con't from page 7

DEFINITION OFA SCHOOL COMMITTEE

A school committee shall be a democratically elected advisory body made up of parents, teachers, and administrators for each school. They shall be concerned with the philosophy and principles of education, immediate and long term, and the implementation of the necessary steps to attain these goals.

ELECTION

A school committee must be representative of the total school community and must, therefore, be elected by and from that school community: — parents elected by parents, and teachers elected by teachers.

A general meeting will be called annually to establish this committee. Notice of the meeting to be sent to all parents one month prior to its date and should include a request for nominations for committee members. All parents should be informed in writing of the nominations at least five days prior to the scheduled meeting. Any nominations to be received from the floor must have the nominee present and agreeable to standing for election, or prior consent received in writing by the nominators.

The first term of office for half of the committee members should be two years. The other half to be elected for one year. This to be determined by lots. Thereafter the school committee shall hold annual elections with no committee member serving for more than 3 consecutive years.

Should resignations occur, replacements will be appointed until the next election by the committee chairman on a two-thirds majority vote of the committee.

After the committee has been established at the first general meeting called by the principal, all future meetings and elections should be handled by the school committee.

We strongly recommend that the election of school committee members be held in April or May each year, so that the school committee may be operational at the beginning of the school year.

VOTING:

In order to prepare this document, the Quebec Federation of Home & School Associations canvassed its local associations and the replies to our questionnaire provided a consensus of the opinions of our people.

They have asked that school committees be established, consisting of no less than seven or more than thirteen persons: that is 60% parents, 30% administrators and teachers, and 10% students.

In following the concept that participation includes consultation and co-operation, it is our belief that the school committees be representative of the total school community. Therefore, each parent representative should have a single vote; each administrator and teacher representative should have a single vote and collectively the secondary students have a single vote and the elementary students observer status only. However, students at both levels should be encouraged to bring their suggestions and requests to the committee for free discussion and be given ample time to state their views.

There has long been an established principle of the professionals answering to the lay people in our schools and we believe this concept to be a valid one to apply to school committees. But, we do not feel that administrators and teachers should be confined to a consultative capacity only. It is true that they have a voice elsewhere in the school structure, but their qualifications and training are the very reasons for their positions and they are far better equipped to formulate school policy than most laymen. Also they have the responsibility for the implementation of any decisions taken regarding the local school. Therefore, we recommend that the administrator and teacher or teacher representatives on the school committee have full voting power.

FUNCTION OF A SCHOOL COMMITTEE

The function of school committees shall be flexible, to enable each school community to reflect the milieu in which it exists. Some of the recommended guidelines for the function of a school committee shall be to:

- a) Schedule regular open meetings (6 or 7 per year, 2 of which shall be general meetings).
- b) Report to parents by at least two of the following methods: 1) General meetings 2) Newsletters 3) Minutes of School Committee Meetings.
- c) Act as a forum for parents, teachers and administrators to evaluate the direction of education in their school, and in the school system.
- d) Review and approve moral and religious courses, if desired, for their particular school.
- e) Define criteria for (1) curriculum (2) pedagogical matters (3) hiring of teachers and administrators.
- f) Assist in educational projects for students and involve the total community in education.

- g) Consider the use of the school facilities by the community as a whole.
- h) Study and supervise all aspects of the teaching and the use of French or English, as a second language within the school community.
- i) Appoint committees to study specific areas of concern.

FUNDING OF SCHOOL COMMITTEE

We recommend that funds be granted to school committees from the Department of Education by a per capita grant, with a guaranteed minimum, separate from the school budget. These funds are necessary for the following functional requirements:

- 1) Communications to parent
- 2) Incurred expenses
- 3) Secretarial services
- 4) Supplies
- 5) Extra funds for special projects receiving school board approval.

In conclusion we believe that school committees are a necessity for a more realistic approach to education in the Province of Quebec and concur with the Ministry that they be implemented as soon as possible. We hope that our suggestions and recommendations will be given your attention and consideration.

The greatest problem with communication is the illusion that it has been achieved!

A neck is something if you don't stick it out you won't get in trouble up to ! ! !

Drive and walk carefully — remember it is not only a car that can be recalled by its maker! (And this includes snowmobiles).

There is no proposition at present apprehended to be true so valuable as to justify the introduction of an establishment for the purpose of inculcating it on mankind.

—William Godwin, London, 1798.

The Minister shall define educational objectives, authorize programmes, identify the disciplines which shall be taught and determine the proportions for the division of time among the different disciplines. Section 12, Regulation 7 of the Dept. of Education.

(From PAPT Professional Development Bulletin Jan 17, 1972)

HOME AND SCHOOL & SCHOOL COMMITTEES

The murmur which has been expected questioning whether the School Committee will make Home & School redundant is beginning.

The situation existing where experimental School Committees have co-existed with Home & School since September has been watched with more than average interest.

The School Committee is a relatively small group and it has been found that it is to the Home & School to which it turns to carry out the projects agreed upon by the School Committee. Furthermore, it is the Home & School which brings to the attention of the School Committee, the ideas and views of the parents.

It must be remembered that the School Committee is an introverted group, concerned with the immediate school and school board. It is the Home & School Association that is able to deal with the wider issues that concern all parents across the province. Without the "cross-pollination" of views and opinions from different parts of the province, the Department of Education will rarely be able to hear the strong collective voice of parents, by journal presentations as the occasion arises.

Today every Home & School needs a special committee to keep up to date on all the Bills, Regulations and Directives etc. which are coming out of Quebec in what seems to be an ever-increasing stream.

Home & School must be a training ground for School Committee members. People who are elected to these Committees without some background knowledge of what has been going on in education in recent years are going to have a very difficult orientation period, and the work of the School Committee will be held up and quite possibly be less effective.

THANKS A MILLION!!

All those who have sent Dominion Stores sales slips to us.

We collect these to be able to purchase very special equipment for multi-handicapped children. Please keep them coming, to

Mrs. D. Arrey,
11700 Elie Blanchard,
Montreal 390, Que.

P.S. We've been able to get 1 piece of equipment for speech therapy.

A POINT OF VIEW

In the Department of Education's desire to revise the educational system in this province to make it more administratively uniform, has it lost sight of the real educational needs of the children? Have the students become pawns in a giant chess game of Bills, Regulations and Directives, and their application, and have they become mere serial numbers to be fed into a computer? Is the Department so bogged down in philosophies, that educational research, professional development etc. are getting lost in the shuffle?

In many documents from the Department of Education there is reference to parent participation and consultation. The value of the participation and consultation is lost due to the limited time allowed.

One wonders just how much value parent participation is going to be if this sort of thing goes on. As one local association president phrased it some time ago, "our work is not done in the full spread of waking hours, but by night light in those hours free from the usual labours and from attendance upon the needs of our children". Many local association presidents know how many times Quebec Federation has been forced to ask them for the opinions of their group on a variety of topics at very short notice. Time and time again Federation has protested about the short time given for adequate consultation with parents, but without result.

There seems to be a glaring gap in consultation between the people who say what shall be taught and the people who will do the teaching. The Department of Education talks about teachers using their initiative in teaching a given course, and then, in the next moment, Directives appear which at every turn say that the teacher SHALL do this and that. It is one thing for the Minister and the head of the various sections of the Department of Education to talk about flexibility — but the technocrats who work under them do not appear to know the meaning of the word.

FROM THE LOCALS

ALLANCROFT in Beaconsfield is running a series of programs on "Drug Use and Abuse" during the school year.

Through a series of discussion groups LACHINE HIGH drew up a list of recommendations for their association to work on.

ST. LAMBERT'S December bulletin to its parents outlined the effects of Bill 27 in their area. (This is something other associations might work on.)

THETFORD MINES is always a busy group, fully integrated with Catholic parents, English and French. Because of the lack of English movies in the area, the Home & School has arranged a series of five movies suitable for family viewing, and made it their fund-raising event for the year.

AYLMER-EARDLEY and GLENCOE Home & School Associations are now affiliated with Quebec Federation.

71% of the families of students at SEIGNIORY are paid up members of the Home & School this year. They had a real safety problem on their hands in connection with the need for a crossing guard at the Stillview-Seigniory intersection. After 16 months of "going through the appropriate channels" it was only after extreme measures were planned by the Home & School that it was learned that the Town of Kirkland decided to hire a crossing guard.

JOHN RENNIE held another "no-holds barred" round table discussion in January. At the time of going to press there is no report of any casualties, so it can be assumed that productive discussion was achieved.

Parents, the principal, teachers and students were involved in making AHUNTSIC'S Annual pre-Christmas bazaar and bake sale, (which is their major fund-raising effort of the year,) an outstanding event. An added attraction this year was choral singing by all the students throughout the evening. This is the "fun" side of Home & School which offsets the weighty matters which have had to be faced in recent months.

MAPLE HILL uses every means possible to raise money to assist the education of the students. Last year every child in the school went on at least one field trip, and all the trips were recorded on slides so that the members could see how worthwhile their efforts had been.



"I guess I've been a little too independent in my independent study."



"COME ON DOWN, DADDY PROMISES HE'LL HAVE A TALK WITH THAT OLD COMPUTER."

MORISON'S Open House in the Fall covered every phase of what the school has to offer, and numerous displays were manned by the students themselves.

Students from SUNNYDALE PARK SCHOOL in Dollard des Ormeaux raised \$1800. for much needed school equipment unavailable under provincial government norms. During a three-day blitz sponsored by the Sunnydale Park Home & School Association the children sold 6000! tins of mixed nuts prior to the holiday season. (Hungry local squirrels, please note). The proceeds will be used to purchase audio-visual equipment, and motor development equipment.

AND FROM HERE AND THERE

Quebec Federation wishes to pay tribute to MR. A. REID-TILLEY, who retired as chairman of the Protestant School Board of Greater Montreal on December 31st. Mr. Tilley's skilful and resolute leadership, especially during the last two years, has been outstanding. Thank you, Mr. Tilley, for a job very well done, and may you enjoy a well-earned retirement.

THE PROTESTANT SCHOOL BOARD OF GREATER MONTREAL is reiterating its opposition to the Government directives on book purchasing, on the grounds of unjustifiable increases in costs amounting to as much as \$200,000! I

The PSBGM News, Vol. 5. No. 4 December 1971 outlines the sorry record of incompetence of the Measurements and Evaluation Service of the Ministry of Education in preparing, packaging and delivering high school leaving examinations material to schools, including misprinting, incomplete or jumbled papers, mislabelling of packages, incorrect addresses, damaged and unusable language and music tapes, and shortages. At the local presidents' supper meeting on January 21, Mme. Francoeur-Hendriks, Director of Elementary and Secondary Education, went to some lengths to explain just what the Department of Education is doing to prevent a recurrence of the muddles which have arisen for a number of years. It would seem that the need for accreditation deserves more than just "serious consideration" if our students are to have any hope of obtaining a correct accounting of their final marks. No wonder universities outside Quebec are suspicious of the marks presented by students from this province.

The NEWS is indebted to an associate member of Home & School from Buckingham, who from time to time sends us material on pollution, and the effects on all forms of life. Much of the material is technical, but everyone should be concerned about our environment. The Universities are now offering an increased number of courses on the study of the environment. Many groups are playing an active part, and children of all ages should be encouraged to participate, in and out of school.

How many people saw the TV program recently on the dangers of the use of asbestos as a modeling material? The Asbestos Information Association (North America) in the recent release says "...prudence would dictate that asbestos be precluded from classroom use.... it is a practice we would like to see stopped". What about checking up at your school?

In announcing NATIONAL HEALTH WEEK March 12-18, 1972 The Health League of Canada, while reminding everyone of the need for good health practices, points to the deadly threat of V.D. and drug usage, which is increasing at an alarming rate, particularly amongst young people, even those around the age of 10-14. Parental vigilance is imperative or vast numbers of our youth will be physically and mentally destroyed.

MRS. JOAN RICHES, president of SEIGNIORY is now acting as Quebec Federation's representative on the PAPT-PACT Curriculum-Council.



John Goodchild

Federation's ANNUAL MEETING AND CONFERENCE will be held MAY 12-13, 1972 at SIR GEORGE WILLIAMS UNIVERSITY. Resolutions Chairman for 1972 is JOHN GOODCHILD an area representative from the Lakeshore Regional Council. Notices have already been mailed to local presidents in this connection.



Mrs. Phyllis Hindle

Conference PROGRAM Chairman is MRS. PHYLLIS HINDLE, a former area representative for the Roxboro-Pierrefonds. Nominations Chairman is MRS. MARY BUCH, who will be calling for Nominations for the Executive of Federation shortly.



Mrs. Betty O'Connell

General Arrangements Chairman for the Conference is MRS. BETTY O'CONNELL, who would like to hear from anyone interested in working with her. Her phone number is 486-9315.

AND if you have an idea for inclusion in the CONFERENCE program, or a speaker you would like to hear, call MRS. HINDLE at 626-1220.



Dr. L.P. Patterson

NEW P.S.B.G.M. CHAIRMAN

The NEWS offers its congratulations to Dr. L.P. Patterson the new Chairman of the Protestant School Board of Greater Montreal, and to Col. K.D. Sheldrick, who succeeds Dr. Patterson as vice-chairman.

It is hoped that lots of parents saw the TV News film on the P.S.B.G.M.'s new "ROLLALONG READER" which has been in operation since the start of the school year. This Mobile Reading Van travels round to schools to help students with special reading problems. Mr. Ed Brennan is the Driver and Reading Technician.

DON'T SEPARATE THE BOYS FROM THE GIRLS

Quebec teacher Oliver Stevens says that although today's teaching methods bear no resemblance to those of his high school days, he was a bit startled when a certain staff memo made the rounds.

"Someone in the office wanted home-room teachers to furnish lists of their students without separating them into boys and girls," he says. "But what emerged was this memo: 'Please give us a list of all your students not broken down by sex.'"

(Reprinted courtesy Doyle Klyn, from the Montreal Star, January 1st, 1972.

AN ATTEMPT TO DEFINE A PROTESTANT SCHOOL



by Mary Buch

What is a Protestant School? In the near future, parents are likely to be confronted by the necessity to choose among Catholic, Protestant and 'neutral' schools for their children. Teachers, too, will have to make a decision regarding their affiliation, if the choices open to them imply that their work will be affected in one or more ways. To date, the differences in the kind of education to be offered have not been defined adequately to make a considered choice feasible.

The term 'neutral' school as it is applied in the United States is frequently confused with the same term as interpreted by the authors of the *Report of the Royal Commission of Inquiry on Education in the Province of Quebec* in the early 1960's.

In 1947, in the Everson case, the Supreme Court of the United State ruled that no public tax monies could be used to promote religious activities in public schools. This was in support of the First Amendment of the Constitution of the U.S.A., which states that there shall be no establishment of religion. Subsequent decisions of the Supreme Court have reinforced this ruling. In Canada, there is no establishment of religion, nor is there separation of church and state. Perhaps the present status of 'confessional' schools in some parts of Canada has been influenced by the fact that here the Roman Catholic Church ante-dates the Protestant churches, whereas the Roman Catholic immigrant to the U.S.A. arrived to find a public school system already in existence, and essentially Protestant in its ways.

The Parent Commissioners, in their use of the term 'neutral schools',¹ foresaw unified (non confessional) school boards whose duty it would be to provide Roman Catholic and Protestant schools for those who wanted them, and as well, multi-confessional (or 'neutral') schools which would provide a uniform secular education with additional, specific religious instruction for those who

requested it, in a variety of faiths, assuming that there were enough students in a group to make this option administratively feasible. There would also be courses in Morals and Ethics in a 'neutral' school, for those pupils whose parents had not specified a particular religious course. So far it has not been defined whose responsibility it would be to offer criteria for these Morals and Ethics courses, or to prepare the curricula and oversee the teaching.

Thus the distinction between the American definition of a 'neutral' school and current usage in Quebec is to some degree clear. One appears restrictive; the other seems inclusive, rather than exclusive, since it embraces a variety of religious options from which parents may either select or abstain.

The distinguishing features of a Roman Catholic school in Quebec hitherto have been instruction in matters of faith, and a 'permeated' curriculum. Both Protestants and Roman Catholics have had the right for over a hundred years, by virtue of Section 93 of the British North America Act, to dissent from the majority in a district, and to have their own schools.

Protestants as a group in Quebec have never required that their children receive doctrinal instruction in school. In avoiding the equation of Biblical instruction with the inculcation of faith, the risk that the Bible might be used as a 'proof-text' has also been avoided.

However, in the past couple of decades, increasing numbers of both teachers and parents in the Protestant community have been saying that they can see no use for the Bible apart from the inculcation of faith. They have failed to perceive an educational purpose for Bible instruction. As a result, not only is it likely that there has been an impoverishment in the transmission of our cultural heritage and in specific areas of study such as literature. As well, a whole area of man's self-understanding as found in the Bible is excluded from a number of classrooms — on the theory that if churches use the Scripture to nurture faith, Scripture automatically has no place in education. This serves to maintain the idea that the relationship of religion to education is tangential.

But one way of defining religion is to say that it is part of the story man tells about himself. If this is an acceptable definition, then the relation of religion to education is neither peripheral nor complementary.

Tillich defined religion as "a prior and ultimate concern for that which is experienced as ultimate". It follows that, rather than using the educational process to inculcate religion (a function appropriate to the churches) the schools

need a theological understanding which would not only take into account specific religious phenomena, but would also enable the students to see the religious questions which education evokes. Whatever is done in the classroom must be justified on educational grounds, and religious instruction — whatever its form in a Protestant school must meet this test. If there are parents who wish the school to reinforce belief and the practice of religion, this is not relevant to the tasks of a Protestant school.

It is essential for a Protestant school to have an identity which neither ignores religion nor depends on the churches to determine the content of the programme. If, in the past, the Protestant schools of Quebec have failed to discover religious concerns appropriate for the classroom, this is the responsibility of the Protestant community, of which the teachers are a part. We have not recognized that if religion is indeed 'part of the story man tells about himself', then the child is a religious being. One of the unfortunate tensions which has resulted from increasing public scrutiny of the problem (scrutiny not only by Jews and other non-Protestants, but by Protestants as well) is that teachers have become insecure in this area. Their instinct for self-preservation has quite naturally, if regrettably, clouded their concern for good education.

Tillich described as "autonomy" a condition in which, in a culture, all awareness of the transcendent is lost (e.g. an exclusively technological view or life). It is the presuppositions of autonomous culture, rather than its results which make 'protest' necessary, and this Tillich described as the Protestant Principle. The two crucial aspects of the Protestant Principle are *protest* and *openness*. The protest is against all forms of absolutizing, in which ultimacy is denied and finite things are thought to be self-sufficient (the absolutizing of religious symbols, for example — or, in the secular world, apartheid — or political imperialism). The openness is to ultimacy in culture — such as a demand for honesty in scientific research, or the unique value placed on individual human life. This suggests that it is not enough simply to avoid inappropriate teaching — there must also be openness to the ultimate dimensions of the entire curriculum. This is not the same thing as a 'permeated' curriculum.

It follows that in a Protestant school there is no topic which is unsuitable for discussion/inquiry, at the discretion of the teacher, who is able to determine on pedagogical grounds what is appropriate for the age and maturity of his pupils. Similarly, if the criteria are pedagogical ones, there are no inappropriate books or teaching materials.

If a Protestant school can be defined in the kind of terms used above, we will still have to await the definition of the philosophy of education of the 'multi-confessional' (neutral) school. When we have that, it may transpire that there is no difference in the two, since it is not being pleaded that Protestants have an exclusive point of view — only that we *do have one*. If the non-Catholic elements of the total community could reach accord, it might then be possible to expand the responsibilities of the Protestant Committee of the Superior Council of Education to encompass all who are not Roman Catholic, and thereby reduce the religious aspects of education to 'Catholic' and 'other' in Quebec, rather than enlarging these aspects numerically to create further diversity.

Reference:

Page 1, 1 — The Report of the Royal Commission of Inquiry on Education in the Province of Quebec, 1966, Vol. IV, para. 121.

Acknowledgement:

I am indebted in many ways to Dr. Doris Dyke, of the College of Education, University of Saskatchewan, (Saskatoon), who in 1967 allowed me to read her doctoral thesis, "Paul Tillich and the Protestant Principle as it Relates to the Public Schools". (Union Theological Seminary, New York, 1967). As well, Dr. Dyke was most generous with her time, to discuss with me some aspects of religion and schools. I have tried to apply some of her ideas to the present unique situation in the Province of Quebec.

M. Buch

ARE SCHOOLS OBSOLETE?

Mrs. J. Mansfield,
Hudson Home & School Association.

In December, students, teachers and parents of Hudson High School, met for a discussion evening led by Dr. Norman Henchey, Professor of Social Foundations at McGill University's Department of Education.

In a lead-off to the evening's discussion groups, Dr. Henchey built up a case for drastic reform in education. "Schools as we know them, are obsolete", he said. Education costs are spiralling (One and a half billion dollars in Quebec this year) and the demand for education continues to grow. Economists, politicians and taxpayers are demanding greater efficiency in education. High schools are alienating students, who in turn are looking for alternative forms of education: free schools, communes,

hitch-hiking. Television is transforming education through Sesame Street and other programs. Companies marketing communications hardware are joining up with publishers and other educational producers to produce curriculum packages that do not need teachers. We have the technology to set up telephone, television, computer terminal systems, though it is at present too costly for universal use.

In these circumstances, schooling as we know it today is expendable. It could be replaced by a voucher system in which every member of the population is regarded as having the right to education when he wants it, how he wants it. With no more compulsory attendance at school, professional teachers in private practice could be hired for specific educational purposes by individuals. In such conditions, parents would be responsible for their children's education and would have a variety of choices in carrying out this responsibility: a choice of schools, a choice of specialist teachers, the choice of multi-media educational programmes in their own homes.

Dr. Henchey is sure that it is only a matter of time before schools, in their present shape, become obsolete. What do teachers, parents and students think?

In the discussion groups that followed many points were made. Students, it is clear, are dissatisfied by the present high school system as too restrictive. They did not suggest the need for such drastic reform in the elementary school. High school is time-wasting, with over-emphasis on exams and tests. Teachers are aware that changes are necessary and that improvement is possible. Parents are fearful of the break-up of the present system with the resulting anarchy which Dr. Henchey's ideas suggested to them. Students felt that having school as only an occasional place to visit would mean a lack of competition and would be out of phase with the capitalist system under which we live. Therefore, would the system have to be changed before Dr. Henchey's alternative became possible?

The idea of telephone — T.V. hook-up aroused alarm in at least one parent's mind of the basis that the "élite" responsible for compiling data for the computer would have inordinate power. Dr. Henchey felt sources of information, e.g. books and experts, would remain the same as now.

Students definitely did not like the idea of their parents being handed back complete responsibility for their children's education, after consultation with the child's teacher and the school. Dr. Henchey had already pointed out that the rising level of education among parents equipped parents to handle this responsibility nowadays and in the future.

Students, teachers and parents were at a loss to know how to conclude at what age the child should have the freedom of choice, suggested by Dr. Henchey's régime.

At the conclusion of the discussion, students seemed personally concerned that reform should come more quickly than it seems to be, although none of them could accept all of Dr. Henchey's ideas about alternatives. They pressed Dr. Henchey for guidance as to what they could do now to speed up reform. Teacher and parents, although they too on the whole wanted change, were at a loss to see how standards could be maintained in any other way, and seemed to lack confidence in the ability of the child and of its parents to guide the child's education towards the parent's objective. Parents and students could not imagine being educated without the social structure of compulsory schooling. The school, after all, is the reflection of the society in which it exists. Maybe they were more worried than the students about the possibility of drastic change in the society in which they live as adults.

TEN YEARS OF ACTION

by William Asherman,
Historian for Quebec Federation

The recent loud and lengthy discussion over Bill 28 has brought about enquiries from a number of local associations and individual parents about the role Quebec Federation has played during the past decade by parent participation in developing the many changes that have come about in education. Therefore the following resumé has been prepared, and the documents referred to should be the files of every Home & School Association for reference purposes.

In March 1961, the government of Quebec was authorized to establish a Royal Commission of Inquiry on Education in the Province of Quebec. In 1959 Quebec Federation had taken an important step when it decided to set up a study project named "Operation Bootstraps", to gather information from the grassroots on the present and future needs of the provincial school system,

and to make recommendations to meet these needs. Therefore Federation was well prepared when the Royal Commission held its public hearings. Quebec Federation's Brief contained 176 recommendations covering every phase of education. The Report of that Royal Commission has since become famous as "The Parent Report", and many of Federation's recommendations have been implemented. (see pages History of Home & School)

When the Superior Council of Education was set up, together with its Protestant and Catholic committees, and commissions, Quebec Federation was invited to make nominations, and this invitation has been repeated every year since that time to fill vacancies as the members of the Council retire. Mr. Leslie Buzzell, Quebec Federation's Honorary President, was one of the first members of the Superior Council of Education, and a number of Federation nominees have been accepted and have and are currently serving on the Protestant Committee.

In 1964, it was decided to submit a Brief of the Quebec Royal Commission on Taxation (the Belanger Commission). *Federation's principal recommendation, which was later incorporated into the Report of that Commission, was to find a more suitable method of raising educational revenues than the real estate field. Federation suggested property assessment scaled on a province-wide basis and a uniform mill rate.*

During 1964-65 Quebec Federation's Family Life Committee did much work preparing a Brief to the Superior Council of the Family. *The chief recommendations were that continuous research was needed on all aspects of family life: in the relationship of the family and society, education must be available to everyone, and that marriage counselling, and family counselling was essential: financial aid for families with inadequate income: preparation of young people to assume family responsibilities: urban recreation: family housing at low rental essential, and kept in proper repair; for working women, good day nurseries, re-training of women to re-enter the working field, opportunities for women to do part-time work: family affairs courts, with special emphasis on funds for deserted families: compulsory immunization of children, and special assistance for pre-school children from broken homes.*

Around this time Federation was also represented on the Regional Planning Committees for comprehensive high schools, and the Planning Committees for English CEGEPS (under Bill 21) and the evidence of the value of that work now exists in DAWSON, VANIER, JOHN ABBOT and CHAMPLAIN CEGEPS.

In March 1966, a brief was submitted to the Department of Education on Guidance. *The main recommendation was increased availability and better quality guidance for students, not only at the high school level, but at the elementary level as well, and the use of any available communities services. The training of new teachers to provide a thorough understanding of guidance was also called for, and the proper recognition of the Guidance Counsellor by certification for those who did graduate work in this area.*

In November 1966, a brief was presented to the Superior Council of Education on questions raised by the Council in connection with recommendations contained in Volume IV of the Parent Report, and in the light of recent publicity surrounding Bill 28, perhaps it might be well to quote from the preamble to the Brief.

"Our members, while accepting the principle of unification of the educational system as a long-term goal, do not believe that Quebec is ready for a major overthrow of all the existing structures. We see the cultural diversity of Quebec as one of its great strengths. It is our opinion that the two main cultures and also the many immigrant cultures have much to learn from one another, and that all can contribute to a better mutual understanding. We are in agreement that unification of the educational system is desirable for the enrichment of all, but we consider it a long-term goal to be worked at, not an immediate regulation to be imposed.

We ask:

- (a) that unification be on a gradual basis, by experimentation, and not imposed by law, and
- (b) that the first major step be removal of divisions along confessional lines while retaining divisions along language lines, and
- (c) that representation of minority groups be guaranteed in the administrative structure at all levels, and
- (d) that voluntary co-operative ventures be encouraged in every possible way, in order that the citizens of Quebec may actively engage in learning to work together to put into practice the ideals described by the Royal Commissioners.

A single public school system with religious instruction on an optional basis would be the choice of our members. Realizing, however, that the Quebec population is not ready to give up confessional schools, we accept for the present the idea of offering instead confessional and non-confessional education where administratively feasible.

We believe that the quality of education ought to have priority over confessional considerations in cases where pupils of a particular group are too few in number to make it administratively feasible to provide for their special religious needs.

The desire to encourage parents to take a direct interest in the affairs of the school their children attend is applauded, along with the increase in opportunities for parent-teacher discussions and exchanges which would follow."

At the end of 1966, a Brief was submitted to the Dept. of Education by a special Federation Committee on Sex Education, *recommending that this meant education in which sexual, biological, and physiological facts are only disclosed in the full context of human relations with emphasis on inter-personal relationships and emotions. Special training was requested for those who would teach this subject.*

During 1968 representatives of several groups had met together to discuss a dual-language educational system. They were, Quebec Federation of School Administrators, the Board of Trade, Home & School Associations, Quebec Association of Protestant School Boards, Provincial Association of Protestant Teachers, Association of Non-Operating Railway Unions, Canadian Jewish Congress, and such prominent individuals as Dr. Rocke Robertson, former principal of McGill University, Mr. C. Wayne Hall, Dean of Education, McGill, Dean S.B. Frost, McGill, Dr. S.J. Frankel, Vice-Dean Social Sciences Division, McGill, Dr. R.C. Rae, former principal of Sir George Williams University, and many others.

In October 1968 they prepared, signed and presented to the Government of Quebec a Brief, on dual language education.

The Brief referred to *"the basic right that a child should receive his education in his mother tongue, and pointed out that this basic human right is recognized internationally in the Charter of the United Nations Education, Scientific and Cultural Organization and is practised in many bilingual countries in the Western World. Historical Acquired Rights were also stated in Public Education Act Chapter XV, the Consolidated Statutes of Lower Canada 1961, Section 21, sub-section 4, and were clearly established by law in Lower Canada before Confederation."* In referring to time, the Brief went on to say "an artificial unification of the two educational systems at this time would merely arouse much antagonism on both sides and would tend to produce a dull uniformity and actually delay the realization of a bilingual society". It

should be noted that the Report of the Royal Commission on Bilingualism and Biculturalism speaks with approval of a Quebec educational system where "both languages are placed on an equal footing and the principle of establishing the right of both English speaking and French speaking children to be taught in their mother tongue is enshrined in the educational system of the Province. The Dual Language Brief noted that *"... in the present situation it is very difficult for a school commission dominated by one language group to guarantee adequate provision for the education of students of the other language."*

It is interesting to note that this Dual Language Brief (written 3 and a half years ago), when speaking of the school committees and their role, parallels very closely what is evolving from discussions going on today. It also recommends that the different sorts of associations, of teachers, principals and parents etc. must be retained at the appropriate levels.

Bill 85 – the object of which was to specify the role of the French language in the field of education in the province, was never passed. However, in presenting a Brief on the Bill, Federation stressed the right of parents to choose education for their children in the language, and religious instruction which they desired.

When Federation presented its briefs to the Commission of Inquiry on the Position of the French Language and on Language Rights in Quebec (the Gendron Commission), *Federation once again re-iterated its position that all Quebec parents should be guaranteed to right to choice of schools in the official language of their choice i.e. French of English; and that immigrants whose mother tongue is neither French nor English must have the same option open to all other Quebec residents.*

A comparison was done of the Briefs from the Quebec Association of Protestant School Boards, the Protestant School Board of Greater Montreal, and Quebec Federation, to the Gendron Commission, and the four main recommendations common to all were:—

- (1) division of schools on language rather than confessional lines
- (2) all parents right to choose either French or English as the language of instruction for their children
- (3) that the government encourage and sponsor research into the best methods of teaching the second language (French or English).
- (4) support student exchanges

In 1970, Bill 62 came and was subsequently withdrawn. In 1971, we had Bill 27, which was passed, and Bill 28,

which is at the present time in abeyance, and Federation's brief was published in our last issue.

Note: The attention of all interested parents is directed to Compilation of Statutes on Education, 1970, price \$6.00 available from the Quebec Printer, 310 St. Catherine St. W., Montreal, Que.

Federation Brief to the Royal Commission of Inquiry on Education price \$2.00 available from Federation Office.

The History of Home & School, price 60 cents, available from Federation Office.

Parent Report, Vol. 1-5. \$2.00 each available from the Quebec Printer, 310 St. Catherine St. W., Montreal, Que.

YOUR HELP IS NEEDED

For many years Home & School Association in the Montreal area have supported the Canadian Progress Club's MILK FUND. Through the funds raised 4000 needy children receive free milk and vitamin capsules every day. Donations should be sent to

The Milk Fund
C/o Canadian Progress Club,
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DANGER SIGNALS OF POOR READING

(This Article appears in the December, 1971, Newsletter of the Educational Services Center at Granville, Granville, New York. It is written by Judy Roberts, Reading Specialist of the staff of the Center) and appeared in the January bulletin of the QUEBEC ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES.)

Children who are poor readers or classified as dyslexic children may show certain signs of difficulty at an early age.

These danger signals can be classified into two types. They are the primary characteristics that are directly related to reading, and the secondary ones that occur as the result of the disability. These primary or secondary characteristics will not be noted until the child has reached the age where formal reading has begun. The early signs are present, however, BEFORE the child has started to read.

One of the first primary characteristics is the inability to associate a sound symbol with the letter symbol. A child may know the letter "s" but have difficulty associating it with the correct sound symbol "s".

A child may have difficulty in remembering a part of a word or the whole word. If a child does not know a word, he may guess or use pictorial clues. The child may also lose his place or skip lines. Newly learned words will not be retained from day to day.

This child may reverse letters such as "B" and "D", reverse words such as "was" and "saw", "that" and "what", and numbers such as "61" will be "16".

There may be a great deal of difficulty with eye-hand-foot coordination. Directionality of left and right may be very confusing for these children. Children who have awkward coordination may also have a problem holding a pencil properly, working with puzzles or walking on a chalk line.

Also with these children, auditory discrimination is often poor. A child will not be able to discriminate between pin/pen, dis/lip, fat/flat. As time progresses, a child may find it increasingly difficult to discriminate between vowel sounds and to pick out the word that does not belong, such as in "same", sap, same".

These are some of the primary characteristics that may be seen. The secondary characteristics are NOT directly related to reading, but may occur as a result of the reading disability.

Thinking in terms of secondary characteristics, a child may show confusion with left or right directions. He

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may confuse days of the month, time, distance and size. Poor motor coordination may be witnessed on the playground. A child may possess a veering or swaying gait, and awkwardness on the playground equipment.

A child may or may not have speech difficulties.

Health is usually unimpaired in general. Upon neurological examination, milder forms of neurological dysfunction are sometimes discovered, but no gross pathology exists.¹

As a child becomes more and more frustrated with his inability to read, he

may become a behavioral problem. He feels more and more inadequate. He may be labeled "stupid" or "dump" by his classmates. The child may do things in the classroom to become the center of attention. He may become aggressive, withdrawn, overly defensive or irritable in general.

Usually a child with a reading disability will show a cluster of these symptoms. If a cluster of these symptoms appears YOUR CHILD MAY NEED HELP NOW.

¹ Wagner, Rudolph F., PhD., *Dyslexia and Your Child*, Harper and Row, Publishers, 1971. Page 27.

COME BLOW YOUR HORN

... and beat the drum, hit the triangle, rattle the maracas, and shake the tambourine — that's what kids are doing at Christy Slater's Music Classes after school. Upwards of 180 children are enrolled in classes all over the Island and exploring music rhythmically on all varieties of percussion instruments, xylophones and glockenspeils. They also have learned to read music, equivalent to learning another language. In January they invited their parents to attend an Open Class Lesson where they sang, danced, and played on all the instruments. This month for the first time in Western Cote St. Luc children will be making their own series of musical sounds at the Jewish People's School on Wavell Ave. Come join the Band! 489-4543 is the number to call.

HORIZONS!

A new booklet entitled "Horizons" and published by the Ontario Department of Colleges and Universities will be of interest to parents with children in High School or CEGEP's. It is a guide to educational opportunities in Ontario for 1972-73 beyond the secondary school level. It may be obtained by writing to the Department which is under the Honorable John White, Minister. A few items of interest are mentioned below:

If you are looking for a small university try Brock University in St. Catharines, where enrolment for '72-'73 will be 2,929 or University of Guelph where enrolment will be 9,430. Guelph specializes in Biological and Social Programs and has the Ontario agricultural and veterinary colleges, a school of Hotel and Food Administration and a Centre for Educational Disabilities among other studies.

Université Laurentienne, a bilingual institution has a special school for translators and interpreters. It is located in Sudbury and has an enrolment of 2,100. Specializing in the teaching of languages it offers a Bachelor of Linguistic Science degree. McMaster in Hamilton, with an enrolment of 9,000 concentrates on Medicine, Nursing and Social Work.

Trent University at Peterborough, enrolment of 2,300, uses small-group teaching methods and the residential teaching college system to develop close student-faculty relationships. The University of Waterloo with its rotating work/study co-operative system in

architecture and urban and regional planning and its concentration on environmental studies offers a program that appeals to students who wish to combine doing with learning.

The University of Windsor has a Catholic, classical background but offers a modern program of computer science and dramatic art. York University in Toronto counts the hallowed Osgoode Hall School among its colleges, as well as the new bilingual Glendon College. For the artistic there is the Ontario College of Art, and advanced technological courses are available at Ryerson Polytechnical Institute. These programs include library arts, Journalism, Canadian College of Dance and applied arts as well as the usual technology programs.

There are also twenty colleges of applied arts and technology, with Algonquin located at Ottawa and Pembroke and St. Lawrence in Kingston, Brockville and Cornwall being of particular interest to Quebec residents.

Of course, Toronto, Queen's Carleton and Ottawa Universities are also outlined in this book. The ones mentioned above are selected only to illustrate the choice open to students at the post-secondary level. It is a booklet well worth sending for if your child is presently in High School.



We are setting up an Education Committee to look into different aspects of education. For example —

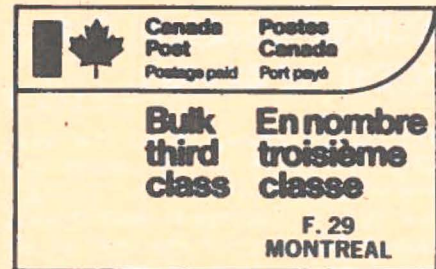
REGULATION 7 — relative to the general framework for the organization of Kindergarten, Elementary and Secondary Education.

This includes the School Report, Cumulative School Record, and the Personal Record of Students.

This is the priority now but the committee can expand when the need arises.

Should you be interested in being part of this Committee, please send to Federation Office by March 1st —

NAME:
ADDRESS:
PHONE NUMBER:



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