

Brief
by
Vanier College
to the
Commission d'étude sur la formation professionnelle
et socio-culturelle des adultes

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P R E F A C E

This brief had been written by only one person at Vanier College. This restriction was due to the fact that so much of the College's energies have had to be diverted to the reorganization of its adult services which the new government financing formula have dictated. For example, the College's Winter Semester offerings have been reduced by half. Preoccupied by these concerns it could not afford more than preliminary consultative assistance to the author of this brief. Nonetheless, the author has had intimate contact with Vanier's adult programs both as its former Director of Continuing Education between 1974 and 1979 and since then as the College's Director of Planning and Development.

During the last five years, Quebec's anglophones have had to adapt to abnormally high rates of change and will continue to have to do so. Some of the dimensions and magnitudes of these changes are only now beginning to take shape. This brief therefore devotes much of its attention to anglophones, Vanier's experiences with and perceptions of them and its concerns for their future. (In this brief, "anglophone" refers to those who speak English and who identify with English-language institutions.)

The College asks the indulgence of the Commission for the College's failure to submit this brief in French which College practice would normally require. The College will endeavour to submit a translation at a later date.

TABLE OF CONTENTS

Preface	i
 <u>PART ONE - THE PRESENT</u>	
1.0 <u>Vanier College - Background Information</u>	1
2.0 <u>Credit Courses for Adults</u>	4
2.1 General Education	4
2.2 Career Program Courses	4
2.3 Guaranteed Courses	5
2.4 Intensive Second-Language Courses	5
2.5 Services to Credit Course Students	6
3.0 <u>Non-credit Courses for Adults</u>	7
3.1 Financing of Non-credit Courses	7
3.1.1 General Rule	7
3.1.2 Senior Citizens	7
3.2 Non-credit Professional Development Courses	8
3.3 Non-credit Personal Development Courses	9
3.4 The Climate for Changes to Community Programs	9
3.4.1 Government Statements - Cues or Miscues?	9
3.4.2 College Priorities amid Uncertain Change	11
3.4.3 New Initiatives - A High-risk Game	12
4.0 <u>Student Input</u>	13
5.0 <u>Regional Cooperation</u>	13
 <u>PART TWO - THE FUTURE</u>	
6.0 <u>Off-island Anglophones and Distance Education</u>	15
6.1 Two Underserved Groups	15
6.2 The Anglophones Outside of Region 6	17
6.3 Off-island Anglophones within Montreal Region No 6	20
6.4 Government Assistance	20
6.5 Distance Education	21
6.5.1 Some Models for Evaluation	21
6.5.2 Vanier's Analysis of Distance Education	22
6.5.2.1 Off-campus Centres	22
6.5.2.2 Correspondence Courses	22
6.5.2.3 American Telecourses	23

7.0	<u>Full-time Day Programming</u>	28
8.0	<u>Part-time Day Programming</u>	30
9.0	<u>Second-Language Programming</u>	30
10.0	<u>General Education for Adults</u>	31
11.0	<u>Experiential Learning</u>	32
12.0	<u>Congé-éducation and Education Récurrent</u>	33
13.0	<u>Regional Coordination and Services</u>	34
14.0	<u>Economic Reality</u>	34
15.0	<u>RECOMMENDATIONS</u>	37

Appendix A Vanier College's Fall 1980 Adult Education Catalogue.

Appendix B Articles on the development of second-language programs at Vanier College.

Appendix C An article "Prices and Priorities" describing Vanier's perception of the changes in the financing of adult education, of inflation-induced reductions to Cegep financing and of anglophone demographics.

Appendix D Details on the College's non-credit community programming.

Appendix E A bibliography on experiential learning.

PART ONE: THE PRESENT

1.0 VANIER COLLEGE - BACKGROUND INFORMATION

- 1.1 Vanier College is an English-language Cegep with a Fall 1980 enrolment of 5800 full-time day students few of whom are adults, and 3300 evening and weekend students most of whom are adults. Over 1700 of the adult students are enrolled on a full-time basis taking 12 hours or more of classes per week. The College has two campuses, both of which are near the centre of the Island of Montreal. Its Ste-Croix Campus, the former Collège Basile Moreau, is a permanent facility with a modern sports complex located in the City of St. Laurent. Its second campus, a rented high-rise building, is located on the Decarie Expressway in the Snowdon district just 3 miles south of its sister campus. In addition, the College operated an off-campus evening facility for adults for two years in a Laval high school. It stopped offering courses there in 1978 when additional government funding to cover its operation could not be obtained.
- 1.2 Although it has no residences, about 20% of Vanier's students reside outside the Island of Montreal. Less than 65% of the students live in the neighbourhoods of the two campuses.
- 1.3 Of the day students, the mother-tongues are 58% anglophone, 34% allophone and 8% francophone. Of the adult students' mother-tongues, 51% are anglophone, 30% are allophone and 19% are francophone. When one excludes the intensive second-language students, the mother-tongues of adults are 64% anglophone, 27% allophone and 9% francophone.
- 1.4 Vanier College attracts a much larger number of applicants and graduates a larger number of academic award winners than do most Cegeps. It sees itself as a college that pursues excellence and sets higher standards of performance than most colleges. Although other colleges perceive it as more traditional and conservative,

it would characterize itself as well-managed, more responsive to fundamentals and less subject to transitory influences. It points with pride to the large number of awards won by its graduates, its good standing among employers and its deficit-free balance sheet.

- 1.5 The College's Centre for Continuing Education was first organized in 1973. Its most recent programs and services are described in the Fall 1980 Catalogue, a copy of which is attached as Appendix A. (In the past, the catalogue has been distributed to between 200,000 and 300,000 anglophone homes by having it published in the Montreal Star, and more recently, The Gazette. Recent funding changes have forced this type of promotion to be abandoned.) Most adult programs are offered during evenings and on weekends. Very few adult programs are offered weekdays because the College cannot presently satisfy the demands for full-time day applicants 30% of whom must be turned away. Moreover, the financing of part-time adult day students is unattractive, because the operational grants on an hourly basis are effectively half that available for full-time regular students. The Centre's budget for 1979-80 was \$2,6 million.
- 1.6 During the past five years, the College has slowly integrated into its regular structures many of the tasks and controls previously carried out by its Centre for Continuing Education. These have included registration which is now done by the Registrar's Office and the hiring of credit-course teachers which is done through the regular academic structures. The Centre's staff who do credit-course planning, academic advising, accounting, and promotion, all now report functionally - but not operationally - to other directors within the College. Recently, its full-time manpower training and its seminar programs were reorganized under a separate organizational unit reporting to the Director General.

- 1.7 The day-time teaching resources of the college can be quickly, although somewhat superficially described by the Fall 1980, first-year enrolment in day-time programs:

<u>Pre-university Programs</u>		<u>First Year Students</u>	
		<u>No.</u>	<u>%</u>
010.00	Health Science	403	15
020.00	Pure and Applied Science	451	16
030.00	Social Science	651	24
040.00	Commerce	430	16
050.00	Creative Arts	83	3
060.00	Languages and Literature	92	3
551.01	Music	59	2
Sub-total		2169	78%
<u>Career Programs</u>			
141.00	Respiratory and Anaesthesia Technology	16	1
145.00	Natural Science Technology	37	1
180.00	Nursing	56	2
221.01	Architectural Technology	38	1
221.03	Building Systems Engineering Technology	15	1
243.02	Electrotechnology	60	2
322.03	Early Childhood Care	43	2
351.00	Special Care Counselling	79	3
410.00	Business Administration	116	4
412.01	Secretarial Science	114	4
Sub-total		574	21%
Total number of first-year students		2766	

In addition to the specialized staff in those programs, Vanier has, of course, a full complement of teachers for the compulsory English, Humanities and Physical Education courses. Moreover it has particular expertise in such optional course areas as French/English second languages, Quebec/Canada studies, Women's studies, Music and Creative Arts.

The Centre for Continuing Education has also developed an extensive resource of hourly-paid teachers in the non-credit courses described in the attached catalogue and discussed later in this brief.

2.0 CREDIT COURSES FOR ADULTS

2.1 General Education

2.1.1 The high value placed on general education by the college has been shared by its adult students. For example, of the 130 sections of evening and weekend credit-courses financed by DGEC or autofinanced by students in the Fall 1980 (excluding intensive second-language courses), seventy-three percent were in general education. (This category includes courses in history, the classics, philosophy, humanities, religion, economics, modern languages, anthropology, political science, sociology, psychology, the sciences, English as a first language and creative arts.) The fact that roughly half of the students who enrolled in general education courses did so without benefit of government subsidies underscores the importance they attach to it. With the recently reduced government financing, the college has had to drastically cut back on general education courses.

2.1.2 Evening and weekend courses were offered in all of the Pre-university programs listed in paragraph 1.6 except 551.00, Music. Only one section of Music is offered each semester. Music, characterized by low teacher-student ratios has been too expensive to offer. Consequently, many adult students are taking the day-time program which is better financed.

2.2 Career Program Courses

2.2.1 Evening and weekend courses leading to attestations, certificates, and diplomas are offered to adults in all of the above programs listed in paragraph 1.6 except 141.00, 145.00, 180.00, 221.00 and 351.00. There is insufficient demand in the first three of these five. The demand for adult courses in 351.00, Special Care Counselling, is satisfied by Collège Marie Victorin which offers these and other courses in English. Efforts to offer more complete program-offerings in 221.01, Architecture and in an allied area, Estimating, were relaxed when Cégep Ahuntsic

2.0 CREDIT COURSES FOR ADULTS (Continued)

began offering such courses in English. Day-time adult programs financed by PFMC are periodically offered in Nursing and in Business Administration.

2.2.2 Most Adults taking evening and weekend courses do not enrol in a regular program; their goals are largely very different from those in the Cahiers de l'enseignement collégial.

2.3 Guaranteed Courses

It is important to note that Vanier is unique in guaranteeing to offer all of the above courses that it advertises. There is no minimum enrolment required. This calls for precise planning but is seen as a distinct service to the many adult students who are frustrated by cancellations due to low enrolment.

2.4 Intensive Second-Language Courses

Vanier College is proud of its quick response to the critical community demand for intensive second-language courses that followed the enactment of Bill 101. The College committed considerable resources to the development of a Cegep-level, intensive French program that has enjoyed a reputation for quality. It quickly discovered that an even greater number of francophones wanted intensive English courses. Until this Winter when provincial subsidies for second language courses were cut by one-third, it was serving over 1200 highly-motivated students who in addition to their full-time jobs attended a minimum of 12 hours of classes per week and were assigned an equal number of hours of homework. Some courses were given in off-campus locations. A few students commuted from distances of 100 miles and more.

Vanier remains committed to establishing itself as a Centre d'excellence in second-language learning. Two of its developmental projects are

2.0 CREDIT COURSES FOR ADULTS (Continued)

described in the articles "Coping with Cultures", and "Vanier Nurses Learn French", copies of which are appended to this brief as Appendix B.

2.5 Services to Credit-Course Students

Vanier's out-of-classroom services to adults are generally superior to those offered by most educational institutions. The College is particularly proud of its information services and the number of services that are available until late in the evening. Evening and weekend services include library, audio-visual, information, academic advising and management services. Parking and cafeteria services are available at the larger of the two campuses. The smaller campus has food vending machines. A newsletter for students is published periodically during each semester. Counselling by professionals, which is infrequently demanded, is available during the day. For the rare cases requiring evening attention, the services of a professional day counsellor are contracted. Bookstores are open during the evening the first two to three weeks of each semester. For adults attending full-time during the day, special orientation sessions are made available. Not available during the evening are the records service of the Registrar, child-care services and a Centre d'Emploi du Canada pour étudiants all of which are available during week-day hours. The chief deficiencies perceived by Vanier's adult educators are those common to most institutions. These include: better identification of non-Vanier programs and increased referral of students to the agencies offering them; more access to teachers; the assessment and crediting of prior experiential learning; and the equipping of students - through workshops - with better survival "skills" in reading, in preparing term-papers, and in making more effective and efficient use of library and other media resources.

3.0 NON-CREDIT COURSES FOR ADULTS

3.1 Financing of Non-credit Courses

3.1.1 General Rule

The College's Centre for Continuing Education has been offering non-credit activities for professional and personal development since it opened in 1973. For the most part, students in non-credit courses have been charged 100% of the direct costs and around 50% of the indirect costs of such courses.

3.1.2 Senior Citizens

One major exception to this auto-financing rule has been the College's day-time program, "Focus + 60", for senior citizens. A series of non-credit courses tailored to the expressed needs of seniors, this program was initially operated by a group of seniors from the Snowden district and was financed via the federal government through its "New Horizons" program. The College provided free facilities and contributed to some of its instructional costs. When the federal government financing stopped in 1976, the College took over the program and has until recently provided it with \$40,000 worth of services annually. The new financing formula has forced the College to re-evaluate this service and to reduce its subsidy. Over the past year, tuition fees to seniors have had to be increased to more than \$1.50 per instructional hour - an increase of 50%.

3.0 NON-CREDIT COURSES FOR ADULTS (Continued)

3.2 Non-credit Professional Development Courses

Non-credit professional development programs have included:

- Fire Science A "formation sur mesure" program to train fire prevention specialists designed for anglophone fire-fighters who found it difficult to follow similar courses offered in French at Université de Montréal. Partially subsidized via DGEA for credit portion and partially auto-financed for non-credit courses.
- Principles of Buying Offered in association with the Purchasing Management Association at cost.
- Material Handling and Warehousing Operated jointly with the Material Handling Society of Montreal at cost.
- Small and Medium Business Courses The provincially-subsidized "PME" program.
- Tailored-to-measure Second-Language Course Offered to employers at cost.
- Various one-day to one-week seminars Time management, Employment interviewing, etc. Offered at cost.

Vanier has recently given a higher priority to its seminar offerings to business and industry with the establishment of a "seminar centre" staffed with four people whose coordinator reports directly to the Director General.

3.0 NON-CREDIT COURSES FOR ADULTS (Continued)

3.3 Non-credit Personal Development Courses

3.3.1 Although Vanier's non-credit non-professional programs have traditionally been labelled as "Community Programs" or "Community Focus", they have consisted largely of courses on personal rather than collective development. This labelling follows the tradition of the North American English-language institutions where "éducation populaire" rarely includes "animation communautaire". That is, community education has not meant that "collectivities" are "collectively" offered learning tools to solve "collective" socio-economic problems. In the case of the "Focus + 60" program for seniors and "Focus on Women", collective learning does, of course, take place by virtue of their homogeneity but this is really a by-product of the personal learning goals. Although the College does not initiate "animation communautaire" programs of its own, it is nonetheless supportive of such initiatives by non-governmental organizations such as the local "Y".

3.3.2 The details and range of personal development courses offered by Vanier can be seen in the Fall 1980 announcements, copies of which are attached as Appendix D.

3.4 The Climate for Change to Community Programs

3.4.1 Government Statements - Cues or Miscues?

3.4.1.1 Government leaders over the past four years have increasingly promoted the idea of making the Cegeps into "community colleges" with doors to Cegep learning resources wide open to the general public.

3.0 NON-CREDIT COURSES FOR ADULTS (Continued)

The first such visionary statements were a breath of fresh air. Like many states and provinces that have done so, Quebec would finally recognize that colleges were rich public resources that could be used not only to assist the citizen in his "accredited" learning projects, but also in the half dozen or so major individual learning projects that he/she annually undertakes.¹

Quebec would finally and officially recognize that the amount of self-directed individual learning far exceeded the amount supplied by institutional courses, and that Cégeps could be far more effective learning resources if these resources were unchained from their ties to credit-courses.

3.4.1.2 Taking these ministerial cues, Vanier and other Cégeps embarked on new directions and invested considerable resources in non-credit learning, and waited impatiently for government policy to catch up. They have waited for four years and are now beginning to fear that they have miscued.

3.4.1.3 However enlightened the objective to give the Cégeps a community college role, very few official changes have been made to the Cégeps' mandate or financing that allow them to develop non-credit activities. Granted, Cégeps have received some modest

¹ Tough, A. The Adults Learning Projects. Research in Education Series No. 1. Toronto: Ontario Institute for Studies in Education, 1971.

3.0 NON-CREDIT COURSES FOR ADULTS (Continued)

developmental funds from DGEA which they may use for non-credit purposes, and granted, they have been invited to participate in some equally modest DGEA initiatives in non-credit professional development programs. And granted that an adult student has been added to each Cegep's board of directors; however, he or she is selected from among its full-time credit students. The official changes to the non-credit role of Cegeps are minor. Given the depressing financial state of the Province, the Cegeps are becoming increasingly pessimistic about promised change.

3.4.2 College Priorities amid Uncertain Change

Mindful of the above and of the fact that the College's original mandate to serve the young adult has not been changed, of the fact that present space allows it to serve only 70% of the young qualified day-applicants, of the fact that subsidies for adult professional programs are generally commensurate with costs while those for general education courses are not so favoured, and of the fact that subsidies for the non-credit personal development of adults are given not to Cegeps but to other agencies, Vanier has established the following priorities: day schedules are first designed to satisfy the greatest number of full-time day students; once this is done priority is then given to full-time PFMC adult credit-programs and lastly to day-courses for senior citizens. Evening and weekend schedules are first designed for the credit-course professional-development needs of adult students; priority is then given to courses for general education and second-language, followed by non-credit professional courses and finally non-credit personal development courses.

3.0 NON-CREDIT COURSES FOR ADULTS (Continued)

3.4.3 New Initiatives - A High-risk Game

Such priorities reflect accountability to present rather than conjectured Cegep mandates. Once the financing and controls can be established to ensure that the "official" priority users are not penalized and that false expectations are not set for new adult users, the Cegeps are prepared to extend their services. They are not unwilling to take initiatives. Community programs by Cegeps Bois de Boulogne and Rosemont, and Vanier's program for seniors testify to this.

However, when Cegeps juxtapose the governmental inaction to act upon its own vision with the current and projected financial cuts, they wonder whether the government that receives the report of the Jean Commission will be brave enough to cut other programs, and if it is, which programs it will cut.¹ Other Cegep programs? The programs of Schools Commissions? Of other government sectors?

Such conjecture inevitably creates a very uncertain climate for the planning and development of adult services. Cegeps who have extended their non-credit activities beyond that of vocational programs are beginning to feel that it is a high-risk game.

¹ A more detailed analysis of Vanier College's perception of the current financial climate and its effects are contained in a recent article "Priorities and Prices", a copy of which is attached as Appendix C.

4.0 STUDENT INPUT

Evaluative comments from students are actively solicited through Vanier's periodic newsletters, but this yields little feedback. Aside from an adult student on the College's Board of Directors and a few student-faculty relations committees and employer-college liaison committees that academic departments have created, there are no official adult education feedback routes. Although the College has planned to evaluate the motivation for drop-outs and to assess expressed needs not met by the College, it still has these activities ahead of it. However, the College does employ rather sophisticated analytical tools to discern shifts in the demand for courses from its present student population. These analyses have made it possible to guarantee the offering of most courses.

5.0 REGIONAL COOPERATION

5.1 Although sensitive to the need for regional cooperation in order to avoid gaps and overlaps in the planning of services, the adult education representatives of the region's universities, school commissions, community agencies and Cégeps have never met as one group. Among the few "ad hoc" meetings held, communication gaps are very visible. For example, adult educators from the two cégeps in Ville St. Laurent have never met with that municipality's library or recreation department representatives. When regional meetings do take place they are usually organized along language lines. Although meetings between Vanier and the anglophone Cégeps are frequent and communication and cooperation is extensive and apparently rewarding, visits to and from the nearby francophone Cégeps of Bois-de-Boulogne and St. Laurent are rare. Anglophone and francophone meet only at meetings called by the Ministère de l'Éducation or La Fédération des Cégeps; each knows his counterpart but rarely consults the other on an individual basis.

5.0 REGIONAL COOPERATION

- 5.2 The failure to cross linguistic lines can be partially attributed to the linguistic differences in clientele. However, the lack of bilingual skills of the institutional representatives is equally a factor, a factor that leads to much wastage of community resources. Communities - and taxpayers - would be far more efficiently served if its institutional representatives were provided with incentives to increase their second-language skills.
- 5.3 Even within linguistic enclaves, adult educators often fail to communicate across arbitrary administrative divisions between school commission, Cegep and university, and between governmental and non-governmental institutions. Although provincial associations are currently being formed that will erase some of these barriers, two major problems remain. First, these associations are being organized principally along language lines, and secondly, they only indirectly provoke regional contact. Concrete measures to promote regional cooperation are essential. A specific proposal is discussed later in this brief.

PART TWO: THE FUTURE

6.0 Off-Island Anglophones and Distance Education

6.1 Two Underserved Groups

Vanier is particularly concerned about two large groups of underserved anglophones: the 75,000 anglophones to the North of it who, although included in the Montreal Administrative Region Number 6, nonetheless have difficulty accessing Cegep services, and the 125,000 anglophones who are located in linguistically-isolated and often collapsing communities throughout the province.

Solutions to the problems of providing Cegep-level adult services to the two off-island groups have been clouded by conflicting estimates of the present and future composition and number of the two populations, by failure to clearly outline who is responsible for serving them, by the absence of community organisations that could communicate and underscore their needs, and by the lack of a long-range financing formula that recognizes the extra costs involved thus motivating institutions to respond.

6.0 Off-Island Anglophones and Distance Education (Continued)

Demographic analyses, based largely on the 1971 Census and its 1976 adjustments - both of which preceded the enactment of the French Language Charter -, have been subject to widely-varying interpretation and have thus been the source of much indecision. Recently, school population figures have been properly analyzed, validated and publicized, thereby adding much more objectivity to the description of at least part of the adult population. (From the numbers of children, the numbers of parents can be deduced; by adjusting past enrolments for immigration, emigration and death, the number of young adults can be estimated. Estimates can then be correlated with Census data to assess validity. Although the process leaves undefined gaps in the cohorts, it has the benefit of being "hard data", of creating some certainty about the problem without which decisions are often otherwise avoided.)

Financing of some Cegep services for the two groups may now be at-hand through developments in two distance education methods: Off-campus centres may enjoy a renewal if the promised flexibility in financing such Centres comes true; inexpensive educational television via Plattsburgh's Channel 57 through an informal consortium of Anglo-Quebec and North-eastern New York post-secondary institutions, has begun. Further developments using "Telidon" concepts, perhaps even using Radio-Quebec, are anticipated. These are described in section 6.5 of this brief.

6.0 Off-Island Anglophones and Distance Education (Continued)

6.2 The Anglophones Outside of Montreal Region 6

6.2.1 In a study, funded by the Conseil de la langue française, of English-language Quebecers living outside the administrative region of Montreal, Caldwell¹ predicted abnormal declines in over half of the province's regions. Of the eight regions outside Montreal, he characterized three as declining - the regions of Québec, Trois-Rivières, and the Eastern Townships - and two as collapsing - Saguenay/Lac St-Jean and the North-West. Caldwell's demographic data extended only to 1976. Basically, he comparatively analyzed 1971 and 1976 Census data from Statistics Canada and school enrolments from the Ministère de l'Éducation du Québec for the same period. He combined this analysis with a sample of interviews, and correlated earlier declines of anglo-Catholics with some developing trends in the anglo-Protestant sector. Enrolment figures released subsequent to his study confirm his predictions. For example, the Eastern Townships are now reporting a drop in anglo-Protestant high school enrolments of 22%, twice the drop being experienced by the franco-Catholics of the same region.

¹ Caldwell, Gary. Le Québec anglophone hors de la région de Montréal dans les années soixante-dix: Evolution sociodémographique, Conseil de la langue française. 1980.

6.0 Off-Island Anglophones and Distance Education (Continued)

6.2.2 Caldwell points out that the anglophones who reside outside the Montreal Region live largely in small communities and that they lack a support culture and an institutional network "capables d'entretenir le lien entre une communauté locale et d'autres communautés qui partagent la même culture.... A part des dirigeants et du personnel scolaire, [une élite indigène] est complètement inexistante dans certaines régions et, là où elle semble exister, nous sommes plus souvent qu'autrement en présence de personnes qui sont simplement de passage: des professionnels ou des intellectuels venus de l'extérieur et qui se déplacent suivant les exigences de leur carrière.... Il est évident que ces personnes, nouvellement arrivées, ne sont pas aptes à servir d'intermédiaires et à intervenir en faveur de leurs nouveaux compatriotes. Il ne pourrait en être autrement, car ils ne jouissent pas de la confiance qui émane d'un sentiment d'appartenance, propre à l'autochtone qui sait que le pays lui "appartient". De plus, il leur manque une connaissance des particularités propres au contexte québécois, ainsi que la crédibilité et les réseaux d'amis que l'on acquiert au cours des décennies. Leur apport est autre: une ouverture vers l'extérieur et une meilleure perspective d'ensemble, ce qui n'est pas négligeable, mais certainement pas interchangeable avec l'apport d'une élite indigène.

6.0 Off-Island Anglophones and Distance Education (Continued)

Sans traditions culturelles fortes, sans une élite qui puisse servir de pont entre elle et la société francophone, la masse de la population anglophone s'en va à la dérive. Souvent les plus mobiles, ceux qui le peuvent financièrement, partent laissant derrière ceux qui sont ou trop vieux ou incapables d'assumer le coût d'une migration, un véritable processus de sélection socio-économique au sein de cette population anglophone....

Il ne se trouve personne qui puisse contrôler et informer ensuite la population; il ne se trouve personne qui puisse intervenir pour corriger des situations intenable, pour effectuer les démarches nécessaires auprès des autorités compétentes et pour vérifier si les promesses alors faites se réalisent concrètement."²

- 6.2.3 Recently, some anglophone institutions - particularly those in the Ottawa Valley and to some extent in the Eastern Townships - have acted to highlight their problems. However, there are many areas that are leaderless and many lack the resources to animate their communities. They need help.

² Caldwell, pp 98-99

6.0 Off-Island Anglophones and Distance Education (Continued)

6.3 Off-island Anglophones within Montreal Region No. 6

A less critical but nonetheless important problem is the provision of Cegep-level services to the 75,000 anglophones in Laval and the communities north of Rivière des Milles Iles in Region 6. They cannot easily access Vanier's campuses, particularly during the months when winter weather inhibits travel, particularly on their inadequate evening and weekend bus services. In effect, the lack of reliable transport transforms communities apparently served by Montreal into isolated, remote pockets of unserved people. They resemble those communities described by Caldwell. Evidence of this is reflected in the fact that although Vanier draws over 15% of its regular day-time population from this area, only 7% of its adult students in the Fall reside there. During the Winter, the adult figure drops to 3%, one-fifth of what it should be.

6.4 Government Assistance

Obviously needed are better bonds between these communities, their own institutions, and the stronger more stable anglophone institutions in the Montreal area. The government could help considerably by providing better financial incentives that would encourage Montreal anglophone colleges to reach out and share their strength, their sense of identity, and their resources with these isolated communities. In the past, cegeps could only do so by reducing services to their

6.0 Off-Island Anglophones and Distance Education (Continued)

immediate clientèle. Of the 200,000 off-island anglophones, less than one-quarter receive adequate services. The remaining 150,000 are not only underserved, but are weakening rapidly. The solution is not to wait until they disappear. They deserve better.

6.5 Distance Education

6.5.1 Some Models for Evaluation

The 800,000 anglophones of Quebec have a size and ethnic distribution that is similar to other provinces. In number and ethnic variation, they resemble Saskatchewan or Manitoba. In demographic concentration, with most of the populace located in one corner of the province, they resemble British Columbia. All three of these provinces have organized systems of distance education that are designed to solve the kinds of problems experienced by Quebec's anglophones. Notable institutional models for responding to isolated adults are B.C.'s Open Learning Institute and Alberta's Athabaska University. The precise answers found by those provinces may not be appropriate to Quebec. However, there are enough parallels and indications of success to merit study by Quebec. It is difficult to quarrel with the success of their distance education methods.

6.0 Off-Island Anglophones and Distance Education (Continued)

Although Quebec's distance education services to off-island anglophones is a decade behind that of the Western provinces and of Quebec's francophone services, tardiness does have an advantage in that it provides the experience of others to evaluate. Such a comparative evaluation by the Commission would be an invaluable service to the Anglophones.

6.5.2 Vanier's Analysis of Distance Education

6.5.2.1 Off-campus Centres

In 1975, Vanier College opened an off-campus centre in Laval, one of a planned series that were to be located in selected high schools to the North and West of the Island of Montreal. This was abandoned two years later when a subsidy to cover part of the extra costs could not be obtained. The College plans to test the new funding formula to see if its original plan can be resurrected.

6.5.2.2 Correspondence Courses

Subsequent to this, the College evaluated other distance education methods. After considering the comprehensive development of correspondence courses, it concluded that this option too was only feasible if extra financing were provided. It found that when other alternatives - however unattractive - are available, student demand for correspondence courses is very low, and that much of the demand for the more popular courses is already met by other institutions in Canada and the United States. Moreover, it was felt that there was a high risk that the prospective provision of educational

6.0 Off-Island Anglophones and Distance Education (Continued)

television, which had already been introduced to francophones by Téléuniversité, would significantly reduce demand and lengthen the pay-back period to an unacceptable degree. This is not to say that the College could see no need, nor to say that ETV would supplant all need for correspondence courses; but rather, that the developmental and operational expenses of correspondence education are too high for one Cégep to bear unless it is allowed extra funding and an expanded clientèle. Given the funding and the time to expand the market to an international clientèle, it is deemed feasible. On such a scale, it could supply specialized courses that ETV cannot forseeably supplant.¹

6.5.2.3 American Telecourses

Investigation of the next alternative - educational television in the form of telecourses produced in the United States - yielded better results. The variety, quality, quantity, and cost-effectiveness of packaged American telecourses were judged to have reached a level where this concept deserved serious attention.

¹ An expanded international clientele that would decrease costs is well within the realms of reality, not only for correspondence courses but for other services. The recent formation of an Ontario Crown corporation to sell education as a product was announced in the December 3, 1980 edition of the Toronto Globe and Mail. In an interview quoted in the same article, the director of education at the World Bank said that "Canada has advantages in being bilingual, having a school system in some respects a cross between the British, U.S. and French systems, and not being a big power".

6.0 Off-Island Anglophones and Distance Education (Continued)

The College felt that telecourses might well be the means of providing some immediate cegep services to the off-island anglophone adults and to those on the island who are house-bound or shift-workers.

The College also realized that it needed to learn more about the potential for adult - and regular education - of recent rapid developments in satellite communications, cable television, and computer technology. For example, the potential use of satellites for distance education was explored in British Columbia's "Interactive Instructional Television Project" which demonstrated how the learning resources of B.C., concentrated in one corner of the province, could be shared by a half-dozen remotely located communities. Of even greater potential is, of course, the synthesis of communication and computer technology which allows viewers with television screens to dial up information on potentially any subject and to communicate with each other. The international market possibilities for Canadian developments such as Telidon¹, an improved interactive videotext system, have led the federal government and the Canadian communications industry, to fund several

¹ Consumer prices for Telidon hardware will be reduced to \$600 should the rumoured Federal government subsidy of \$27.5 million to manufacturers materialize. This is highly probable given the government's present level of financial commitment and Telidon's increasing international acceptance as a standard.

6.0 Off-Island Anglophones and Distance Education (Continued)

educationally-oriented projects (for example with TV Ontario and with TELUQ), in an effort to demonstrate the adult education potential of this technology. The challenges that such development will bring to Vanier and other public educational institutions dictated that the College should first get some "hands-on" experience with less challenging and more established educational technology. The packaged American telecourses seemed to be a good first step for Vanier. This would sensitize faculty to the potential that the new hardware seemed to promise and would motivate them to explore their own capacity to use it.

Unsuccessful attempts were then made to access air time for telecourses on CBC, CTV and Radio-Québec. The relatively small audience of adult students contained among the 200,000 off-island anglophones was unattractive to them.

Happily, the College found a satisfactory solution when PPBS Channel 57 at Plattsburgh invited Montreal's anglophone post-secondary institutions to form an informal consortium with Channel 57's Northeastern New York institutions. After establishing that Channel 57's signal adequately covered the areas Northwest and North of Vanier as far as the Ontario border and the Laurentians, Vanier

6.0 Off-Island Anglophones and Distance Education (Continued)

decided to proceed with a pilot project.

Although the Commissioners to whom this brief is addressed include well-versed tele-education experts, they may nonetheless be interested in some of our conclusions about it:

Although tele-education is not a fully-developed technology, it has gained widespread acceptance in the form of "packaged" tele-courses, and considerable acceptance in the form of "Courses by Newspaper", both designed for mass consumption; it is gaining acceptance among American and Canadian professions who are using mailed video cassettes for their professional development.

Typical published statements about telecourses that we particularly noted were:

In one consortium of community colleges in southern California, 170,000 students have enrolled in credit courses since 1970¹.

¹ Carlisle, Robert D.B. Patterns of Performance: Public Broadcasting and Education, 1974-1976. Washington, D.C.. The Corporation for Public Broadcasting, 1978.

6.0 Off-Island Anglophones and Distance Education (Continued)

*Most American public television stations (70-80%) broadcast credit and non-credit adult education courses. Around 35% of American Junior and Community Colleges, and four-year state universities and colleges use telecourses for distance education.*²

*Here in Montreal, Téléuniversité has had 15,000 students enrolled in the 18 courses of one program.*³

*"... systematic efforts to evaluate telecourses have been the exception rather than the rule, and those evaluations that have been conducted have suffered from low response rates."*⁴

This last comment provokes the suggestion that TELUQ's evaluations of its experience be analyzed by the Commission and its findings widely publicized.

Typical of the experience at other institutions, the Vanier teachers are less enthusiastic than its administration about telecourses. Teachers frequently express the view that telecourses will jeopardize the quality of learning and that Montrealers might abandon local campus courses for Channel 57 and Cable TV telecourses (They are not entirely reassured by evidence that the increased exposure actually attracts students to campus courses). They ask for hard evaluative data.

² Telecourses: Reflections '80, Executive Summary, Washington, D.C., Corporation for Public Broadcasting, 1980.

³ Jolin, Monique, "'TELEQ', l'université douée d'ubiquité," Antennes, 17, Montreal, 1980.

⁴ Telecourses: Reflections '80, Executive Summary, Washington, D.C., Corporation for Public Broadcasting, 1980.

6.0 Off-Island Anglophones and Distance Education (Continued)

Both the administration and faculty are concerned about the American content of available telecourses. Except for telephone and written communication between teacher and student, there is no room to edit the "packages" so that a Quebec and Canadian cultural context can be added. Also, both groups agree that the less motivated student would not be served.

Nonetheless, everyone agrees that a partial service is better than none; the College has decided to proceed with a pilot project in the Fall of this year. (It had originally intended to start last year when both Concordia University and Champlain College made their debut, but unanticipated organizational changes intervened.)

7.0 Full-Time Day-Programming

7.1 The major factor inhibiting the development of full-time adult day-programs at Vanier has been the high demand for full-time day programs by younger anglophone high school graduates. Although the College annually welcomes full-time adults during the day to its regular programs, only one or two Canada Manpower retraining programs, and a non-credit senior citizens program, can be operated, and this only by filling the few gaps in its regular 8 am to 6 pm day-time schedule. By 1984, Vanier's 30% surplus demand for regular day-time programs is expected to be eliminated by the 5 to 10% annual drop in the region's anglophone graduating high school class. As the number of younger students decreases, the number of adult full-time programs can then be expanded and part-time adult programs can be introduced.

7.0 Full-Time Day Programming (Continued)

7.2 Given the critical needs for such programs, and given the constraints of public funds and space, the College expects to focus much of its immediate adult education efforts on the design and development of auto-financed perfectionnement and retraining programs using rented space. It is anticipated that initially most programs will be of a short, non-credit, "formation-sur-mesure" nature. Some of these will then be evaluated for development into more official "cours maison" and some into courses accredited and financed by MEQ.

7.3 A major organizational thrust to these efforts has already been made by the recent establishment at Vanier of a distinct administrative unit reporting to the Director General that will be responsible for all adult day-time retraining and development activities. One of the Centre's major objectives will be the operation of information programs that assist new businesses and industries to establish themselves in the province. Support for these latter programs will come from both the public and private sector.

7.4 The need for adult day courses is clear. The accelerated absence of technical knowledge, an increasing shortage of highly-trained technologists that an aging work-force and low immigration rates have generated, will have severe economic effects if solutions are not found.¹

¹ See for example, the article by the Chairman of the Canada Employment and Immigration Commission, J.D. Love, "Manpower Planning at the National Level", in Canadian Vocational Journal, Vol. 16, No. 2, August, 1980, or the annual reference volume, The Current Industrial Relations Scene in Canada published by the Industrial Centre at Queen's University. Also of interest will be the briefs to parliamentary task force on "Employment Opportunities in the 1980's".

7.0 Full-Time Day Programming (Continued)

7.5 The radical increase in the number of professional development programs operated by private institutions and by the training departments of large businesses and industries also attest to the need.

8.0 Part-Time Day-Programming

There is a growing need for part-time day programs for adult women, some of them single parents who cannot devote full-time to studies because of parental demands, some of them housewives who, having devoted several years to childrearing, now have part of the day free and wish to devote it to preparing themselves for the labour-market. However, existing financing heavily penalizes cegeps who admit part-time students. For example, two half-time students incur greater costs than one full-time student, but government subsidies for these two part-timers is equivalent to only 2/3 of a full-timer. There is a critical need for more equitable financing. Once this is provided, the College will develop the necessary programs and services.

9.0 Second-language Programming

Although the provincial government no longer categorizes Cégep-level second-language courses as essential vocational education, many Montrealers do. Our students claim, with justification we feel, that the higher quality of the second-language programs offered by Vanier is fundamental to the competency-levels demanded in their jobs. Vanier is attempting to continue to answer these needs by redesigning and expanding their auto-financed courses. Unfortunately, the auto-financed nature of these courses will favour those who can most afford the tuition for quality courses, that is, those employed by firms who will pay the higher tuition fees and those who are in the higher income levels.

10.0 General Education for Adults

Although the recent changes to the financing of Cegep-level adult education has "devalued" adult courses in general education, Vanier will attempt to run counter to this current. Although the College shares the government's concern about the economy, about jobs, and the necessity to give more attention to adult vocational education, it does not see the need to swing the pendulum so far that we deprive adults of general education, education that is deemed essential to the younger Cegep student. Language, history, art and education provide the student with more than knowledge, they help both child and adult to develop critical judgement about ethics and social policy, it allows both child and adult to understand the diverse cultures they encounter, and it enables both to see the connection between their past, present and future. Critical thinking is a facility needed not just by youth but by adults who face an equally complex world.

Vanier College is particularly disturbed by the need to reduce the number of remedial first-language courses. The median age of adult students at Vanier is between 20 and 25. Many graduated from elementary and secondary schools in the 70's when these institutions did not adequately equip them with basic communication skills. At considerable expense, Vanier has developed and operated remedial courses with small class sizes to ensure that adults had the same access to remediation that the younger student has.

Reducing access to basic education runs contrary to La Politique québécoise du développement culturel so eloquently enunciated by the government in 1978: "... offer everyone - child, adolescent and adult - the opportunity to acquire basic education, so that he will be able to absorb other learning experiences in life ..."¹

¹ Le Ministre d'Etat au développement culturel, A Cultural Development Policy for Quebec, Volume 2, p. 420.

10.0 General Education for Adults (Continued)

If young adults have a right to general education, and older adults have equal rights, it follows that older adults should have a right to general education.

11.0 Experiential Learning

Evidence provided by Allen Tough in The Adult's Learning Projects¹, that roughly 80% of all adult learning is not related to institutionally-organized courses, and that adults annually undertake five major learning projects of 100 hours each, coupled with increasing American activity in the crediting of experiential learning, and a growing number of Canadian recommendations to do likewise, led Vanier last year to examine the feasibility of recognising experiential learning with credits. Although much work has been done by the more than 300 institutions associated with the Council for the Advancement of Experiential Learning (CAEL) to find quality-assured ways of assessing experience-based learning, Vanier could not find enough Canadian and Quebec-based data to warrant proceeding.² With more and more Canadian institutions now participating in CAEL, Vanier will examine their experiences for possible application here. There is a clear need for the provincial government to assist institutions in such evaluations; they can fund more thorough studies than can be afforded by the individual organizations.

¹ Tough, Allen: The Adult's Learning Projects, Toronto, Ontario; Studies in Education, 1979.

² An excellent source of current activity in experiential learning is the CAEL Newsletter, now in its 4th year and published 10 times annually. Subscriptions at \$10 can be obtained by writing CAEL, Lakefront North, Suite 300, Columbia, Md. 21044.

A bibliography, Experiential Learning, prepared by CAEL president, Morris Keeton, for a course at Harvard's 1979 Institute for the Management of Lifelong Learning, is attached for reference as Appendix E.

12.0 Congé-éducation and Education Récurrent

Although Vanier College's informal survey a year ago revealed that only a few union-locals were informed of the European experience with congé-éducation or of the Federal government's study¹, it is nonetheless a policy issue of growing interest. The Federal study concluded that there was no "significant opposition in principle. Representatives from labour, management, and education felt that time off from work for educational purposes could be invaluable in specific situations for specific purposes".² The key words in this quote are, of course, "in principle" and "could be". Nonetheless, congé-éducation offers potential solutions to many of the problems generated by both obsolescent technical skills and the increasing numbers of career-shifts during individual life spans. Vanier concurs with the study's conclusions and recommendations³.

In 1977, Vanier assessed the European concept of "éducation récurrent". From our North American perspective, most of the benefits seemed at that time to accrue to the well-educated. Moreover, much of the European experience had a discomfoting lack of evidence on which to base any assessment of the likely impact, effect, and ultimate costs of such programs.

Hopefully, the Commission will bring an up-to-date Quebec perspective to both these concepts. Vanier will, in its turn, reassess local employer and employee receptiveness to see what needs it can meet.

¹ Adams R.J., Draper P.M. and Ducharme, Claude; Rapport de la Commission d'enquête sur le congé-éducation et la productivité, Minister of Supply and Services Canada, 1979.

² Adams, p. 9

³ Adams, pp 219-236

13.0 Regional Coordination and Services

- 13.1 To ensure that needs are indentified and that public and private response is coordinated, regional advisory councils representing the interests of students and providers should be established. The model suggested is that of the "Conseil Superior". Although organizations would remain autonomous, the public advice given by such councils would apply moral suasion to the organizations to ensure that the total response was dynamic, effective, efficient and complete as possible within the resources available.
- 13.2 A minimal secretariat financed by the government, should be supplied to regional councils. Services should complement, not duplicate, existing ones. Resources should include those necessary for collection and analysis of regional data, for adequate publicizing of needs and proposed responses, and for ensuring that each institution can supply student information on all of the region's programs. Brokerage services to adult learners should also be considered.
- 13.3 Resources to gather and analyze regional demographic and socio-economic data is much needed. Individual institutions cannot afford the duplication of such resources; but neither can they afford to depend on the myriad federal and provincial departments whose analysts are insensitive to local sources and needs, and too often supply data couched in technical jargon which when deciphered is found to represent some mythical average that responds to provincial but not to regional planning needs.

14.0 Economic Reality

- 14.1 Despite recent reductions in public spending, the Province has had to continue to borrow to finance its current operations. Since continued borrowing will be impossible and since additional taxes are unlikely in an election year, the government cannot continue to keep expenditures level with inflation. It would be prudent therefore to expect that any Commission recommendations to increase adult services will only be accepted if they are accompanied by proposals to reduce services in less critical areas.

14.0 Economic Reality (Continued)

14.2 One priority, given the other needs, that is not critical is the policy of supplying free tuition to students without regard to their socio-economic status. It is a wasteful attempt to ensure that less-favoured parts of the population gain increased access. Many studies have shown - including some done here in Quebec - that such untargeted policies compound the differentiation. They provide proportionately more benefits to those who are already in favoured educational and financial positions. It would make more sense to charge fees and use the released funds to provide clearly targeted direct support to the underserved and to those incentives that serve collective needs.

Without any increase in public spending - and perhaps with even a decrease - the Province could then provide for needs such as day programs for part-time students, distance learning for the unserved, assistance to individual students in the form of counselling, day-care and loans and bursaries, and incentives to institutions and adult educators to ensure that inertia to needed change is overcome.

14.3 Clearly, one action that would increase adult services without any extra expenditure would be the enunciation of a long-range policy that clearly delineates organizational responsibilities and priorities and establishes stable financing. Adult education resources have been increasingly wasted because they lack the planning framework given by a coherent and comprehensive policy. Aside from the need for such a long-range policy, proper attention should be given to its orderly introduction. The experience of the Cegeps who this year were subjected to sudden retroactive changes in financing underscores the need for controlled changes: half of the Cegeps have had to sacrifice the planning and development of activities

14.0 Economic Reality (Continued)

essential to their communities in order to concentrate their energies on the immediate supply of courses. The College would therefore suggest that the task of the Commission is not only to recommend comprehensive and coherent policies, but to urge that policy changes be introduced in an orderly, efficient way.

RECOMMENDATIONS

- 1 That the funding of part-time Cegep students be placed proportionally on the same scale as that for full-time students

The present financing of part-time students is on scale that is proportionally only 2/3 that for full-time students. Such financing acts as a disincentive to cegeps which would otherwise respond. More equitable financing would permit those women who can free themselves from family responsibilities for only part of the day, to attend Cegep classes.

- 2 That second-language French and English courses be considered as a high priority demanding quality resources

For many Montrealers, second-language skills are essential to their vocations and they consider second-language training to be their highest vocational need. Effective learning demands small classes with well planned curricula staffed by expert teachers. Many of Vanier's students have complained that they were not given this at other less well-funded organizations.

- 3 That a higher priority be given to general education

Quebec's participation rate in the 12th and 13th years of schooling - cegep level - is still only half of the rate at the same levels in Ontario and the United States. Quebec's future depends on a citizenry that is equally as well educated as are our neighbours.

- 4 That regional advisory councils representing the local interests of students and providers be established using as a model the Conseil supérieur de l'éducation

In-depth regional study and discussion is essential to the identification of the best match between resources and needs. There are many successful models in Ontario, the United States and the Scandinavian countries which can be evaluated. However, Quebec's own Conseil supérieur de l'éducation is adequate for discussion purposes. Such councils should be minimally equipped with marketing, publicizing and student-information resources.

- 5 That appropriate distance education methods be used to supply services to the underserved off-island anglophones

Distance education methods in the Western provinces should be examined for appropriate models to answer the needs of the 200,000 off-island anglophones. Many off-island locations have enough anglophones to warrant the creation of off-campus centres, but special financing is required. Other methods such as telecoursing should complement these centres.

- 6 That the government regularly analyze and publish results on the socio-economic status and demographic changes of minorities

Too often data on minorities is not analyzed in terms that are meaningful. Sometimes data is available but is not published. This information is critical to good planning.

- 7 That special funds be supplied for community animation services to those off-island anglophones that Caldwell's study has described as leaderless.

(See pp 18-19)

- 8 That a decision be made on which agencies should be responsible for providing non-credit learning programs to senior citizens and that equitable financing be provided

Although a few seniors enrol in credit courses, most prefer courses that are designed with their needs in mind. Such courses become a vital part of their lives providing them with combined intellectual and social stimuli that takes them out of their often lonely homes into a youthful environment. It makes their lives meaningful. In considering their needs, special attention should be given to the hazards that winter travel inflicts on the older, less agile student. Bus services should be considered.

- 9 That éducation populaire activities of cegeps and school commissions be financed on the same basis, but that in both cases the academic and vocational activities take precedence, and that an evolutionary rather than revolutionary model for the development of éducation populaire be proposed

Although there is a clear public demand for éducation populaire, it is far from certain what the various organizational roles should be, nor how much activity the public purse can support. Many of the answers depend on local needs and local resources the assessment of which requires local dialogue and for which no forum presently exists. It is equally obvious that there is a role for all the agencies that are presently supplying services. Until such time as in-depth, regional studies and discussion are completed, the Commission should constrain its recommendations to broad policy issues.

10 That Quebec models for the crediting of experiential learning be developed

More than 300 North American colleges and universities have developed methods of assessing and crediting experience-based learning. Their results should be assessed and publicized and Quebec-based models developed.

11 That incentives be provided for the creation of bilingual provincial and regional periodicals on adult education

Quebec's adult educators tend to "network" within but not between the various sectors because they lack vehicles that transcend their administrative and linguistic boundaries. Failure to communicate heightens insensitivity to problems and inhibits the sharing of solutions. Each sector should, in fact, serve as a resource to other sectors. For example, the francophone's exposure to the world of francophonie and the anglophone's experience with the English-language world should serve as mutual resources.

12 That the feasibility of marketing French and English adult services internationally be examined

A larger market would allow Quebec to develop programs both for itself and the international community that would otherwise not be possible.

13 That a synthesis be made by the Commission of the various Canadian inquiries on educational leave and éducation récurrente, and the results published in time for public debate on the Commissions findings

The Commissions work will provoke response to these two concepts, but so too will the Federal Task Force on Employment in the 80's. Moreover, the federal inquiry into educational leave has also animated study by

other provincial governments and by business industry, and labour. Unless the Commission devotes some of its research resources to the synthesis of these parallel studies there is a risk that its recommendations will be looked upon as premature.

Appendix A

to Brief by Vanier College

to the Commission d'étude
sur la formation des adultes

Attached as Appendix A is
a copy of Fall 1980 Adult Education
Vanier College's Catalogue
which was distributed as an
advertising tabloid to over
250,000 people who purchased the
Saturday, August 16th issue:

Centre for Continuing Education,
"Vanier College, Fall 1980 Continuing Education...
for People just like You", The Gazette,
Montréal, August 16, 1980.

Appendix B

to Brief by Vanier College
to the Commission d'étude
sur la formation des adultes

Two articles on the development of
second-language programs at Vanier:

KNAFO, Ruby, "Coping with Cultures:
Vanier initiates links with European
and American language experts",
Avenues, Montreal; Vanier College,
October 21, 1980, 1

BERGER, Harvey, "Vanier Nurses Learn
French Bedside Manner via TV Mini-series:
"Nous nous soignons en français",
Avenues, Montreal; Vanier College,
December 16, 1980, 2

Two coordinators complete Vanier's first educational leadership projects

At the beginning of the winter '79 semester, an intriguing offer was made to the Joint Coordinators by the Director General. All coordinators, past and present, were invited to submit proposals for an Educational Leadership Project to be funded by the College. Three teachers would be selected and given a one-semester leave of absence along with \$5000 for expenses. The overall objective was the enhancement of Vanier's educational environment through whatever experiences or activities the teacher chose to pursue.

Ruby Knafo, Modern Languages, and Sandy Guerriero, Biology, both traveled extensively during their projects. They returned with ideas and plans that promise to enliven and enrich our teaching at Vanier. Both report on their projects below.

How Many Conferences Did Sandy Attend?

by Alexandra Glashan-Guerriero

Imagine the year 2000. A majority of the faculty are still teaching at Vanier College and their average age is 55. Job mobility is at a standstill due to a declining population and a depressed economic market. The problem? How do we main-



Sandy Guerriero, Science Coordinator, teaches Biology at Snowdon Campus.

tain the level of excellence and enthusiasm for our work that characterizes a young faculty? I believe our solution to this problem is one of the major challenges facing Vanier College.

No one wants to be considered dead-wood. But how do we prevent the gradual fossilization of faculty as the traditional ways of renewal, such as changing colleges the introduction of fresh faces, become less likely?

With thoughts such as these at the back of my mind I applied for the Educational Leadership Project grant for the 1979-80

Continued on Page 11

Coping with Cultures

Vanier initiates links with European and American language experts

By Ruby Knafo

Preoccupied by the linguistic and cultural challenges that face us and our institutions, we often fail to evaluate fully the techniques being used to solve similar problems in Europe and the United States. During this past decade, they too have had to prepare their citizens - new and old - to cope with new cultures, to learn new languages.

In her article, Ruby Knafo of the Ste-Croix Modern Languages Department discusses how she hopes to forge beginnings of a learning network - for Vanier and Quebec - with our European and American counterparts.

Editors.

When I first learned of the Educational Leadership Project, I wanted to be involved in it but hesitated, fearing a host of uncertainties and worrying that I was over committing myself and my family. On the other hand, I thought, here at last was a chance to really probe some of the problems that had concerned me, to truly investigate alternate solutions. I submitted a proposal, but I still felt hesitant. I realized that, given the depth the projects would require, I would not be able to solve all the problems: I would have to limit myself to one or two main thrusts. The conflict was resolved when my colleagues challenged my doubts by tactfully reminding me that I had never been dis-

sued by sheer numbers of problems, when making suggestions to the college. Not without anxiety, and after more reflection and consultation, I focussed on improvement to two areas of the college:

First, to increase the participation by the College, and its students, faculty and staff, in Québec life.

Second, to enhance the curriculum, methods, and instructional materials of modern Language programs.

A radical change in Vanier students

Several factors made me decide on these particular objectives. I was concerned about the low level of active anglophone participation in Québec's cultural life, about their lack of awareness of the French milieu, and about the need to awaken in them a feeling of being part of the Québec difference.

Other factors were related to Quebec's language laws and the changes they have precipitated in our student profile. In French, our students of a decade ago registered mostly in the 'low intermediate' levels; today they enroll at the level of 'high intermediate'. Moreover, Spanish and German have disappeared in most Montreal high schools, and we have more students at the beginner's level of these languages. Increasing interest in advanced Italian and beginner's Russian, Hebrew and Chinese may or may not be part of the same phenomenon.

Quebec's language laws have also created an interest in French among our 'Career Program' students who were not traditionally found in our classes. Students in Nursing, Secretarial Science, Building Systems and similar programs now need French to work.

We have also witnessed a rapid rise in the enrollment of the adult students in our evening and weekend classes. Many adults take single courses. What is extraordinary is that over 1500 of them study English or French intensively, devoting from 12 to 30 hours each week to classroom and related activities. Most are learning English. Many are upwardly mobile and already hold university degrees. They attest to the high priority that the community - both French and English - is giving to the learning of a second language. A priority that Vanier's modern language teachers feel should be given more attention than present circumstances permit.

Continued on Page 14

in the art of language teaching. They are coming to Vanier because of the excellent reputation established by this college in the field. Did you know, for example, that one of our teachers, Jean-Paul Baril, has accepted an assignment in China to teach the Chinese how to teach French?

We have much to be proud of in this our tenth year, but we have much to accomplish as well. At the next tenth anniversary, will we be able to look back and feel confident that we have served our people well and have preserved and revital-

ized our institutions and traditions?

I am asking you to consider the possibilities, and having considered, to express your views as to where to go from here. Your ideas, feelings and suggestions are most welcome, and from them perhaps we can begin to form concrete programs directed toward common goals.

¹ Parent Report, Volume II, Ch. 1, p. 8, English version, taken from *Humanities and General Education, Vanier College Report*, ed., A.N. Dunlevy, G. Ferger, M.J. Ferger, F. Greaney, G. Jennings, D.M. MacFarlane, R. Mukerjee, M.A. Parsons, F. Sawyer, Vanier Press, 1974.

Coping with Cultures

Continued from Page 2

As our student population kept increasing and changing, we tried different approaches. We followed the trends in vogue, adopting new techniques that seemed appropriate to changing needs and abilities.

But we were not alone in facing change. The last decade has also forced linguistic change upon Europe and the United States. Although aware of, and sometimes adapting some of the European and American experience, we have really worked in isolation from them, unable to dialogue in any meaningful way.

European experience, an untapped resource

The European Community has been facing large movements of its adult populations across national and linguistic borders, specifically among migrant workers, executives, and young professionals. Whole new groups of adults needed language instruction to survive day-to-day life and to function professionally. Such instruction was not possible in their average school programs. Both the Council of Europe and the British Council had

vigorously tackled the problem of adult language learning with new methods, materials and teaching strategies. Articles and books were written and groups of language experts formed to study the problem and come up with solutions. All this resulted in innovative approaches, commonly called the 'Functional/Notional' or 'Communicative' approach, that has had an impact as great as the audio-visual one we witnessed at the end of the 60's. It seemed that the Europeans were far ahead of us, especially at the adult education level. They had experimented and moved quickly toward more effective methods and strategies. But reading about their findings is not enough; one has to have direct contact with them, to witness their work, to discuss our specific problems and see how we can adapt their findings.

With this in mind, I consulted colleagues at Vanier, McGill, Université de Montréal, Laval University and the Ministry of Education. I decided to meet those European experts whose writings had gained most attention among teachers. With the help of the Ministry of Intergovernmental Affairs and Quebec's "Délégations Générales" in Paris, Brussels and London, I arranged to meet with experts at the major European centres for lan-

guage teaching and research.

Once in Europe, I found that in addition to visits to Brussels, Gent, London, Strasbourg and Nancy, I had also been scheduled for appointments at the Universities of Cambridge and Grenoble.

At Cambridge, I met the director of the Language Laboratory. Cambridge has not only experimented with new approaches in teaching French, but has organized a highly efficient language lab, one that facilitates autonomous learning in close to sixty languages and dialects. At the Université de Grenoble, I had the privilege of attending a three-day colloquium on the evaluation of second-language learning. This session, sponsored by the international Association of Applied Linguistics, gave me a chance to see the full panorama of diverse interests and backgrounds among Europe's teachers. (I had been registered for the colloquium by the Quebec "Délégation" in Paris and was very amused to discover my name had been entered as the representative of the "Délégation culturelle du Québec à Paris".)

I was then free to continue the main purpose of my trip, visiting the European research centres where extensive research and analysis, particularly of adult language learning, has added significant precision and order to the field. At Strasbourg, I visited the Council of Europe and met with a representative of the "Conseil de la Coopération culturelle". In Nancy, at the "Centre de recherches et d'application pédagogiques en langues", I met director Henri Holec and his team of researchers. I observed this famous group at work and compared notes with them on our programs and their respective social contexts.

Vanier — a "centre d'excellence"?

The more people I met, the more classes I attended, the more excited I felt. At the same time, however, I knew that I could never convey all the excitement and wealth of ideas to my colleagues at Vanier. A long brunch session in Paris with André Péloquin, the Assistant Director of the "Centre franco-québécois de développement technologique", gave shape to a solution in the form of a project that was later presented to "DGEC", our Ministry of Education's college directorate. We would invite a group of European experts to come to Montreal for workshops that would allow more of us to exchange experiences. This would become part of the existing exchange program between Quebec and Europe.) If successful, we would institute them annually. Given the



Ruby Knafo with Professor Jan Labelle of McGill University, Faculty of Education.

fact that we are probably the largest Modern Languages Department in the Cegep network (with 9,000 student-places in day-time, evening and weekend classes), Vanier could well become a "centre d'excellence" in language teaching.

Bilingualism — Quebec, Florida, California and New York

One must not forget that even if we teach French and English as a second language, we live in a *bilingual* milieu, we deal with *bilingual* students and therefore we have common features with *bilingual* societies — with Belgium and with regions, particularly Hispanic ones, in the United States. I thus visited Belgium and then the United States.

Recent developments in the States, particularly in bilingual education, can help us assess our own specific needs and guide us in curriculum decisions. Florida and more specifically, Dade County, has a very well organized, very efficiently run network of bilingual programs for Cuban-Americans. These are supported partly by federal and local funds and partly by donations from wealthy Cuban families. California, on the other hand, is faced with increasing numbers of Mexican immigrants and migrant workers, but lacks funds and local interest. The federal Bilingual Education Act is not well received. Antagonism is prevalent not only among English speaking Americans but among the now-assimilated Hispanics who survived the "sink or swim" approach of the 60's. Contacts with the bilingual education program at the New York Education Department of Albany gave me a view of the third major sector of the American bilingual program, the Puerto-Rican component of the Hispanic-American population.

Choices — an international seminar and workshop

Once back home, I assessed the outcomes of these contacts in light of my original objectives. During my search, I had not only developed a more refined list of potential ideas and resources for Vanier, but I had also discovered that many of the experts were interested in Vanier. They had wanted to learn more about the linguistic fabric of Quebec, about our bilingualism, about the large number of Vanier language students and their variety of backgrounds and about our highly-motivated faculty. Moreover they were keenly interested in a proposed seminar and workshop to be held at Vanier. Clearly, the proposed seminar and

workshop would help accomplish one of the objectives: to enhance our modern languages curriculum. Equally clearly, the organization of the seminar and workshop could not be done without postponing work on the second objective: to increase College participation in Quebec life. After consultation with the College, it was decided to proceed with the seminar and workshop.

The decision to establish a network of exchange and cooperation between Vanier College and many important research centers in language training has thus led to two concrete sessions to be held at the College during this academic year:

For *January, 1981* we are planning a three-day seminar sponsored by the British Council. Two British experts will focus on simulation and role-playing in language classes, and techniques of measurement of language needs with a view to developing a language course for special purposes.

For *Spring, 1981* we are planning a two-week intensive workshop on communicative competence in language learning, under the leadership of four renowned Europeans, two from France, two from Switzerland.

Participants in this latter workshop will include: day-time faculty teaching modern languages and English-as-a-second-language, the Continuing Education coordinators of language programs, the Cegeps' provincial coordinators of languages, the provincial officials responsible for second language French and English at the elementary and secondary levels, and McGill Faculty of Education staff responsible for second languages.

The areas of study in the Spring, 1981 workshop will include recent research into the acquisition of communicative competence, recent findings on discourse analysis, language needs (definition and analysis), new teaching strategies in the use of "documents authentiques", student-centered learning and autonomy, and evaluation of communicative competence. Well-known Canadian and American linguists and language teaching specialists will be invited to participate as moderators. Dr. David Stern, Director of the Modern Language Center at the Ontario Institute for Studies in Education, has already accepted our invitation. So has Professor Alison D'Angeljean from the Université de Montréal. The workshop will take place on the Ste-Croix Campus which offers excellent facilities. An interinstitutional team will work on the organization

of the workshop with tentative dates being May 15-June 14, 1981.

The project has been approved on this side of the Atlantic. Quebec's Ministry of Intergovernmental Affairs is now taking it for approval to the "Commission permanente franco-québécoise", which will meet next month.

The long-term

It is our aim first to make a success of the workshop and eventually to repeat this activity annually, opening it to participants from other Cegeps and to other language teachers. We hope to make Vanier College a center of research, practice, and exchange for second language learning and teaching.


Thankfully, my initial doubts about participating in the Educational Leadership Project did not prevail. Yes, there have been frustrations such as sudden changes in itinerary and plans, often calling for more energy than I sometimes felt I had. I learned to cope with the "red tape" and, in fact, found that hurdle to be a much smaller one than anticipated. It has been and remains exciting. To accomplish something like this is enervating and transcends the frustrations. I recommend the experience to fellow faculty and hope that more of them will capitalize on the opportunities to do similar projects. Within the governmental and College research and development priorities, lies a wealth of untapped opportunity.

Academic Awards

Continued from Page 4

range goal is to work for NASA someday. One of the founders of the Model Aviation Club at Vanier during his first year, he has built and flown radio-controlled model planes at Dorion. John was also a member of Vanier's Student Association, Ste-Croix Campus, from 1979 to 1980 and a member of the Association's Finance Committee as well. In addition, he helped plan the Student Carnival at Ste-Croix this past year.

A Program Award in Health Science as well as a medal for Academic Excellence went to Rita Shahin of Ville St. Laurent. She also won a \$500 John McConnell Entrance Award to McGill University. Accepted into McGill's Pre-med Program, Rita will aim for a career in medical research rather than medical practice. Earning high averages is nothing new to the



AVENUES

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Vanier Nurses Learn French Bedside Manner Via TV Mini-series

"Nous vous soignons en français"

by Harvey Berger

Cardiac arrest. A hospital patient lies unconscious in Intensive Care, surrounded by the tubes and apparatus that carry his life-support system. At his bedside, his wife, sobbing, asks the nurse endless questions:

"Why is the tube in his mouth?
How will he be able to eat?
Does he hear me when I speak to him?
Will he be able to work again?"

Calmly, the nurse answers the questions, assuring her that he's receiving the best of care.

An episode from "General Hospital"? Close. It's a real situation recreated on videotape by amateur actors, all of whom have a stake in this six-minute mini-drama. They're all Vanier talent — students, language-lab monitors, faculty in Modern Languages, and even the daughter of a faculty member with some TV acting experience. Together, they've blended their pedagogical and artistic talents to produce a series of nineteen short tapes

to help Vanier's nursing students learn to function in French on the job.

For a graduate nurse just out of college, coping with critical hospital situations is tough enough. Coping in French, if you're not a francophone, is even tougher. These visual aids make coping easier to learn.

Behind the Scenes...

Sue Humphreys of Modern Languages at Snowdon and Marie Gharghoury of Modern Languages, Ste-Croix, spent one semester doing research on the project, consulting with Vanier's Nursing Departments and other institutions, the *Ordre des infirmiers et des infirmières du Québec*, Mr. Claude Gareau of *L'Office de la langue française*, registered nurses and former patients. They had to find the right approach and the right kinds of situations, ones that nursing students would actually face later on.

Virginia Cipriano played an influential role in laying the ground work for this video tape. As Nursing Co-ordinator at the time when French became a requirement, Virginia, along with Marie Gharghoury, recognized the importance of determining the language needs of nursing students. Through interviews and tests, they were able to evaluate all incoming nursing students and determine how to meet those needs.

When the project's organizers first asked the Ministry of Education for a grant, they were turned down.

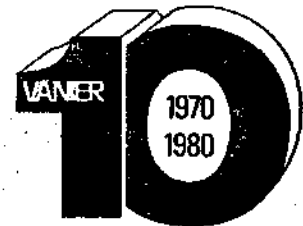
Getting it all together

Armed with an \$8,000 grant from Vanier, they then went in search of a professional director. He is Jean-Paul Nicaise,

Continued on page 11



First-year Nursing students, Hissa Rosenthal, Mary Likoudis and Lianne Brown, practise using French on-the-job in Ste-Croix's Nursing Laboratory.



We're proud of
our 10 years
in the
Pursuit of Excellence

Twice Upon a Time Children's Literature in the College Curriculum

by Martin Hallett

The enjoyable thing about teaching Children's Literature at the college level is that with many of one's students, one confronts the rather intriguing experience of introducing young adults to the literature of childhood for the first time. Since there is relatively little difficulty with the language, (although the simplicity often deceives the careless or inexperienced reader), the real challenge comes in encouraging the reader to find the mental versatility both to take spontaneous pleasure in the story, and also be able to appreciate and explore it as a consciously crafted work of art; in a sense, to discover the child and the adult in himself, and maybe thus to learn something about those two-people-in-one.

There's no denying that many students, faced with the prospect of booking as

qualities of the brush strokes. The personality of a picture (this is true of some images of "real" subjects too) is often determined by the manner in which the artist makes contact with his canvas. Art historians call this the "artist's touch". With his touch (when it is evident) the artist in a sense puts himself in the picture.

Have a look at Lucio de Heusch's mixed media work at the main Ste-Croix entrance, Don Phillips and Geraldine Davis' litho in the Administrative offices and Paul Lussier's "Les Trous A Balle-iff" in the teachers' lounge. In all these pieces the artist's manner of applying pigment is in fact part of the subject. And in each case the touch — at turns obsessive, exuberant, and violent — is a major component of the personality of the whole picture.

Of course this space does not permit discussion of all the works of art in this display, but while on your own, don't miss the beautiful early etching in the entrance by the celebrated B.C. artist Toni Onley. And for an example of "magic realism" have a peek at the Christopher Pratt in the Campus Administrative offices.

The art we now have around us in the College is "live". There is a vast difference between reproductions and the real thing. An original work of art has an unreplaceable physical presence. Perhaps this show is an indication that live art has got a toe-hold in the college. Mike Averill, who sees the exhibit as a preliminary step in an effort at "getting away from Vanier as an antiseptic diploma factory", is currently formulating a constitution for a Vanier

Trust. If this is accepted by the Board of Directors, the college will begin setting up an archive of art and cultural artifacts. Hopefully these things would be housed in a permanent gallery at Vanier. *In the last issue of AVENUES, Michael Averill offered suggestions on how we can give Vanier a special identity while forming cultural links with the greater community. The attempt to establish a Vanier Trust is one concrete step towards achieving this goal.*

Editors

Henry Lehmann teaches Art at Ste-Croix Campus as well as a Humanities course involving modern art and literature at Snowdon. He has been teaching art for eight years and was the art critic for the Montreal Star for a number of years.

French for Nurses Continued from page 1



Marie Gharghoury



Sue Humphreys



Marcel Perez

who has considerable experience in small-budget films in Québec. He has also worked with Jean-Guy Moreau on a TV commercial for L'Assurance Maladie.

Since \$8,000 is not quite up to Hollywood standards, they relied upon college facilities, especially the Nursing departments, Inhalation therapy and Audio-visual services, moving out to L'Hôtel Dieu Hospital in St. Jérôme only for certain interiors that could not be shot at Vanier.

With an assist from the Nursing Department, Marcel Perez, Marie Gharghoury and Sue Humphreys wrote the scripts which were then double-checked for authenticity by Mrs. Danièle Desjardins, R.N., a department head at L'Hôtel Dieu at St. Jérôme who is also a nurse, a teacher and former patient herself.

According to Marcel Perez, the group first had to analyze each working situation to determine the linguistic structures and grammar they needed to teach. They came up with a set of objectives linked to a number of "macro-situations", such as admitting the patient; within these were "micro-situations" — establishing contact, verifying identity, helping him get settled, informing him about hospital facilities, and taking vital data. Each situation has two variations — the patient as an adult and the patient as a child. Obviously, the nurse's role in each case is different.

The shortest sequence, on assisting a self-sufficient patient, is two minutes, ten seconds in length. The longest one, a tape that details the nurse's role in teaching new mothers how to care for a newborn infant, runs to thirteen minutes. Most are no longer than four and a half minutes.

A Star is Born?

All the scenes are presented with a light touch and the "actors" do a marvelous

job. Jean-Paul Baril of Modern Languages, Snowdon, is entirely believable as a "difficult" patient unhappy with hospital food, a diabetic who hides away chocolate bars and gripes in frustration as his neighbour digs into a rich dessert. The nurse has to explain to him why his diet is so important. Grudgingly, he reveals his hidden store. Complementing this sequence is a tape on a cooperative patient.

Marie-France Bouillon of Modern Languages, Ste-Croix, also turns in a stellar "performance" in a leading role: she's the nurse of the series. We see her consoling a disturbed relative and attending to a variety of special cases, from emergencies to obstetrics. In the latter, she listens to the heart-beat of the fetus and informs the expectant mother of her progress.

There's a six-minute sequence on interacting with the victim of an accident and another on advising a new mother on breast-feeding. The first part of the series begins with brief segments on the patient's admission to the hospital and ends with two on his release — one an adult and the other, a child. The second series focuses on particular cases, such as obstetrics or cardiac arrest. In all nineteen tapes, the nurse plays a central role.

The tapes are only part of the package. The group has also prepared a range of exercises to support some of the visuals. Some are matching exercises, written and oral; some are designed to help students fill out hospital documents, while others are grammatical exercises.

Instructors also have the students role-play the very same situations they'll be viewing.

Other colleges have been invited to view the tapes and the response has been most favourable.

All Jean-Paul Baril needs now is a good agent and he's on his way.

Appendix C

to Brief by Vanier College

to the Commission d'étude
sur la formation des adultes

An analysis of the effects on Vanier College of the recently-announced changes in the financing of Cegep adult education of demographic changes, and of inflation-induced reductions in government subsidies generally is contained in the attached article:

Robin Rugg with Arnold Dagenais, "Priorities and Prices", Avenues, Montreal; Vanier College, December 16, 1980, 2.

Priorities and Prices

by Robin Rugg

with Arnold Dagenais

"Vanier will have to cut its budget by \$200,000". That's my response to questions about the worsening financial news from Quebec. Such a cut will require some fairly drastic adjustments by all of us. We will need a heightened sense of what is important and unimportant, and we will need to steel ourselves for some hard-nosed amputation of our least-valued priorities.

I see some very real difficulties in handling the reductions. First, the inflationary psychology endemic to North America has a firm foothold among Quebec educational institutions and even more so among the Cegeps. Secondly, in view of the government's changing priorities in adult education, Vanier, more than most Cegeps, has some major adjustments to make. Thirdly, most of us until recently have been unaware of the seriousness of the province's financial plight. Fourthly, many of us do not appreciate the financial benefits of being a large Cegep. To preserve this advantage we must recruit more actively if we are to forestall the effects of dwindling enrollments that lie on our immediate horizon.

The Cushions Disappear

Although most Canadians have had to do some belt-tightening in their personal lives, Quebec educators have been only minimally affected because our salaries have almost kept pace with inflation. Non-salary expenses in the colleges have been less inflation-proof. Most Cegeps have been making global cuts to such services as heating, maintenance, student services, library, audio-visual and printing. While other Cegeps screamed in pain, we were able to cushion the effects through a combination of factors. We had foreseen the province's developing financial problems and had acted earlier than most to establish a planned series of gradual, less

painful cuts that would rid us of a lot of the fat accumulated in the early 70's. For example, better control and monitoring of budgets has been effective — if not always popular — in improving our use of financial resources; improved purchasing policies and procedures have enabled us to stretch our dollars, often just by asking people *why* they wanted money.

Because these measures had only a marginal effect on services that teachers consider paramount, much of the cost-cutting has for them been invisible. However, we are nearing the end of the "parapedagogical" areas from which fat can be trimmed. Future cuts will inevitably hit the meatier academic areas and will evince more than a little pain.

Priorities Past and Present In Adult Education

In its new financing regulations for adult education, the government has redressed the advantage of economies of scale which larger urban Centres for Continuing Education like Vanier have had over the smaller and often rural colleges. More importantly, it has released the "four-course" constraint that limited access to most tuition-free courses to those adults energetic enough to attend classes 12 hours per week. Adults may now enroll free of charge in as few as 3 hours of classes per week — provided the course is an *approved* one. (This is a mixed blessing, as I will later show). Thirdly, the number of tuition-free courses that each Cegep can provide to adults will now vary according to the nature and number of courses provided in the *past*. Cegeps that last year provided a higher proportion of specialized vocational courses now receive larger budgets. This policy, which ensures that colleges henceforth favour specialized vocational courses over other courses dic-

Another cushion has been our size. As one of the largest Cegeps, we have been able to take a *systems approach* that has allowed us to effect significant economies of scale. These economies have been considerably aided by a very large continuing education operation. It has permitted many college services to operate at an even larger volume with greater consequent savings. Moreover, Conted's very early growth has meant that we have had the advantages of these savings for a longer period than most colleges. This comfortable cushion disappeared last month with the retroactive creation of provincial priorities for adult education, priorities which, unfortunately, do not match the ones we have been following. The financing of Conted has changed to the point where we can no longer expect to benefit from their contributions and surpluses.

tates a major readjustment on our part since we have had proportionately lower enrolments in vocational courses. Vanier's share of the province's tuition-free courses is even more affected by the government's decision to give a lesser priority to courses in *English, French, humanities/philosophy, anthropology, sociology, geology, modern languages, religion, music, cinema, and theatre*.

Vanier and a dozen other Cegeps that have had high enrollments in *English, French, etc.*, are receiving a smaller allocation of the province's adult education budget for this year than they had for last year. Under the rules for these disciplines, colleges can effectively count only one-third of last year's enrollments in *English, French, etc.* when their share of the budgetary pie is calculated.

Among the Cegep adult education services, Vanier's Centre for Continuing Edu-

PRIORITIES AND PRICES

cation has had the most highly developed and popular second-language courses. Four years ago, the restrictive nature of the "four-course" regulation was turned to advantage when the College responded to a growing demand for *intensive* second language courses. *Intensive* was translated to mean 12 hours per week and thus free of tuition charges. The 1200 students currently enrolled attest to the popularity of these courses. Despite the expensive small class sizes that language courses require, the large scale of Conted's operation enabled us to effect considerable savings. However, under the new financial regulations, these 1200 language students are counted as equivalent to only 400 students in vocational courses. The college's share of the system's funds for tuition-free courses has been cut accordingly.

Paying the Grocery Bills with Long-term Loans

No additional funds available? "Psyched" with inflationary psychology, we find it hard to believe that the news is worsening. Recent government cut-backs are not temporary; they are only the tip of the iceberg. Those who think I am crying "wolf" about worsening news need only attune their ears to the media. For example, one agency that provides credit ratings to provinces is threatening to reduce Quebec's rating unless we do a better job of controlling our deficit-ridden budget. In this year alone, Quebec has borrowed \$600 million in long-term debt to pay current expenses, a move that one critic has characterized as comparable to a householder taking out a long-term bank loan to pay off a grocery bill.

The record \$2.3 billion deficit budgeted for last Spring had by this Fall already increased to \$2.7 billion. The total deficit of Canada's five most deficit-ridden provinces in only \$1.7 billion. Some feel our deficit on this year's budget could increase to an unprecedented \$1 billion.

The fact that Parizeau has instituted draconian measures to cut current costs underscores the seriousness of the province's plight. Lewis Harris of the *Gazette* recently reported,

...Parizeau instituted one of the most severe spending crack-downs

Fortunately, the Ministry of Education has decided to soften the effects of this rule — for this year — on the Cegeps most affected. Vanier and others will receive an additional temporary allocation.

One must be objective about this because Vanier's picture is not representative of the Province as a whole. These are the essential facts: the Government is attempting to respond to pressure from employers and unions to provide more vocational education; it has been under pressure by everyone to arrive at a list of priorities; and there is just no more money available for adult education. It is not hard to see the logic of their policy when additional funds are unavailable.

in the Quebec civil services in recent memory.

The cut-backs had cabinet ministers grumbling about cancelled trips and a hiring freeze. Highly-placed civil

servants now travel by bus from Quebec City to Montreal...

One cabinet aide was quoted as saying,

"Now some civil servants are spending their own money to travel and staying with friends overnight because they know they won't be reimbursed for their expenses.

They're doing it because they want to see a program through."

"Being told to tighten your belt is one thing," one cabinet minister commented to an aide. "But this?"

As with any household, no province can continue to run deficits without eventually having to pay the piper. As is the case with the consumer who wants to borrow periodically, provincial governments must maintain a certain level of financial responsibility and stability. Otherwise they will not be in a position to borrow money for essential undertakings. This brings me to Vanier's present comfortable position and worsening news on another front — our regular day-division budget.

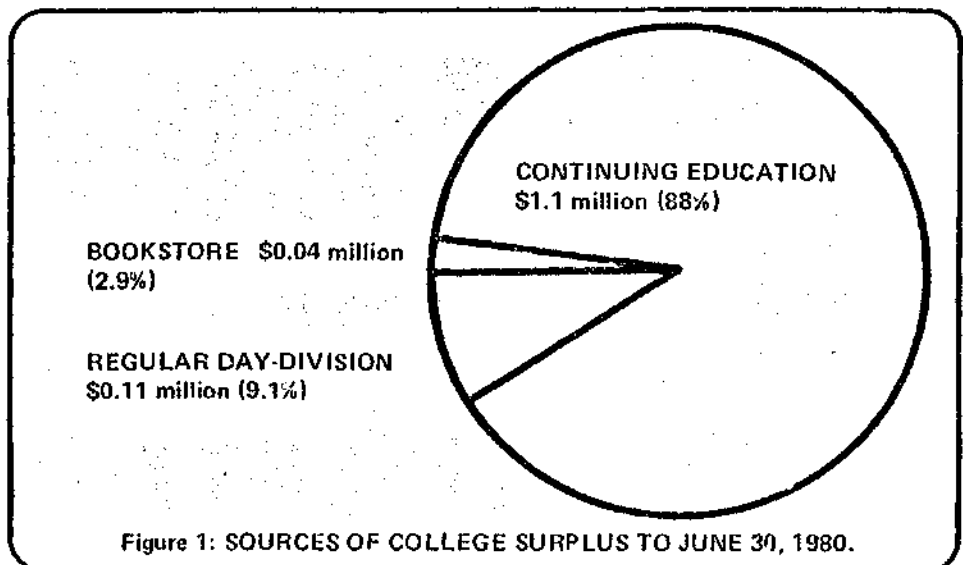


Figure 1: SOURCES OF COLLEGE SURPLUS TO JUNE 30, 1980.

The Effects on Vanier

What does this mean to Vanier? As of the end of the 1979/80 year, Vanier had an estimated surplus of \$1,25 million of which, on an incremental basis, Continu-

ing Education contributed \$1.1 million.

Continuing Education has been providing most of the college funds for equipment replacements, special capital projects, and most research and development.



Robin Rugg, The College's Director of Administrative Services and Comptroller

A second series of cuts — in our regular day division budget — will hit us in 1981/82. Non-salary expenses will not be protected from inflation; we will receive the same amount of dollars as we received this year for non-salary expenses. The only increase in funding will be to cover cost-of-living increases in accordance with the various collective agreements.

Before looking at some of the specific questions that follow, I would like very briefly to give you an overall picture of the College budget.

The total annual budget for regular day-time services is approximately \$20 million of which \$17 million is for salaries. Of the remaining \$3 million, one million is for items such as rent, taxes, etc., and is, therefore not under our control. We cannot consider all of the other \$2 million entirely under our control; while we could lower the temperature of buildings, we could not cut off the heat; we could have fewer telephones, but we could not do without them.

I estimate that we have approximately \$1 million of truly discretionary expenses of a non-salary nature which we can control. These are expenses to which we are fully free to say yes or no. If we assume a 10% inflation rate for this \$1 million in expenses, we will have to cut \$200,000 from the non-salary expenses that we do control.

In the current year 1980/81, the budget is essentially balanced to make some provisions for replacement of equipment. The situation in Conted is such that we

can no longer expect them to contribute to the overall funding of the college, but they may well dig into these surpluses themselves to get through this year.

What does all this mean? If we are to consider that salary expenses are inviolable, we do not have much room to move. \$200,000 of \$1 million of discretionary expenses is 20%. Most certainly we can talk about lowering the temperature, doing less cleaning, lowering the level of the services, but how are we to go about it.

Frills First

While there are going to be some very hard decisions to be made, I think it behooves us all to look very carefully at the lower priorities on which we spend our money. When money is available, these are very nice things to have and, there is no doubt about it, it makes the life of faculty, staff and students that much more pleasant. However, I think it is a question of priority: we must look to some of these areas before looking at classroom activities and related expenses. One of the "frills" which is very expensive throughout the College is our desire to have instantaneous service. During the Fall and Winter semesters, we have to staff many facilities such as the Printshop and Media Resources with the aim of giving

a quick turnaround to services ordered. However, between semesters — and let's face it, that constitutes 40% of the year — these people are, relatively speaking, under-employed. By better forward planning and a lowering of expectations for immediacy on the part of faculty and staff, the overall production from these centres could be maintained at a lower and less costly level. This as an example from an area that I am responsible for. I am sure there are others where a considerable amount of money can be saved.

New Avenues

At several points I have mentioned that, as a large Cegep, we are fortunate in being able to take advantage of economies of scale. Although, as Fran Davis pointed out in the last issue of *AVENUES*, being large is a mixed blessing, it certainly allows for a larger variety and better quality of facilities and support services — not to mention the wider choice of courses available to the student.

Unless more departments and programs give attention to recruitment, we will quickly become a much less endowed college. After a decade of being the *Number 1* Cegep of choice for high school students, we have, I fear, been lulled by our laurels. However, even Vanier is subject to demographic forces. The enroll-

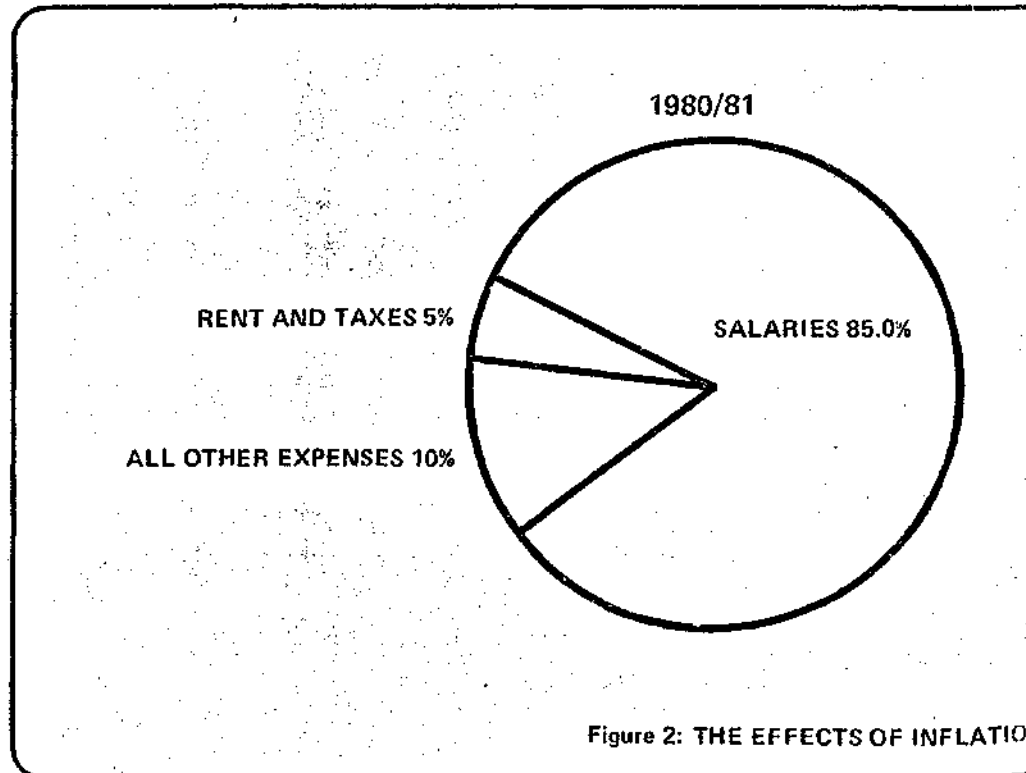


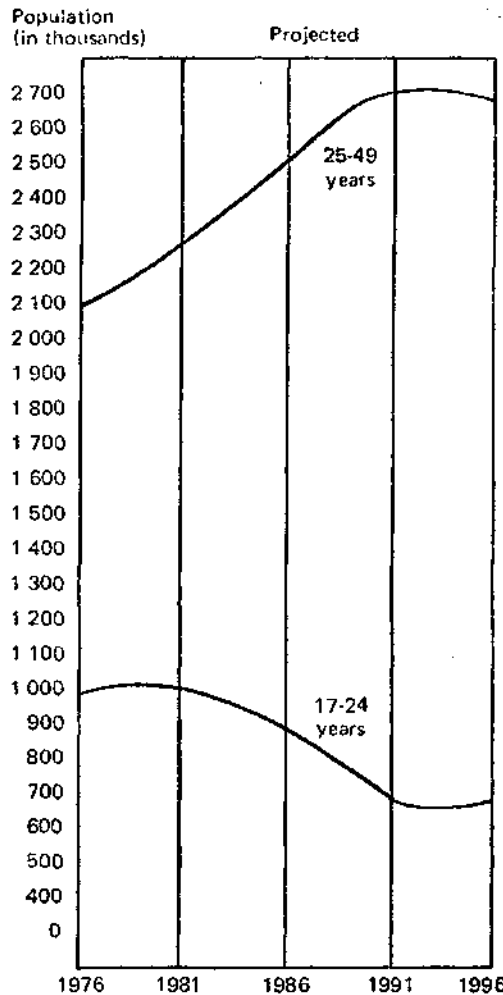
Figure 2: THE EFFECTS OF INFLATIO

ment decline in the Seventies of elementary and secondary schools will be a Cegep phenomenon in the Eighties. According to Arnold Dagenais, our Director of Planning and Development, the colleges would have felt a decline this year but for the recession. Based on this year's high school enrollments, he is projecting a 6 to 10% annual decline in applications to the "anglophone" colleges. This figure, he feels will climb even higher with developing shortages in the labour market, shortages that will likely syphon-off many students.

On a more positive note, there is much we can do to muster our resources to fill new needs. A declining Cegep-age population is counter-balanced by gains in the numbers of older adults, an increasing proportion of whom are taking courses. New ventures like the Vanier College Seminar Centre will help both the community and Vanier College. Arnold Dagenais informs me that low immigration rates among technologists - which the federal government feels will worsen - have already forced some industries to expand their own training programs.

Clearly, there is a need to closely examine the training needs of young and older adults in areas such as electrotechnology and building systems engineering where shortages are developing and where

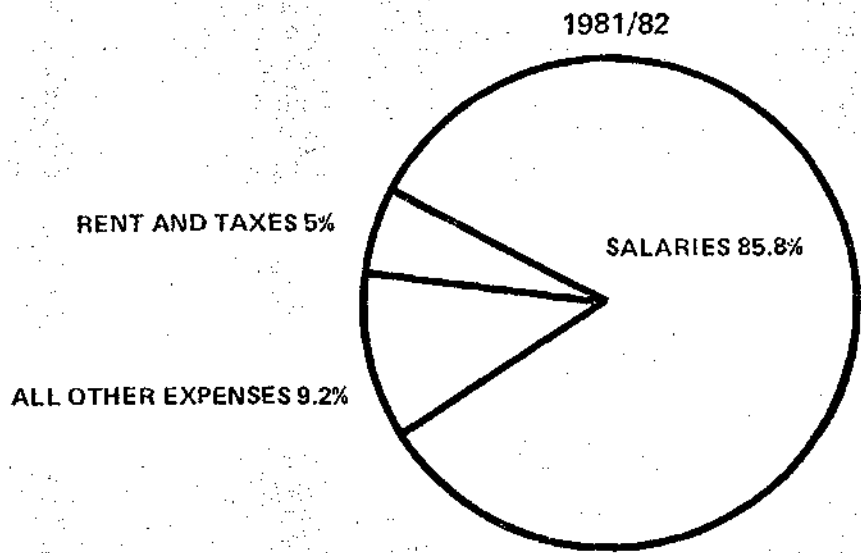
Population of Province's Young and Older Adults, 1976-1996



we have highly developed human and material resources.

Some initiatives have been taken to evaluate and improve our recruitment of students. Parents of high school students have been surveyed and measures adopted or proposed that should make us more effective in reaching parents and others who influence the student's choice of college. The recent Open House, for the first time held simultaneously at both campuses and supported by a promotion budget, was reported to be more successful, despite a snowstorm. A new publication, *Why Vanier*, aimed at both prospective student and parent, is being proposed. Planned for February 2 is a "career festival", *Options for the 80's* for high school students, parents, counsellors and employers of our graduates. All of those projects and more deserve our attention.

Compared to other Cegeps, we are in very good shape. I'm sure that all of us want to preserve that position. We can only do so, however, if we carefully assess the changing socio-economic forces at work on Vanier, and redirect ourselves accordingly.



ON NON-SALARY EXPENSES WHEN COLLEGE REVENUES FALL BEHIND.

Appendix D

to Brief by Vanier College

to the Commission d'étude
sur la formation des adultes

Copies of the two Fall 1980
announcements of Vanier College's
non-credit Community Focus
programs:

Centre for Continuing Education Community
Focus, Vanier College, Fall 1980

Centre for Continuing Education, Focus
Plus 60, Vanier College, Fall 1980

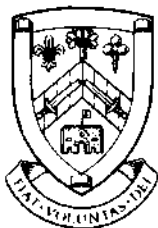
COMMUNITY



FOCUS

VANIER COLLEGE
for People
just like You...

Vanier College Centre for Continuing Education is offering a series of courses in the Community Focus program designed for the interest and personal enrichment of adults. These non-credit courses will start the week of September 29th, 1980. Classes are held either at the Snowdon or Ste-Croix campuses as indicated in this brochure.



Fall 1980
333-3920



FOCUS ON YOUR PERSONAL DEVELOPMENT

Auto Mechanics

\$60.00

If you're tired of the high cost of auto repairs, this course can show you how to make many repairs yourself and save money doing them. Also included is a general outline of car body care. Two working sessions in a garage are planned for a Saturday and during a regular class.

Wednesday
6:30 — 9:30 p.m.
Oct. 1 — Nov. 12, 1980

Ste-Croix
7 weeks
Teacher: Max Canzer

Law & The Layman

\$60.00

This course is designed for the person who wishes an overview of how the law may influence his life. It will consider the structure of the court system, consumer protection, landlord and tenant problems, business law, separation and divorce, and current issues concerning criminal law.

Thursday
7:00 — 9:00 p.m.
Oct. 2 — Dec. 4, 1980

Ste-Croix
10 weeks
Teacher: David Cohen

Literacy

\$60.00

This course is intended for those individuals who have very limited reading skills, (poor decoding skills, lack of fluency in oral reading, inability to: determine word meaning from context, find main ideas, make inferences and retain information). Classes will focus on improving these aspects in reading by addressing the individual needs of the student.

Thursday
7:00 — 9:00 p.m.
Oct. 2 — Dec. 4, 1980

Ste-Croix
10 weeks
Teacher: T.B.A.

Literature of Quebec (En Français)

\$60.00

A choice of the works of contemporary writers who present a view of Quebec today in their theatre, novels, and short stories: Marcel Dubé, Michel Tremblay, Roch Carrier, Anne Hébert, Gabrielle Roy, Jacques Ferron, Marie-Claire Blais, Yves Thériault. Comparative themes present in other literature will also be discussed. A knowledge of French is required to read the texts and follow seminar discussions that take place in either French or English. Students' attention will be drawn to on-going Quebec plays and films and to relevant artistic events.

Monday
7:00 — 9:00 p.m.
Sept. 29 — Dec. 8, 1980
(excluding Oct. 13, 1980)

Ste-Croix
10 weeks
Teacher: Alma de Chantal Brazeau

Reading Efficiency

\$60.00

This course is designed for individuals who: are readers; are lacking those skills necessary to make them efficient readers; are interested in improving and enhancing their reading ability; require a refresher course in reading.

Tuesday
7:00 — 9:00 p.m.
Sept. 30 — Dec. 2, 1980

Ste-Croix
10 weeks
Teacher: Pearl Grubert

The Canadian Constitution

\$60.00

A study and discussion of fundamental principles of constitutional law. In keeping with the current interest in and commitment to constitutional change, this course will come to grips with the question of 'what does Canada want, and how best to achieve it?' It is hoped that these discussions will culminate in a collective drafting of a 'do-it-yourself constitution'.

Wednesday
7:00 — 9:00 p.m.
Oct. 1 — Dec. 3, 1980

Snowdon
10 weeks
Teacher: Rebecca Butovsky

Writing For Publication

\$45.00

Aimed at discovering and utilizing the basic tools for writing: the ability to observe, arrangement of material, identifying your audience, and shaping your material for a specific market. Students will be asked to write short coverage of the news and to share it with the class.

Tuesday
7:00 — 9:00 p.m.
Sept. 30 — Nov. 18, 1980

Snowdon
8 weeks
Teacher: Elsie Mitchell

FOCUS ON HUMAN RELATIONS

Assertiveness Training

\$45.00

Basic concepts are explained and followed by sessions on: anxiety reduction, social approach skills and social defense skills.

Wednesday
7:00 – 9:00 p.m.
Oct. 1 – Nov. 19, 1980

Ste-Croix
8 weeks
Teacher: Esther Lefevre

Cardio Pulmonary Resuscitation

\$45.00

The causes of heart stoppage (cardiac arrest) are many. CPR is a method requiring no equipment, that can maintain circulation and breathing at a level sufficient to sustain life. Through practice on adult and baby mannequins, students will master advanced techniques of artificial respiration and external cardiac massage. Students will also learn the Heimlich manoeuver for aiding the choking person. Legal aspects of the application of CPR will be discussed. Successful completion of practical and theoretical exams is required for certification in CPR. The course is of interest to members of families of cardiac patients, teachers, lifeguards, policemen, firemen and students of the health sciences. Students should, but not necessarily, have recently completed a first aid course. Enrollment is limited to ten (10) students per course. The course is given in association with the CPR Teaching Centre.

Tuesday & Wednesday
7:00 – 10:00 p.m.
Sept. 30 – Oct. 29, 1980
(to be repeated)

Ste-Croix
5 weeks
Teacher: Alastair Dempster

Human Sexuality

\$60.00

The course material will focus on various aspects of human sexuality including sexual value systems, sex roles and sex in the aging. As well, the physiology of the sex act and other related areas such as the myth and misconceptions regarding human sexuality will be discussed. Some material will be drawn from actual case studies.

Thursday
7:00 – 9:00 p.m.
Oct. 2 – Dec. 4, 1980

Ste-Croix
10 weeks
Teacher: Jerry Sidel

Pre-natal Education (Lamaze Childbirth Preparation Course)

\$60.00 / couple

Expectant couples will learn the processes involved in pregnancy, labour and delivery. Classes are designed to aid expectant parents in the adjustment and care of their newborn infant. The teaching method utilizes audio-visual presentations, lectures, discussion and practice sessions.

Monday
7:00 – 9:00 p.m.
Sept. 29 – Dec. 1, 1980
(excluding Oct. 13, 1980)

Ste-Croix
9 weeks
Teacher: Linda Hirschberg

Roots & Visions: An Inner Exploration of Creative Energy

\$60.00

Many of us are so involved in the demands of our daily routines that we seldom take time to stop, become quiet and experience ourselves. Through symbolic artwork, guided imagery, music and laughter, we will reconnect our roots, discover and affirm our inherent power in order to realize our future visions.

Thursday
7:00 – 10:00 p.m.
Oct. 2 – Dec. 4, 1980

Ste-Croix
10 weeks
Teacher: Gissa Israel

Sign Language (Beginners)

\$60.00

A comprehensive course covering the basic sign language. This course is of particular help to teachers, relatives, or anyone involved with the deaf.

Monday
7:00 – 9:00 p.m.
Sept. 29 – Dec. 8
(excluding Oct. 13, 1980)

Ste-Croix
10 weeks
Teacher: Joanna Stump

FOCUS ON LIVE ARTS

A Synthesis of the Arts

\$60.00

This course is designed to give you a new perspective on the arts. You will deal with the ways in which artists have combined various media throughout history. Topics will range from the use of music and costume in Greek drama to the fog machine in the Pepsi pavillion at Expo '70. Lectures will combine discussion with slides and tapes and the specific tastes and interests of the student will also be considered.

Tuesday
7:00 - 9:00 p.m.
Sept. 30 - Dec. 2, 1980

Ste-Croix
10 weeks
Teacher: Ted Dawson

Introduction to Drawing and Painting

\$60.00

This course can be equally useful to the beginner or more experienced student. Through the medium of drawing and painting, general artistic concepts such as colour, form and composition are examined to give the student an awareness of the component parts of a visual statement. Current and historical examples of artwork will be discussed to aid in the explanation of concepts. The student will also have an opportunity to try various art materials.

Monday
7:00 - 9:00 p.m.
Sept. 29 - Dec. 8, 1980
(excluding Oct. 13, 1980)

Snowdon
10 weeks
Teacher: Deirdre McCay

Music Appreciation

\$60.00

This course will cover styles, form, and instruments of various musical periods up to and including contemporary experimental methods. The sessions will be a general survey of the tools of music (melody, rhythm, important compositions, notation). The purpose is to equip the class participants with a general musical perspective and thus prepare them for satisfying class participation.

Tuesday
7:00 - 9:00 p.m.
Sept. 30 - Dec. 2, 1980

Snowdon
10 weeks
Teacher: Lily Small

Photography Without a Darkroom

\$60.00

Basic photography for those without darkrooms or who do not want to get involved in them right now. Our work will be in colour slides and instant (Polaroid) prints. You will learn how to choose the camera best suited to your own interests, and how to use the camera you may already own to its full potential. In workshops - both in class and at home - you'll study basic theory and techniques while learning how to get better portraits, nature or travel shots, close-ups, abstracts, even snapshots! The classes will be geared to your individual interests and capabilities. Students will be expected to provide their own camera and film.

Thursday
7:00 - 9:00 p.m.
Oct. 2 - Dec. 4, 1980

Snowdon
10 weeks
Teacher: John Geeza

FOCUS ON YOUR BODY

Jazz Ballet I

\$60.00

Techniques include: Barre warm-up, isolation exercises, floor work, understanding rhythm and timing and introduction to choreography.

Tuesday & Thursday
6:00 – 7:00 p.m.
Sept. 30 – Dec. 4, 1980

Snowdon
10 weeks
Teacher: Polly Horvath

Tuesday & Thursday
7:30 – 8:30 p.m.
Sept. 30 – Dec. 4, 1980

Sports Complex (Ste-Croix)
10 weeks
Teacher: Susan Elias

Jazz Ballet II

\$60.00

For students with prior jazz and/or ballet techniques. Traditional barre, isolation and floor work, with more advanced choreography and sequence patterns.

Monday & Wednesday
6:00 – 7:00 p.m.
Sept. 29 – Dec. 8, 1980
(excluding Oct. 13, 1980)

Snowdon
10 weeks
Teacher: Polly Horvath

Rhythmic Movement

\$45.00

Fitness the fun way with simple jazz and ballet warm-up exercise done to the disco beat. It is organized to be the most beneficial to those between 30 and 55 years of age; however, all are welcome.

Monday & Wednesday
7:00 – 8:00 p.m.
Sept. 29 – Nov. 24, 1980
(excluding Oct. 13, 1980)

Sports Complex (Ste-Croix)
8 weeks
Teacher: Bonnie Brass

Transforming Stress Into New Vitality

\$60.00

Through the analysis of the sources and nature of stress, the use of yogic breathing, postures and relaxation techniques, and introspection, the student acquires the tools to deal with stress and to bring a new vitality into his/her life.

Thursday
7:00 – 9:00 p.m.
Oct. 2 – Dec. 4, 1980

Ste-Croix
10 weeks
Teacher: Miriam Sklar

(Focus For Women) over.....

HOW TO REGISTER:

In Person:

Ste-Croix Campus:
September 15, 16, 17, 22 and 23, 1980
10:00 a.m. – 12:00 p.m. and 1:00 p.m. – 4:00 p.m.
Building H
Registrar's Office.

September 15, 16, 17, 18, 22 and 23, 1980
4:00 p.m. – 9:00 p.m.
Room E115
815 Ste-Croix

Snowdon Campus:
September 15, 16, 17, 18, 22 and 23, 1980
4:00 p.m. – 8:00 p.m.
Room 111

Mail-in:

Complete the Registration form at the back of this brochure and mail to:

Vanier College
Conted Records Office
821 Ste-Croix Blvd.
St. Laurent, Quebec
H4L 3X9

**DEADLINE FOR MAIL-IN
REGISTRATION IS
SEPTEMBER 22, 1980.**

CANCELLATION / WITHDRAWAL FROM COURSES

Vanier College reserves the right to cancel any course due to insufficient registration. If a program is cancelled, you have the option of transferring to another course or you may receive a full refund of all fees paid. Registrants will be notified automatically of any cancellations which affect them.

Students wishing to withdraw from a course must do so in writing. Refunds will be granted as follows:

- Before the first scheduled meeting of classes 100%
- Before the second scheduled meeting of classes 75%
- After the second scheduled meeting of classes no refund

FOR INFORMATION ABOUT REGISTRATION AND/OR WITHDRAWALS CALL THE CONTED RECORDS OFFICE AT 333-3802

FOCUS ON WOMEN

Financial Management for Women

\$60.00

The objective of this course is to heighten women's awareness of their capability and competence in financial matters. Each session is designed to increase the participant's confidence and knowledge. It is shown that dealing effectively with finances is a matter of self-understanding. Dealing with money involves emotions, it involves decisions, and it involves techniques. Nobody ever becomes proficient without practice.

Tuesday
7:00 – 9:00 p.m.
Sept. 30 – Dec. 2, 1980

Ste-Croix
10 weeks
Teacher: Amanda Goodwin

Reentry for Women

\$60.00

This learning skills course is oriented towards women who have been absent from the work force or who wish to return to school after an extended absence. Apart from strengthening academic skills this course will concentrate strongly on personal and interpersonal factors.

The development of reading, writing and study skills will be closely tied to this personal aspect. For example, we will use personal material that students bring to class as subject matter for writing and discussion. We will select texts to develop reading and study skills which address themselves to the students' current concerns. In this way they will acquire basic skills in an immediately relevant context and will be able to use them in subsequent academic or work situations.

Wednesday
7:00 – 9:00 p.m.
Oct. 1 – Dec. 3, 1980

Ste-Croix
10 weeks
Teacher: Tzippy Schecter

Women and Law

\$60.00

Knowledge is power. Understanding the law and its procedure offers women the opportunity to move their traditional roles into 'the corridors of power'. In this course we will study and discuss the relationship between the law and the political process. Only by increased involvement in both will women achieve 'equality before the law.'

Monday
7:00 – 9:00 p.m.
Sept. 29 – Dec. 8, 1980
(excluding Oct. 13, 1980)

Snowdon
10 weeks
Teacher: Rebecca Butovsky

ALL COURSES WILL BE GIVEN IN ENGLISH UNLESS OTHERWISE SPECIFIED.
REGISTRATION FORM

To be received at Vanier no
later than September 22, 1980.

Surname First name Date of birth

Number & street City

Telephone business Telephone home Postal code

	Course Title	Cost
1)
2)
3)

Total amount

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Visa OR Mastercharge Number

Attach cheque or money order and mail to

VANIER COLLEGE

CONTED RECORDS OFFICE,

821 Ste-Croix Blvd., St-Laurent, Que. H4L 3X9

I have read and understood the College Refund Policy

.....
Signature of applicant

FOCUS PLUS 60

A program specially designed for people aged 60 and over

Appendix D
to Brief by Vanier College
to the Commission d'étude sur la formation des adultes

These non-credit courses are given in English during the daytime at the Snowdon Campus, 5160 Decarie Blvd.

FALL '80



Vanier College

815 Ste-Croix Boulevard
St-Laurent, Quebec H4L 3X9
333-3920

For further information, call
333-3920



Vanier College
Centre for Continuing Education

REGISTRATION FORM

To be received at Vanier no later than September 22, 1980.

Surname First name

Number & street City

Telephone business Telephone home Postal code

Course Title

1) Cost

2) Cost

3) Cost

I have read and understood the College Refund Policy

Signature of applicant

Total Amount

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Charge OR Mastercard Number

Attach cheque or money order and mail to

VANIER COLLEGE
CONTINUED RECORDS OFFICE,
821 St. Croix Blvd., St-Laurent, Que. H4L 3X9

CREATIVE WRITING \$25.00

This class will examine self expression through the written word. Essays, short stories and poetry will be introduced through readings and the appreciation of contemporary samples. Students will be encouraged to develop their own distinctive styles.

Tuesday Snowdon
Time: TBA 8 weeks
Sept. 30 - Nov. 18 Teacher: Linda Lipsky

ART \$25.00

Drawing and painting with various materials such as charcoal, pen, chalk, and watercolours. Some sessions will explore sketching, collage, landscape and modelling. Emphasis will be placed on the interests and needs of the class.

Thursday Snowdon
Time: TBA 8 weeks
Oct. 2 - Nov. 20 Teacher: Judy Rosen

THE ART OF THE 20TH CENTURY \$25.00

A survey of twentieth century painting and sculpture. This course will deal with artistic movement such as symbolism, social realism, pop art and other trends. The course will include slide - illustrated lectures as well as visits to several Montreal galleries.

Tuesday Snowdon
Time: TBA 8 weeks
Sept. 30 - Nov. 18 Teacher: Ursula Isenberg
Finkelstein

CONTEMPORARY LITERATURE \$25.00

The class will compare and discuss works such as *Garden in the Wind* by Gabrielle Roy, Doris Lessing's *Winter in July*, John Steinbeck's *Cannery Row*, Somerset Maugham's *The Rain*, and *Intimacy* by Jean Paul Sartre. The students will actively participate in class discussion and research as the course unfolds.

Thursday Snowdon
Time: TBA 8 weeks
Oct. 2 - Nov. 20 Teacher: Susan Stein

CURRENT AFFAIRS \$25.00

An in-depth look at current trends and important issues in today's world. Topics will include contemporary, current, public and political events and developments in Canada and the World. The course will respond to the changing world situations.

Wednesday Snowdon
Time: TBA 8 weeks
Oct. 1 - Nov. 19 Teacher: Hershey Dwoskin

FRENCH CONVERSATION 1 \$25.00

This course is designed to enable the students who are basic beginners to learn to get along in French in everyday situations: to respond to basic questions, as well as to ask them. The content of the course will be determined by the needs of the students; however, emphasis will be placed on conversational French with a view to improving the student's ability to communicate.

Wednesday Snowdon
Time: TBA 8 weeks
Oct. 1 - Nov. 19 Teacher: Suzanne Marcotte

FRENCH CONVERSATION 11 \$25.00

This course is designed to enable the students to communicate in French and therefore conversation will be stressed. In this level, students will have some knowledge of basic expressions and structures and so will be able to deal with more extensive conversations as well as a variable amount of written French. This course will be adapted to the class' language needs and level.

Wednesday Snowdon
Time: TBA 8 weeks
Oct. 1 - Nov. 19 Teacher: Suzanne Marcotte

PUT ON A NEW FACE \$25.00

Put on a New Face will not only show you the hows and whys of makeup, but will also encourage you to participate in discussions directly relating to women. Good looks are more than skin deep - and it is the aim of this course to deal with the exterior and relate it to the inner self. For those who like natural cosmetics, recipes for creams and lotions will be supplied which will certainly help those on a strict budget.

Monday Snowdon
Time: TBA 8 weeks
Sept. 29 - Nov. 24 Teacher: Sylvina Summerfield
(excluding Oct. 13)

YOGA \$25.00

Become aware of your physical and mental capabilities by using the basic Yoga positions. This is achieved by learning the philosophy of Yoga, breathing techniques, relaxation techniques, warm-up exercises and basic positions. (asanas)

Monday Snowdon
Time: TBA 10 weeks
Sept. 29 - Dec. 8 Teacher: Hazel Wasserman
(excluding Oct. 13)

RETIREMENT PLANNING \$25.00

This course involves people in the actual process of planning for retirement. The ten sessions help participants discover for themselves why they should be concerned with saving and investing for retirement during a time of high inflation. The course focuses on the point that there are only two sources of income, and that in retirement we may well be depending on a single primary course of financial ease.

Thursday Snowdon
Time: TBA 8 weeks
Oct. 2 - Nov. 20 Teacher: Amanda Goodwin

REGISTRATION INFORMATION

Send in completed Registration Form now or register in person:

Wednesday, September 17, 1980, from 10:00 a.m. to 4:00 p.m. at the Snowdon campus.

Other registration:

At Snowdon - 5160 Decarie Blvd., Room 111
Monday - Thursday, 5:00 p.m. to 8:00 p.m.

At Ste-Croix - Conted Records Office
Bldg. 'H', Ground Floor,
821 Ste-Croix Blvd.
St. Laurent, Quebec
Monday - Friday, 10:00 a.m. to 12:00 noon and 1:00 p.m. to 4:00 p.m.
Monday - Friday, 4:00 p.m. to 9:00 p.m.
Room E115, 815 Ste-Croix Blvd.

Vanier College reserves the right to cancel a course due to insufficient registration. If a program is cancelled, you have the option of transferring to another course or you may receive a full refund of all fees paid. Registrants will be notified automatically of any cancellations which will affect them.

Students wishing to withdraw from a course must do so in writing. Note that no refunds will be made for withdrawals after the first class.

Appendix E

to Brief by Vanier College

to the Commission d'étude
sur la formation des adultes

Attached is a bibliography on
Experiential Learning prepared
by Morris Keeton, President of
the Council for the Advancement
of Experiential Learning, for a
course at Harvard's 1979
Institute on The Management of
Lifelong Learning.

to Brief by Vanier College to the Commission
d'étude sur la formation des adultes

EXPERIENTIAL LEARNING

Costs

Kelley, R. L., MacTaggart, T. J., & Spencer, R. A. Analyzing costs in the assessment of prior learning (CAEL Institutional Report from Webster College). Princeton, N.J.: CAEL, Educational Testing Service, 1976.

Describes the preparation for and the results of a cost analysis of the assessment of prior learning in two programs. It concludes that total assessment costs are significantly less than costs for conventional classroom instruction, that unit costs diminish as the volume of assessment increases, and that the evaluation of the relative benefits of assessment programs should be made within the context of long-rang institutional objectives.

Weathersby, G., & Henault, A. J., Jr. Cost-effectiveness of programs. In M. T. Keeton & Associates, Experiential learning: Rationale, characteristics, and assessment. San Francisco: Jossey-Bass, 1976.

Experiential Learning Rationale

Cross, K. P. The integration of learning and earning: Cooperative education and nontraditional study (ERIC/Higher Education Research Report No. 4). Washington, D.C.: American Association for Higher Education, 1973.

Views cooperative education and nontraditional study as an attempt to end the self-imposed isolation of higher education. Cooperative education brings students out of the classroom setting into the world of work. Nontraditional study introduces formal learning experiences into the lives of formerly full-time workers. Sees these trends as a response to pressures to integrate education into the life needs of learners as well as to allow greater educational opportunity for a larger number of potential students.

Goldstein, M. B. Federal policies toward experiential education. Unpublished manuscript, 1977. (Available for \$1 postpaid from the Post-secondary Education Convening Authority of the Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, D. C. 20036.)

Provides an historical overview of federal legislation in the general area of education and points out the discrepancy between legislation and policy. Cooperative Education under the Higher Education Act, Career Education, Lifelong Learning Act, and VA regulations are explained as examples of the relationship between legislation and federal policy concerning experiential learning. The author concludes that there is little federal understanding of the concept of experiential learning and especially the connection between work and learning. He dismisses lobbying and new legislation as strategies for changing the

Goldstein, M. B. (continued)

federal climate and advocates marketing programs for increasing student volume and visibility so that experiential education can receive a larger share of limited federal support.

Heermann, B. C. Experiential learning in the community college (Topical Paper No. 63). Los Angeles: ERIC Clearinghouse for Junior Colleges, University of California, 1977. (ERIC Document Reproduction Service no. ED140909. EDRS price MF-\$0.83 HC-\$4.67 plus postage.)

This monograph argues the need for incorporating experiential learning of many types into two-year college education. Several examples are used to illustrate the essential components of sponsored experiential programs and a detailed discussion on recognition, assessment, and crediting nonsponsored experiential learning is given. Specific requirements for a successful sponsored learning program include but are not limited to careful planning, systems design, energy, enthusiasm, and the knowledge, skills, attitudes, and support of faculty, counselors, administrators, and other participants. The College Without Walls at Sinclair Community College (Ohio) is described to illustrate the operation of a comprehensive experiential learning program. Experiential learning assessment forms are appended and a bibliography is included.

Keeton, M. T. & Associates. Experiential learning: Rationale, characteristics, and assessments. San Francisco: Jossey-Bass, 1976.

Contains important papers commissioned by the CAEL project during its first year to address the conceptual foundations and the practice of experiential learning and its assessment. As a group, these papers give more direct attention to the rationale of experiential learning than any other current source. The forward by Virginia Smith notes the factors which have facilitated the increase of credit for experiential learning and the problems that this movement have engendered. The first section of the book gives special attention to the history of experiential learning, its underlying pedagogical philosophy, and its relationship to the credentialing process. The section on characteristics contains several chapters on the nature and objectives of experiential learning and how they differ in different types of educational programs and learning contexts. The last section, on assessment, gives an overview of assessment procedures and outlines a number of critical issues and basic requirements for sound assessment.

Keeton, M. T., & Tate, P. J. Learning by experience--What, why, how. San Francisco: Jossey-Bass, 1978.

Defines experiential learning and examines what kinds of experiential activities are now being implemented, explains why experiential learning needs to be seen as an integral and essential part of the learning process. The book also describes how experiential educators at different institutions are improving their programs and resolving pressing problems.

Lewchuk, R. C. (Ed.) National register of internships and experiential education. Washington, D. C.: Acropolis Books, 1977.

A guide to off-campus study programs, this book summarizes the present state of development of academic and professional internships, experiential education, and off-campus study in the U. S. A directory of institutions providing off-campus study is included as well as an annotated bibliography.

Sexton, R. F., & Ungerer, R. A. Rationales for experiential education (ERIC/Higher Education Research Report No. 3). Washington, D. C.: American Association for Higher Education, 1975.

Defines experiential education as learning activities outside normal classroom, "... objectives which are planned and articulated prior to undertaking the experiences, involving activity that is meaningful and real and on the same level as that of other nonstudents in the same nonclassroom environment, and in which the learner has the assistance of another person (most often a faculty advisor) in expanding the learning as much as possible that takes place in nonclassroom settings." (p. 1). Three major sections cover concepts of experiential education relating to the learning gained by the individuals, new dimensions in world of work, and the role of the individual as citizen.

Torbert, W. R. Learning from experience toward consciousness. New York: Columbia University Press, 1972.

The author proposes that there are four different and related levels of human experience: the world outside, one's own behavior, one's internal cognitive-emotional-sensory structure, and consciousness. Categories for interpreting the verbal behaviors conducive to experiential learning are presented. A quantitative behavior-scoring procedure is outlined for determining inner processes as reflected in verbal behavior.

Willingham, W. W. Principles of good practice in assessing experiential learning. Princeton, N. J.: CAEL, Educational Testing Service, 1977.

Provides a single-source overview of important principles of good assessment practice as represented in the 26 CAEL reports current in 1977. Presents Procedural guidelines in outline form with reference to fuller discussion in other CAEL Publications.

Willingham, W. W., & Associates. The CAEL validation report. Princeton, N.J.: CAEL, Educational Testing Service, 1976.

A major CAEL publication that reports extensive findings from a series of 19 field studies involving more than 1,000 faculty and students in 24 institutions throughout the country. Evaluates assessment practices and examines a number of assumptions underlying the assessment of experiential learning. The primary research reference available that speaks to strengths and weaknesses in assessing experiential learning and how to improve institutional quality assurance. Includes three illustrative institutional studies of the reliability of expert judgment.

General Overview

Knowles, M. S. The modern practice of adult education: Andragogy versus pedagogy. New York: Association Press, 1970.

A classic, comprehensive guide to the theory and practice of learner-centered adult education focusing on the differences between adult learners and traditional, youthful college students. Details principles and practices for defining purposes, planning and implementing programs, and evaluating outcomes. Includes numerous examples of materials developed at a variety of institutions.

Nonsponsored Experiential Learning

Breen, P., Donlon, T. F., & Whitaker, U. Learning and assessing interpersonal competence--A CAEL student guide. Princeton, N.J.: CAEL, Educational Testing Service, 1977.

A student guide and a companion volume to the handbook on teaching and assessing interpersonal competence. It is based on the same theoretical framework and contains some identical sections. The special contributions of the student guide are chapters on planning for experiential learning and preparing for assessment. Detailed suggestions are offered for preparing a life goals autobiography, articulating personal goals to interpersonal development, and selecting an experiential learning site.

Ekstrom, R. B., Harris, A. M., & Lockheed, M. E. How to get college credit for what you have learned as a homemaker and volunteer. Princeton, N. J.: Educational Testing Service, 1977.

A useful guide for women who are thinking about entering or returning to college after spending several years as housewives and/or as volunteers in their communities. Section I contains descriptive information, and Section II is a workbook for the reader to use in evaluating her own experiences and in seeking to obtain college credit for them. Four appendices contain useful information such as a series of "I can" competency lists in different volunteer and homemaker fields.

Forrest, A. Assessing prior learning--A CAEL student guide. Princeton, N.J.: CAEL, Educational Testing Service, 1977.

A general handbook to assist adults in maximizing the value of their prior learning in relation to educational goals and successfully obtaining appropriate credit. The reader is led step-by-step through the process of identifying learning outcomes, relating them to educational goals, documenting experience, measuring learning outcomes, and requesting credit or recognition.

Kelley, R. L., MacTaggart, T. J., & Spencer, R. A. Analyzing costs in the assessment of prior learning. CAEL, Educational Testing Service, 1976.

Describes the preparation for and the results of a cost analysis of the assessment of prior learning in two programs. It concludes that total

Kelley, R. L. (continued)

assessment costs are significantly less than costs for conventional classroom instruction, that unit costs diminish as the volume of assessment increases, and that the evaluation of the relative benefits of assessment programs should be made within the context of long-range institutional objectives.

Knapp, J. Assessing prior learning--A CAEL handbook. Princeton, N.J.: CAEL, Educational Testing Service, 1977.

Presents a model for portfolio assessment that incorporates eight stages: (1) facilitating the construction and assessment of a portfolio; (2) identifying significant prior experiences; (3) expressing the learning outcomes of prior experiences; (4) articulating prior outcomes to educational goals; (5) documenting the learning experience; (6) measuring the extent and level of prior learning outcomes; (7) judging the learning outcomes; and (8) evaluating prior learning outcomes for awarding credits or recognition. At each stage alternative practical procedures are suggested.

Knapp, J. & Sharon, A. A compendium of assessment techniques. Princeton, N.J.: CAEL, Educational Testing Service, 1975.

Describes a wide variety of assessment techniques that might be appropriate to different types of experiential learning. Includes sections on performance tests, simulations, interviews, ratings, product assessment, etc. Provides brief illustrations of different applications, and cites a number of references that provide more detailed information concerning each assessment method.

Meyer, P. Awarding college credit for non-college learning: A guide to current practices. San Francisco: Jossey-Bass, 1975.

Focuses on a faculty-based model of the assessment and crediting of prior learning on the undergraduate level. Data on current practices were gathered through interviews with administrators, faculty, and students and through examination of written materials from institutions that credit or recognize experiential learning. Also suggests guidelines for institutions and recommends actions to be carried out at the national and regional levels.

Trivett, D. A. Academic credit for prior off-campus learning. (ERIC/Higher Education Research Report No. 2). Washington, D. C.: American Association for Higher Education, 1975.

Reviews formal and unpublished literature as well as programs relating to the recognition of experiential learning. The author shares CAEL's view of the distinction between prior and sponsored learning and this paper focuses on the former. Begins with a discussion of the rationale for crediting prior off-campus learning and the issues that surround it.

Trivett, D. A. (continued)

College-level examination programs such as CLEP, academic credit through noncollegiate organizations such as CASE and DANES, external degree programs, and the assessment of the learning outcomes of life and work experience are described. Several pages are devoted to the CAEL project and its publications.

Research and Evaluation

Hodgkinson, H. L., Hurst, J., & Levine, H. Improving and assessing performance: Evaluation in higher education. Berkeley, California: Center for Research and Development in Higher Education, 1975.

Sponsored Experiential Learning

Chickering, A. Experience and learning: An introduction to experiential learning. Change Magazine Press, 1977.

An overview of experiential learning which offers definitions and includes six examples of experiential learning covering course related components and full-time off-campus placements. Discusses problems related to purpose, substance, quality, institutional support, and resistance. Additional sections deal with the potentials for students, educational effectiveness, faculty and institutions, cost, and policy implications.

Council on Social Work Education. The dynamics of field instruction: Learning through doing. New York: Author, 1975. (Available for \$3.50 from Council on Social Work Education, 345 E. 46th St., New York, New York 10017. ERIC Document Reproduction Service no. ED 121223. EDRS price \$0.83 plus postage. HC not available from EDRS.)

These eleven papers cover experiences in a variety of graduate and undergraduate social work field settings. They examine in detail students in a rural setting, students in a field research project, students in a generic field instruction program, students in a community-based practicum, and students in a psychiatric setting. One paper details the development of a field instruction model for social administration and another examines a student-designed practicum. The role strain of both agency-based and school-based field instructors is also discussed.

Duley, J. (Ed.) Implementing field experience education (New Directions in Higher Education No.6). San Francisco: Jossey-Bass, 1974.

A collection of papers originally developed for the 1973 Society for Field Experience Education Conference. Three are devoted to the role of the students, the faculty supervisor, and the agency supervisor. Other papers are concerned with various aspects of designing and organizing programs or the special character of experiential education in different settings (e.g., a community college, a statewide program, a state university). There is also a useful chapter on evaluating student learning in experiential education.

Duley, J., & Gordon, S. College-sponsored experiential learning--A CAEL handbook. Princeton, N.J.: CAEL, Educational Testing Service, 1977.

Designed for faculty as well as other professionals concerned with developing effective programs of off-campus experiential learning and assessing the outcomes of those programs. Provides theoretical background for nonsponsored off-campus programs and discusses pragmatic problems of defining educational objectives, developing placements, and preparing students for effective learning experiences, monitoring experiential learning as it proceeds, and integrating the learning following the off-campus experience. Articulated with the CAEL student guide, College-Sponsored Experiential Learning by Nesbitt.

Ford, A. S. (Ed.) Directions for experimental education in higher education: A conference for academic administrators. Proceedings of a Conference for Academic Administrators, Berea College, Berea, Kentucky, November, 1975. (ERIC Document Reproduction Service no. ED 125496. EDRS price MF-\$0.83 HC-\$3.50 plus postage.)

A wide variety of experiential programs that may be used to expand educational experiences is presented. These include service learning internships, cooperative education, volunteer programs, field-based, independent study, practice, work-study, and University Year for Action. The participants represented in these proceedings outline the instructional characteristics of experiential learning; the rationales for combining work and learning; faculty involvement in experiential education; budgetary consequences of such programs, future directions for experiential programs; and some exemplary programs already in action.

Godfrey, R. A review of research and evaluation literature on Outward Bound and related educational programs. Paper presented at the Conference on Experiential Education, Estes Park, Colorado, October 1974. (Available for \$1 from Colorado Outward Bound School, 945 Pennsylvania Street, Denver, Colorado 80203. ERIC Document Reproduction Service no. ED141039. EDRS price MF-\$0.83 plus postage. Parts may be marginally legible due to small print of the original document. HC not available from EDRS.)

A rapid scanning of the state of the art of research and evaluation of Outward Bound and related educational programs. Initial comments outline criteria for assessing internal and external validity of studies. Distinctions are made between research, evaluation, measurement, judgment, and public relations. Summary of 29 works is presented in five categories: 1) studies of Outward Bound programs, 2) studies of related educational programs, 3) studies of programs for urban youth and delinquents, 4) non-empirical studies, and 5) recent work.

Graham, R. Youth and experiential learning. Chapter IX in Youth: The seventy-fourth yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1975.

Graham, R. (continued)

Evaluates "action learning" as promising but generally unsubstantiated in its effects. Purported efforts to match student characteristics to the learning situation have not systematically occurred or been effective when they have been attempted. The author argues for the "cognitive-developmental approach to education which defines the aim of education as the stimulation of the next step of development rather than as the transmission of information or indoctrination to fixed social values." The author provides an example of action-learning assignments which could be related to the social role-taking and moral judgment stages proposed by Selman and Kohlberg respectively.

Hoyt, K. B. Career education and work experience education: Can we join together? Speech presented to the Western Association of Cooperative and Work Experience Educators, Las Vegas, Nevada, February 1976. (ERIC Document Reproduction Service no. ED130043. EDRS price MF-S0.83 HC-\$1.67 plus postage.)

Career education and work experience education are discussed in terms of the common goal of education and preparation for work, and three basic common values: 1) The importance of work both to individuals in society and to society itself; 2) the need for and potential of experiential learning; and 3) the need to involve the formal education system and the business-labor-industry-professional community in a collaborative relationship in ways that will expand student learning opportunities. Basic career education concepts are compared with work experience concepts. The concept of work, as a humanizing term, is discussed, along with implications for change in the role and function of work experience educators. One point noted is that the career education concept considers work experience, in addition to that found in classrooms per se, to be an important opportunity to be made available to all students.

Lynton, E. A. Acceptability of field experience in traditional institutions. New Directions for Higher Education, 1974, 2(2), 95-102.

Discusses issues related to the acceptability of off-campus experiential learning--cost, academic respectability, prior learning--and makes practical suggestions for dealing with them. The challenge to traditional institutions, Lynton feels, is to transform separate experiences into constructive experiential learning, integrated into the overall education.

McKean, B. (Ed.) Toward defining measurable objectives in the affective domain for experiential education programs. Denver: Colorado Outward Bound School, 1975. (Available for \$1 from Colorado Outward Bound School, 945 Pennsylvania Street, Denver, Colorado 80203. ERIC Document Reproduction Service no. ED139572. EDRS Price M50.83 plus postage, HC not available from EDRS.)

McKean, B. (continued)

Discusses the necessity for objectives; describes the affective domain and the utilization of behavioral indicators to make affective objectives in experiential education workable. Six program descriptions are included as examples of the combination of affective measurable objectives with the field of experiential education. Illustrating what is possible and being developed in the field of experiential education, the examples include the necessary behavioral indicators, which guide the teacher-observer in recognizing and categorizing student change. The programs cover: involvement in the local community; living within a new community environment; outdoor activities for spring, summer, fall, and winter; and outdoor pursuit for mentally retarded and for "disaffected" students.

Nosow, S. Student's perceptions of field experience education. Journal of College Student Personnel. 1975, 16, 508-513.

A study of 248 students taking undergraduate field experience courses at Michigan State University. The sample was drawn from 2,125 students in 37 courses in 24 departments in the spring of 1974. Students were interviewed by telephone. Concludes that undergraduate accredited field experience education at Michigan State University is highly successful from the perception of students.

Rippetoe, J. K. The undergraduate education in sociology: A case for experiential learning. Teaching Sociology, 1977, 4 (3), 239-250. A conceptual framework is presented to help sociology departments define more clearly the issues surrounding employment opportunities for sociology majors. Sociology departments should redefine educational objectives and identify a body of skills graduates should possess, offer students supervised fieldwork experiments, and give students full support and encouragement in identifying career goals.

Sexton, R. Experiential education and community involvement practices at the postsecondary level: Implications for career education (Report No.: P00760303) Washington, D.C.: Office of Career Education, U. S. Department of Health, Education, & Welfare, 1976. (ERIC Document Reproduction Service no. ED138771. EDRS price MF-\$0.83 HC-\$3.50 plus postage.)

Four themes are developed based on the premise that there is substantial correlation between the goals and objectives of career education and experiential education (learning activities outside the normal classroom): 1) a typology of experiential education and community involvement practices; 2) an overview of selected exemplary experiential education and community involvement practices and programs; 3) critical issues of experiential education as they relate to career education; and 4) recommendations for federal activity to enhance experiential education as it relates to career education. Major types of experiential education discussed are cooperative education, internships (preprofessional and general education), field experience, cross-cultural field experience, policy research experiences, and national youth service. The following critical

areas are discussed and provide the rationale for the recommendations made: 1) academic issues involving the effectiveness of academic supervision, awarding academic credit, appropriate compensation for faculty who supervise students, and the appropriateness of financial compensation for students participating in experiential education activities; 2) limited opportunities in the world of work; and 3) the disadvantaged student.

Yelon, S. L. Saving time and energy in evaluating individual performance in field placement: Ideas contributed by faculty at Michigan State University. East Lansing: Learning and Evaluation Service, Michigan State University, (no date).

A publication written by faculty at Michigan State University and designed to assist faculty in evaluating students who are participating in clinical or field experience programs. Suggests techniques for formulating objectives, measuring outcomes, and debriefing. Samples of forms, checklists, measurement techniques, and grading guidelines are found in the appendix.