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reach in - reach out

**dawson college**

# learning humanly

## WHAT IS NEW ABOUT THE NEW SCHOOL?

The New School invites students, teachers and administrators to become active members of a growing CEGEP community and to be responsible for each others educational, social and personal needs. As an affiliate of Dawson College, The New School offers the pre-university student the opportunity to participate actively in a humanistic, affective-oriented Arts curriculum.

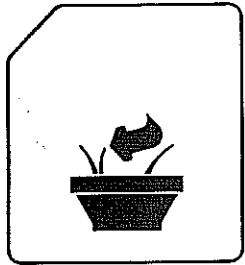
The academic life of The New School emerges out of basic principles of education which are called *humanistic*. By having such humanistic principles, The New School gives appropriate attention to the human elements in the educational situation. Perhaps in other educational experiences, you were not very important except in a passive role as a learner. Or perhaps your well-being as a person played a secondary role to course content, exam pressures, marks or university requirements. In a very personal and private place in yourself, you may experience a desire to more directly relate your education to your growth as a person. The New School invites you to assume that responsibility.

The New School focuses on the whole person. In an environment structured specifically for shared experiences created for the whole person, all the learners in The New School are encouraged to become more fulfilled as people and as citizens. The New School connects things so that the whole student can deal with ideas and skills in a more fully connected way. The New School encourages the student to establish connections where none are immediately seen and to share these connections with others. The New School uses what has already been established through research as educationally sound and builds its structures on it.

## Mutual Agreement and Basic Principles

The New School bases itself on a Mutual Agreement — an agreement among all members to observe the following basic principles:

- 1) All members of The New School commit themselves to a concern for human needs before all others;
- 2) All members of The New School recognize that the primary questions of concern for all of us are — “Who am I?” and “How best can I function in order to fulfill myself?”;
- 3) We all commit ourselves to share in an educational and human activity by assuming the responsibility of an active search for self, honest interaction among the members of the community and by sharing what we come to know and feel with one another;



*The new school asks you to ask.  
Do you feel that the high school graduate  
can make such decisions on the content and  
direction of his studies?*

- 4) We are committed to the principle of self-government and the assumption of that responsibility in order to experience the privileges of freedom.

Every member of The New School community, students, teachers and administrators, will be required to sign a social contract — a Mutual Agreement — based on these four principles but negotiated individually to reflect each individual's personal social concerns and goals. Therefore, the Mutual Agreement will have three parts:

- 1) Part one contains the four basic principles common to all;
- 2) Part two is the area in which the individual expresses his desires and these are negotiated with the Community before finalization;
- 3) Part three will contain the signatures of the Director of The New School and the individual for whom the contract was written.

However, *nobody signs until they are sure they fully understand and agree with every point of the Mutual Agreement AND until The New School feels the individual fully understands and agrees with every point of the Mutual Agreement.*

## Community Structure: The Bands

The New School offers small personalized learning units — *The Bands*. The central unit of The New School is the Band. The band consists of thirty students, one full-time and two half-time staff members. The Band offers all six credits per term and reflects the academic specialty of the staff and the concerns of the students. The Band is responsible for its own governance, the development of its own regulations, its self-evaluatory systems, its daily life and its staff retention. Each individual is asked to commit himself to the four principles of The New School and actively participate in the decision making process of the community as a whole.

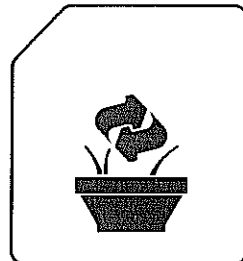
## Reach in — Reach out

The structures of The New School encourage each of us to reach out to one another in order to encourage learning and sharing. Those structures are effective in as much as they encourage reaching out and can be modified as needs emerge.

## Academic Achievement and Evaluation

A superb group of resource people with excellent aca-

*Does school educate you? Should school  
educate you? Do you feel that the student  
can realize the meaning and seriousness  
of community and commitment?*



ademic training as well as a deep commitment to innovative, personal education, comprise the staff of The New School. Representing a wide, diverse range of life interests, academic skills and talents, these staff people elected to teach and learn at The New School in order to participate in what, for them, was a new school.

Because of its philosophy and structure, The New School offers an environment in which the student is able to develop the personal side of his life as well as the academic. The student faces a challenge by assuming the responsibility to take an active part in the development and progress of his education and in his responsibility to the other members of his Band. The New School is working towards establishing an environment in which the student can maintain a high academic standard in a co-operative, rather than competitive, setting.

The student evaluation is a day to day ongoing process in which all students are involved. There are no surprises for anyone at the end of a term; the student will know from day to day if he is achieving what he set out to do. Furthermore, the manner of determining the student's marks and academic standing is the decision of the students and teachers in the Band.

If term papers or tests are the method by which most members of the Band wish to be evaluated, then those methods will be subsequently used. If oral presentations by each student on a regular basis seem preferable to the majority of the Band, then oral presentations will determine the student's standing. Then again, various student projects may be a favoured method. The different possible methods

of evaluation are limited only by the imagination of the Band, but whatever method they chose, it must fairly represent the will of the entire Band.

All student subjects and marks are accredited and rated in his file and are registered with the Department of Education of Québec in accordance with standard procedure. The student will then receive a diploma from Dawson College upon the completion of his collegial programme.

### **Governmental Organization**

The basic unit of government resides in the Band. It is responsible for its daily operations, self-evaluation and staff retention. Each band will be provided with a budget for use in programme development activities.

The Community Council is the body representing the total community. Its function is to develop college-wide policies and procedure. i.e. It will be responsible for establishing admission policies and will deal with academic matters of a college-wide concern. Representation will include members from each Band, the Director and the Community Facilitator.

The Director of The New School is accountable to both The New School community and the Board of Governors of Dawson College. The Director advises and consents, and must consent to the expressed will of the community as expressed by the Community Council.

### **Services**

Because The New School is a part of Dawson College, each member of The New School is entitled to use all of the

resources and facilities available to the Dawson community. For more information on these services and facilities, please refer to the Dawson calendar.

Within The New School itself, a variety of services will be available including the assistance and involvement of the Community Facilitator and in-house workers, library facilities, reading and music rooms, a cafeteria, a crafts center, theatre and a variety of programmes and resources.

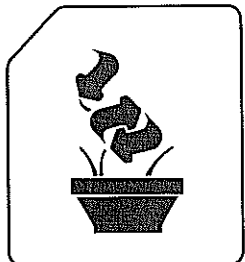
### Curriculum

If anything can define our curriculum, it would be the phrases —

“Relate not Separate” and  
“Emerge and Converge”

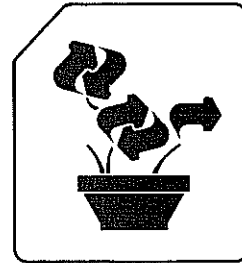
The curriculum is based upon themes residual to each Band. Specific subject matter and disciplines are not seen as entities separate and apart from each other, but rather as inter-related components.

The inter-disciplinary approach of The New School is geared to the educational development of the whole person. How can we educate the whole person and at the same time



*How do college classes differ from high school classes?*

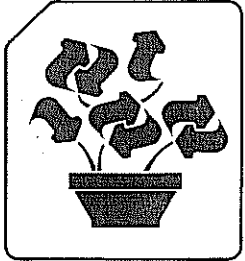
*Do you sit and wait  
for the learning to start?*



compartmentalize knowledge by separating it into unrelated disciplines? Themes, interest areas and projects are appreciated from a variety of vantage points designed to show connections and relationships; the fusion of disciplines to study areas of interest heightens awareness through a broad perspective; the end product is a student more stimulated and capable of analyzing and understanding the world around him.

Students at The New School will develop their academic profile through the course listings for each Band. Course numbers will be listed on the basis of expertise and backgrounds of the faculty members within the respective Bands. Through this mechanism, each student will be able to select six course numbers out of a wide range of possibilities in the Band each semester.

As part of Community Services, Community Facilitators will provide opportunities for students to link the affective with the cognitive. They will also create courses in which the subject matter becomes the thoughts, feelings and behaviour of the learners as known by themselves and taught to each other by themselves. This new thrust in humanistic education will be attempted through a Wild Card System. Each student will negotiate with the Community Facilitator



*Enough time to do little?  
Too little time to do enough?*

and, upon completion of the Wild Card requirements, will have it signed by the Director. In this way affective education will be linked with the cognitive, and individual effort and participation will be valued. At the same time, this system will constantly clarify and strengthen the contractual basis which is at the heart of The New School.

At the end of the semester, students will be required to change Bands. By moving from one Band to another, it is hoped that a wider range of possibilities and growth experiences will be made available to each member of the community.

In its first year, The New School will have six academic thrusts, one for each band. These will consist of:

- 1) Arts and Letters, emphasizing Literature;
- 2) Arts and Letters, Writing;
- 3) Fine and Performing Arts;
- 4) Social Sciences, Psychology and Sociology;
- 5) Social Sciences, Anthropology, History and Political Science;
- 6) Social Sciences, Education.

Throughout the six Bands a wide range of course profiles are offered such as: Sociology of Communication; Psychopathology; Introduction to Politics of Québec and Canada; History of Québec 1867-present; Philosophy of Culture; Comparative History of Religion; History of Theatre; Urban Geography; Great Political Thinkers; Social and Political Philosophy; Sociology of Education; and so on.

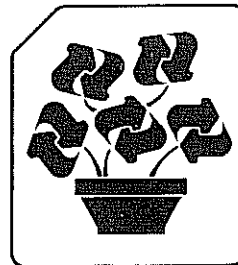
### **Admissions**

The New School chooses its students, not just for their academic achievements, but particularly for their ability to understand and accept the direction of The New School and their willingness to commit themselves to its four principles.

Applicants to The New School must complete the regular Dawson application kit as well as the special application kit unique to The New School.

This may sound tedious and time consuming but, whereas the regular Dawson application kit is designed to collect data, much of it required by the Department of Education, The New School application kit is designed to encourage the student to express his thoughts, hopes, interests and feelings, thus allowing us to learn more about the student as a person. There are no traps, all that is asked for is honesty.

*The new school asks  
you to answer.*



For further information contact:

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