

Varsity Voices

Challenge

To The Editor:

An open letter to Mr. Caouette, of the Department of Modern Languages.

At a panel discussion in Waukegan lounge on Oct. 17—a panel called Canada, nation or conglomeration—you defended separation. After the meeting you admitted to me privately that you have given up all hopes of biculturalism, that, in fact, you are a separatist.

I asked you, what do Quebec nationalists want. What concessions would appease your troubled spirit? I asked you, what do we English-speaking Canadians possess that you want from us. You answered that your wants have been "in Le Devoir every three months for some time," and you hurried away.

Now I challenge you, Mr. Caouette, to tell The Gateway readers what French Canadian Nationalists want from English Canadians. I hope you will be able to respond specifically, for the only answers I've heard to this question involve vague references to liberty, freedom and equality of opportunity. These rights you already possess.

I hope you will find time to answer, Mr. Caouette, because I think those who advocate separatism are irresponsible if not treasonable. Those who so blithely talk of separation do not seem to appreciate that the term means, "end of Canada;" end of a great experiment in cultural, linguistic, and religious tolerance. They do not seem to know that separation can only be purchased at the price of civil war.

G. R. Winter,
Associate Professor,
Agriculture

Madama

To The Editor:

Your Gateway to the Arts page is a wonderful idea, but I wish to complain about the very inaccurate review given the EPOA presentation of "Madama Butterfly."

The reporter obviously saw the dress rehearsal performance for students because the picture shown is not that of Diane Nelson (you could at least spell her name right), but of Carmen Tellier-Bourret, who sang the role for the dress rehearsal. Miss Tellier-Bourret deserves all the credit given her, but under her own name surely.

The rich voice of Kathryn Forrest did indeed stand her well, but not in the "Humming Chorus." This is sung by the chorus off-stage while Miss Forrest is on-stage with Butterfly, neither of whom sing during the chorus.

How could anyone use "ap-

pealing" to describe one of the greatest arias in opera, especially when delivered so powerfully and touchingly as by both Miss Tellier-Bourret and Miss Nelson? In fact, the whole opera warranted, as evidenced by the enthusiastic reception it got from both adult and student audiences, a bit more enthusiasm from the reporter.

Sincerely,
D.K.J.

Editor's Note: Your deductions from one error are inaccurate. True, the wrong name appeared under one picture, but the reporter attended the real performance.

You are fully within your rights to disagree with the criticism.

Lavatory

To the Editor:

I hope no one will think me a crusader simply because I stubbornly insist upon reporting violations of our fundamental standards of human decency.

Another such violation — this one as heinous and despicable as the one I reported from the Red Deer bus depot — has come to my attention.

I refer to the stench in the third-floor men's room of the Rutherford Library.

I don't know who designed the ventilation system in that ignoble room—or, indeed, if it has a ventilation system—but I can well imagine it might have been a relative of the man responsible for designing the Edsel.

The stench, from early morning until late at night, is overpowering. One client in the sunrise hours is sufficient to convert the place into a gas chamber. The boors who insist upon smoking while sitting add nothing. Their attempts to shield themselves in a veil of smoke only render the place less habitable to later clients. It seems to be a chemical reaction, or something.

I must protest. The Administration last spring promised a new ventilation system for the building—but there is no sign of it as yet.

We indeed live in a callous and sheep-like society. Have we forgotten our great tradition of protest and civil disobedience? Are we going to be cowed by the oppressive inertia of bureaucracy? Not as long as I am on my feet, carrying the standard against our bland disregard for human rights.

I remain, as ever,

Still,
Socialist

Letters should be addressed to The Editor, The Gateway, University of Alberta. The Gateway will publish letters under a pseudonym, but in all cases writers must sign their own names and include an address or telephone number.

Dean Coutts Comments On Benefits Of Teacher Education In Alberta

Recently published books by James D. Koerner and James Conant have examined critically the teacher education programs offered by a variety of institutions in the United States.

While they found much to censure, they noted, too, some promising programs and hopeful trends. Had they made similar studies in Canada, they would have found weaknesses and strengths, but with many differences arising from our historical tradition and social organization. Naturally one must be sensitive to criticism and constructive suggestion.

TEACHERS IMPROVED

It was with a view to improving teacher education programs that Alberta in 1945 made the decision to have all teacher education transferred to the University of Alberta where it became a total university responsibility and opportunity. The hope was that in preparing teachers the university had several advantages:

1. The university is the traditional home of scholars who, because they are adding to knowledge through study and research as well as dispensing knowledge and arousing curiosity through teaching and publication, provide a rich and stimulating environment for their students.
2. The university is able to provide, because of the breadth of its offerings, a high degree of flexibility and diversity.
3. The university offers the advantage of well-stocked libraries and well-equipped laboratories.
4. The university, because of its spirit of inquiry and its emphasis on research and because thereby it develops graduate programs, is able to attract high quality staff with specialized preparation.
5. The university is able to provide a stimulating atmosphere in which the student gains from extra-class activities of academic, social, economic, political, spiritual, and artistic significance.

The teacher education programs developed at this university have their roots in guide lines set in 1900 by Dean James E. Russell of Columbia University.

"Pre-supposing a personality endowed with good-will, tact, and common sense, the teacher needs (1) general culture liberal enough to inspire respect for knowledge, broad enough to justify independent judgment,

and accurate enough to beget a love of truth . . . (2) special scholarship sufficient for the work to be done, to give that absolute command of the subjects of instruction which frees the teacher from slavish adherence to manuals and methods . . . (3) professional knowledge to view the subjects he teaches and the entire course of instruction in its relation to the child and to society . . . (4) technical skill in the use of his tools which the artist in every vocation must have."

COURSES COORDINATED

These four elements are found in all teacher education programs at the University of Alberta. One of the strengths of these programs lies in the fact that, unlike the practice in many teachers' colleges in the United States, the basic academic courses related to elements one and two above are offered in and by the Faculties of Arts and Science, the applied courses by the Faculties of Agriculture and Engineering and the Schools of Home Economics and Physical Education.

A second strength lies in the fact that elements three and four—the professional aspects of the program—are handled by the Faculty of Education.

In the short period since 1945 both the admission requirements and the length of the basic program for initial certification have been raised. The goals of the Faculty and of the teaching profession call for further lengthening of the basic program, and this in the face of growing demands for staff for the elementary and secondary schools.

SIGNIFICANT RESULTS

Other verifiable results are these:

1. A general willingness on the part of the university as a whole and of its various parts to cooperate in both undergraduate and graduate programs of teacher education.
2. An improvement in the general education background of the teaching force.
3. An improvement in the status of teachers.
4. A reduction in status differences between elementary and secondary teachers.
5. A stimulation of scholarship and research in various aspects of education.
6. An increase in teacher involvement in in-service and other professional activities. These are modest but significant accomplishments that are tending in the right direction.

Adam Campbell



Short and Sour

Time and again I have heard it reiterated that our society is founded upon Christian principles. I wonder if that is really the case? The recent religious reaction to Mr. William Hawrelak should cause us to question this premise.

It has come to my attention that several of our ostensibly Christian teachers have leveled attacks upon the mayor of this city on the very Sunday prior to his election to office.

These persons proclaimed from their pulpits that Mr. Hawrelak stood for graft and corruption and insinuated that any person who voted for him would be acting contrary to Christian teaching.

This is undoubtedly not the first incident of this nature in history; but it is unfortunate that some of the "sheep" from these infected flocks should carry this sanctimonious smut into our university and hotly defend their churches' right to take such a stand and still profess to be true followers of the Christ who taught love. Christ did not teach such behaviour. On the contrary!

According to LUKE XVII, 3-4, He instructed His followers:

"Take heed to yourselves. If thy brother sin against thee, reprove him; and if he do PENANCE forgive him.

And if he sin against thee SEVEN times in a day, and SEVEN times in a day be converted, saying, I repent: FORGIVE HIM."

Now either one "heated debator" of this issue cannot READ or cannot COUNT or both.

Assuming they have learned to read since coming here, I ask: "What further form of PENANCE must Mr. Hawrelak endure?" Has not he and his family suffered enough ignominy? What further shall you do? Shall you convert him to Buddhism and give him a can of gasoline and a match? Is that what you vultures want? That's the good, old Christian spirit!

