

DAL B.ED. SCORED

Simon Fraser

Other Education Courses Advance

BURNABY, N.B. (CP)—At Simon Fraser University "teacher training" is not called that anymore. It's the professional development program. The new name matches a new concept in learning.

Student teachers, instead of spending half their training being lectured at and then going out for a period of practice teaching, start off in front of the classroom.

The system is largely the brainchild of Dr. Archie R. MacKinnon, dean of the university.

"Dominant feature of the program," said Dr. MacKinnon in an interview, "is the belief that if a teacher is to be successful, he must take responsibility for his learning."

The dean said he does not believe that an endless series of impersonal lectures from a professor in a large auditorium can teach future teachers either their material or how to communicate it.

NO SEPARATE FACULTY

"We have no courses in methods," he said. Education never ends. It is one of the inevitabilities.

"You can't separate, compartmentalize, education. So we have no faculty of education building; the faculty operates within the total community of the university."

About 400 students have enrolled for the professional development program. The training course lasts one year—three 16-week semesters—and the student who enters it with a BA or BSc receives at the end a provincial teaching certificate for grades 1-12.

Students learning from four types of educationalists:

1. Associates in education, practising teachers.
2. Associates of the faculty of education—some 30 teachers who have left their schoolrooms on one year's leave to join SFU.
3. Professors of the education faculty—experts on staff who do not teach courses but hold seminars.
4. Teachers from other faculties.

Students are teamed into groups of three or four, each team spending eight weeks in the classroom of an associate in education.

There they co-operate in planning, presenting and evaluating lessons, under the professional teacher, who is given wide terms of reference with just two criteria: Is it good for the children? Is it good for the student teachers?

Dr. MacKinnon says the working teacher is forced to reassess his methods in order to pass them on; the teacher has contact with the fresh approach and imagination of his aides; the children get several extra teachers and the student teacher quickly learns by his experience, having a team of critics to advise him and being able immediately to put into practice all that he learns.

The second eight-week section, termed a reading period, is spent on campus. In one series of seminars the trainees discuss problems with other students under the tutelage of an associate or professor of the faculty. In another seminar, problems of general concern to teachers are discussed.

Simultaneously, the student teachers study and research intensively. Each, again under guidance from the faculty, works on a personal project.

THEN GO TO WORK

In the third period the future teachers spend an entire semester putting into practice what they have learned. The student may be sent to any school in the province.

Finally, the trainee returns to the campus for his last semester, in which, under the guidance of his professors, he strengthens his area of academic specialization by taking courses in other faculties.

The plan is flexible and this is a basic premise of Dr. MacKinnon's philosophy.

The 41-year-old dean graduated at 19 from a formal course at Stratford, Ont., Teachers' College to find himself immediately principal of an Amish Mennonite school in Ontario. That called for flexibility.

Later he went on to take a BA in history and psychology from Queen's University in 1951 and an MA in educational psychology from the same university the following year. In 1957 he took a PhD in education from the University of Edinburgh.

Then he found himself working for Harvard in establishing education systems in African countries.

ANYONE CAN LEARN

It was in this situation he discovered the uneducated person can quickly learn sophisticated skills by total involvement—far more quickly than he could by simply being lectured at.

Dr. MacKinnon said he found men taken right from their tribal backgrounds and immersed in a practical training program in hospitals could become trained diagnosticians in a short time—yet still could not read or write. After that they were keen to complete their formal education.

This is the basis of the SFU professional development, says the dean.

"One of the great difficulties in our society is that we are affluent; where you really have to develop intelligences, learning you can do it."

At University of Toronto, video-taped T.V. has been introduced to allow students to study their own faults in practice teaching. Here is shown both the studio and the mobile facilities now in use.



By KIM CAMERON

U of T

This week Peter Robson, a Dalhousie Education student, released his "Report on the Education Department at Dalhousie." Based on a survey of recent graduates of the Department, the report indicates that more than 40% of the graduates who responded find three of their six major courses were "of no value".

Moreover, 75% of the students who had taken the "History of Education" course found it "less than useful." Sixty-five per cent of the replies to the questionnaire indicate that the "Philosophy of Education (Ed. 101) was 'less than useful'. Ninety per cent of the students who took the Secondary Methods course found it "less than useful." These courses make up nine to twelve class hours a week for this year's education student.

Robson polled three hundred education graduates during the course of his survey. Twenty-eight questionnaires were returned as undeliverable. Sixty-six were answered, Robson says that this ratio is several times better than one can normally expect on a mail survey.

Robson initiated his survey following the criticism of the Education Department which was sparked by the Gazette in January. At that time, he wrote an article which said that he felt the Education professor is "teaching too many courses, often double the number of other departments." He criticized the "pathetic" facilities and equipment offered to the department.

There are many matters which, however, neither

the previous articles nor the Robson Report have brought out.

One is that during the last few years, the Dalhousie Department has lost Dr. Gillet to McGill, Dr. Quinlan (who left before the termination of his contract) to Calgary, Dr. Olson to U. of Toronto, and Dr. Moir to Dartmouth, and now Winnipeg. Dalhousie has not even been able to compete with the secondary school system in keeping these doctorate Professors within the Department.

The result is that of the present staff, two out of eight hold doctoral degrees. This does not however, prevent our Department from itself granting a Master's degree in Education. It is also important to note that no other realm of the university has less than a one to one Doctoral-Masters ratio.

Furthermore, the department has the most rapidly changing staff in the University.

The professors and their years of employment at Dalhousie are as follows:

| | |
|-------------|-------------------|
| Blake | 3 years |
| R. Gamberg | 3 years |
| Poole | 1 year |
| Engel | 1 year |
| McDonald | 2 years (leaving) |
| Karagiannas | 2 years (leaving) |
| Marriot | 2 years |
| Mowat | 29 years |

The shacks which now house the department were "temporary" in 1943; the Dalhousie building plan predicts that the Tupper Building will have a three million dollar parking lot before a new Education complex is constructed.

French-English relations in UGEQ- an analysis

Editor's note: The writer has attended all three annual congresses of UGEQ as a delegate and later as a reporter.

By D. JOHN LYNN, Canadian University Press

"Pierre, why do you keep on making those silly speeches? Why don't you make a bomb?"

Pierre Bourgeault, Quebec's separatist leader of the Rassemblement pour l'Indépendance Nationale (RIN) tells this story about a friend of his to point out a certain sense of futility among many Quebec nationalists who are only too aware of the many contradictions in Quebec. Here's one of them.

Eighty-five per cent of Quebec is French. But the 15 per cent Montreal English make up half of the province's university students. Reason enough to make a bomb? Boom!

The phenomenon of English Montreal's predominance in education and other areas of Quebec society is not new. The English have held sway in Quebec since the conquest of 1759, the defeat of the French on the Plains of Abraham.

Like true conquered peoples the French retreated to the farms -- partly at the urging of the catholic church, partly because the English took over the reins of industry and commerce -- and are only now succeeding in breaking the English's hold on the province. In the midst of this struggle comes the syndicalist union of Quebec students, l'Union Generale des Etudiants du Quebec.

Formed in 1964 after Quebec's three French Universities -- Laval, Sherbrooke and Montreal -- withdrew from the Ottawa-based, Ottawa-oriented Canadian Union of Students, it now groups 55,000 students from Quebec universities, classical colleges, trade schools, teachers colleges, nursing schools, and the new general and professional public colleges (CEGEPs) into a cohesive syndicalist union. UGEQ is working hard to maintain the progress of the

Quiet Revolution which began along with the bang of separatist bombs over four years ago.

UGEQ's contradiction is the presence of 22,000 English students in its ranks, representing a third of the union membership. They have joined with other students in the province to shape policies for Quebec's future development, which in many cases implies the destruction of the English Empire in Quebec which has run, if not ruled, that province since 1759.

The Laval Congress

Delegates at UGEQ's first congress at Laval University in the fall of 1965 debated applications for membership by three English universities at length. Some argued if the English entered the union they could form a voting bloc approaching 40 per cent (at that time) and make UGEQ another sterile forum for debates on Canadian confederation. This was not their aim when the French students had formed the union six months earlier at their founding congress.

They had formed a Quebec student union of French members; its official language was French; its orientation was Quebec; its policies uncompromisingly left; its philosophy was syndicalist, based on the Charte de Grenoble of the national union of students of France (UNEF), and they planned to operate in the same way as trade unions, often in direct collaboration with them. The English could force a compromise on all of this.

Not so, said the pro-English. The Quebec French didn't withdraw from the Canadian Union of Students because it was dominated by English students. It's policies were judged to be simply not relevant to the realities of the Quebec situation. And, as education is a provincial responsibility, a federal lobby had little relevance to students who saw their main priority as educational and social reform.

In its application bid McGill accepted the orientation and policies of the union, including unilingualism. The majority sets the rules, they said, and we'll join the union on your terms.

The English Join UGEQ

The vote on McGill's application was not even close. Sir George Williams and Marionopolis College were also accepted at the same time. (In a referendum soon after, McGill students repudiated their executive's move to join the union, mainly because UGEQ was unilingual. They changed their minds a year later however, and McGill re-applied and was accepted back into the union at the Sherbrooke congress in February, 1967. Loyola also joined UGEQ in Feb. 1967, leaving ultra-conservative Bishop's University the only Quebec university outside the union.

Bilingualism bids

At the Sherbrooke congress Sir George Williams prepared a brief calling for recognition of English as a working language. An ill-conceived effort, the brief cited several ambiguous statements by the retiring UGEQ executive to support its case. That the Sir George delegation felt a need for such a brief in itself points up a deep feeling of resentment of their new-found minority status in the new Quebec.

It is a unique situation where English students are forced to speak in a debate in French -- often stumbling, halting, embarrassed French -- while some Quebecois sit back with a smug smile on their lips, listening. For too long the shoe has been on the other foot. After 200 years on the receiving end of unilingualism, it must have been very satisfying for the French to have the English come to them on their terms.

The Sir George bilingualism brief never did get to the floor; it was dropped at the request of the McGill delegation, which feared it might harm their chances of getting in to the union again after their students had vetoed UGEQ on the language question a year earlier. McGill's membership application was accepted at the plenary session, with only one dissenting question from the floor: "Are they ready to speak French now?"

The answer was a silent yes. Isolated instances of French-English conflict persist in UGEQ, cropping up mainly at congresses. In February of this year at the Sir George Williams congress McGill tried to place a two languages motion on the agenda without first steering it through a commission. They failed to muster a needed majority to even place it on the agenda.

Participate in Quebec

On the other hand, Sir George's Jean Scotte stole the show with a motion calling for the teaching of French in English schools beginning at the primary level, "in order to allow the English community to participate more effectively in the development of Quebec society." A half-minute of stunned silence gave way to a loud cheer. The motion passed unanimously but, as one delegate said later, "some (French) delegates appeared to regard the motion as capitulation by the English." Or did he himself regard it as capitulation?

Language a red herring. Many English students on campus regard UGEQ in this light. But it is becoming increasingly evident that the union itself is putting off the race conflict in favor of other, higher, objectives. Only limited gains are possible on this front, they argue, and these mainly at the expense of the overall effectiveness of UGEQ's syndical activities. UGEQ's main concern is educational and social reform, not the Canadian constitution.

CAMPUSBANK
EXECUTED BY DOKKER

Lappy was hopping on a course south-by-southwest the other day when she saw a billboard.

OPEN A TRUE CHEQUING ACCOUNT AT YOUR CAMPUSBANK!

it said.

ah! the perils that a moral purist faces whilst pursuing one's daily dues...

She was horrified, and lost no time telling so to her campusbank Supermanager.

"Do you mean that my old account was a LYING account?" she demanded.

which just goes to show, so our kindly Supermanager explained the whole bit. Like, some accounts are for saving money, for people who have that kind, but a true chequing account is for people who have bill-paying type money.

our customers like it because it comes complete with our personalized boomerang cheques.

They come back to you after doing their duty -- so you can keep track.

Try one for yourself. They're true blue.

fun and games is having your cheque come back for a Souvenir.

bank of montreal

CAMPUSBANK

spring garden road & carleton street branch
c.d.f. lusby, manager

Direct from the West Indies

CLUB CALYPSO FESTIVAL '68

featuring-

- 18 piece steel band
- Folk Singers
- Limbo dancers
- Parade of Carnival Queens

2 shows at 6 and 9 p.m. Admission \$2.50 tickets on sale Mar. 18. reserve seats

CAPITOL THEATRE
FRIDAY, MARCH 22

SNCC, Black Panther party merge

By JANE McMANUS, (Reprinted from The Guardian-CUP)

Oakland, Calif. -- The Student Nonviolent Coordinating Committee (SNCC) and the Black Panther Party for Self Defense, two of the best known militant black groups in the United States, have merged into one organization.

The merger, of greater significance to the black freedom movement in the U.S., was announced at a public meeting here late last month, called to celebrate the 26th birthday of Huey P. Newton, the Black Panther's "minister of defense."

Newton's peacock chair was center stage and empty. He sat in Oakland jail while 6,000 supporters packed Oakland auditorium, singing to him and shouting for his freedom.

Newton was shot in the stomach, an Oakland cop killed and a second wounded in the early morning encounter last October. He was summarily indicted for murder, assault with a deadly weapon on a police officer, and kidnapping.

Today, Newton's case is where it's at -- not only

in California but among militant black radicals across the country who view it as symbolic of the white man's intent.

Some of them were present at the meeting: Stokely Carmichael and James Forman were swept to the platform in a deafening roar; moments later, a noisy evation as H. Rap Brown -- appearing unexpectedly -- took one of the chairs on the platform's celebrity row. (Brown was jailed when he returned to New York Feb. 20 for alleged violation of bail, which prohibited the California visit).

The audience -- two-thirds black -- evidenced no surprise when Eldridge Cleaver, Black Panther "minister of information" and the evening's M.C., casually announced:

"You've all heard bits and pieces about the merger of the Black Panther Party for Self Defense and the Student Nonviolent Coordinating Committee. Well, it's a fact."

The SNCC speakers talked briefly about the merged group's first political premise that the white race is planning genocide against blacks.

Forman, introduced as international director of SNCC and minister of foreign affairs for the Black Panthers, argued for black brotherhood and intense organization to build "a mass political party that is not middle class but reaches down to all its field workers and across every ghetto." He also promised instant and specific retribution for assassination plots against black leaders: the destruction of war factories, police stations, power plants and protracted retribution on some governors, mayors and "these white piggy cops that occupy our communities." He placed himself as low man on a leadership totem pole that includes Carmichael, Rap Brown, Ron Karenga, Bobby Seale, and Newton.

Meanwhile, the Black Panther Party proposes running Huey Newton in the Seventh Congressional District of Alameda County as a Peace and Freedom Party candidate. The proposal dramatically challenges the establishment and also the intent of the anti-establishment but basically white middle-class Peace and Freedom Party. Yet Cleaver's introduction to Peace and Freedom Party spokesman Bob Avakian, who strongly backed Newton's candidacy on a "Free Huey Newton" slogan, also reassured the audience that the Panthers "want freedom and we won't be taken over by anybody."

Brown was even clearer: "I believe the revolution in this country will be of the dispossessed," he said. "The blacks, the Mexicans, the Puerto Ricans, the Indians... the leadership of the revolution has to remain in the hands of the dispossessed... We have to organize the black community first, and then we will decide whether we will have alliances and with whom."

Carmichael, elected "Prime Minister" of the Black Panthers by acclamation (whites were requested not to vote) developed the premise of the party. "Many of us feel the whites are getting ready to commit genocide against us. As the country becomes more technologically advanced, the need for black people disappears, and so will we."

He said the U.S. works on the three Ms: Missionaries, Money and Marines. The missionaries have been sent out and the poverty money has been pulled out by the Vietnamese, he warned, "so now prepare for the marines."

"We must consciously consider an ideology that deals with racism," he said. Alliances for such an ideology include other colonized peoples -- the Mexicans, Puerto Ricans and Indians in the U.S., the 900 million colored people in the world. Whites, even poor whites in this country, are excluded because they are exploited rather than colonized. By the same reasoning, communism and socialism are rejected as ideologies suitable to black people because they speak to class oppression from the top down, to exploitation and not to racism.

"The vote," says Carmichael, "is an organizing tool to bring our people together -- nothing else." More basic is the determination to protect the black community and to organize it politically, economically and militarily for a war of liberation, which will inflict "maximum damage on them and minor damage on us."

The Dalhousie Book Store Features:

- Prescribed Textbooks • Stationery Supplies
- Laboratory Supplies • Paper Backs
- Better Quality Sportswear
- Ceramics and Jewellery

One-stop shopping for every student

Business Hours -- Mon. to Fri. From 9 'til 5

The New DALHOUSIE BOOK STORE On Campus For Convenience

in the basement of the Chem. Bldg. Extension