

Space short says report

The university does not have an adequate supply of good quality study space, according to a preliminary report to be presented to the Board of Governors this Friday.

The report, compiled by W.A. Hansen of the Facilities Planning Office, recommends that a survey of undergraduate students be undertaken to determine their attitudes and needs concerning study space.

The report also recommends that the lower four floors of CAB be developed into an evening and weekend study center. Such a measure would overcome the limited availability

of library study space and replace inappropriate evening study classrooms.

The advantages of a CAB study center would be its central location close to a large library, the large amount of table seating, the accessible vending machines and the lack of supervision necessary, says the report.

Other recommendations include the possibility of developing Dinwoodie Lounge in SUB into a peak-hour study area, the publicization of the availability of alternative study space and the encouragement of the library to review its space allocation.

Planning necessary says government

The Minister of Advanced Education and Manpower has the right to approve both specific programs and broader institutional programming roles according to a paper presented by that department. The paper was presented several weeks ago to a meeting of the Boards of Governors from institutions across Alberta by Dr. Des Berghofer and Dr. Brent Pickard of the Department of Advanced Education and Manpower.

The paper discusses the need for planning post-secondary education. It says if the growth of post-secondary education continues the government's ability to pay will be outstripped. Therefore, a planning process in which institutions and government work together is called for, says the paper.

The paper says there are two aspects of planning to consider; the need for post-secondary education and the level of support which should be extended to it from public resources.

In considering the level of support, the paper says there are two basic components to be considered — the requirements in other parts of the public sector and the responsibility of the private sector in providing for

education.

"Obviously," says the paper, "extreme positions of unlimited access on the one hand, or highly restricted or directed access on the other hand, will not be tolerated within Alberta society."

According to the paper, conscious efforts must be made to anticipate future needs of society.

"In the harsh light of limited resources," the planning process must address rigorously the issue of quality of education, according to the paper.

Thus, the essential purpose of planning is to ensure that "a comprehensive and appropriate range of quality educational programs and services for adult Albertans is maintained and developed within reasonable resource limits," says the paper.

The paper outlines the stages of planning development. They are: policy development, preparation of program plans, program development, program implementation, program approval and allocation and program evaluation.

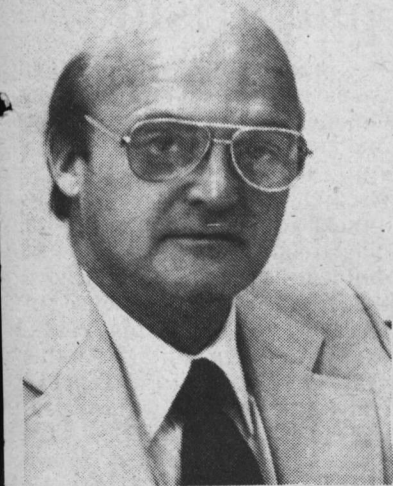
The paper concludes by looking forward with enthusiasm to further cooperation and consultations with the institutions.

Solving problems is his job

If you have a problem, Burton Smith can probably help you.

Smith is the Dean of Students at the U of A, and it's his job to help students.

The position of the Dean of Students is a relatively new one. A combination of three former positions — deans of men, women, and the university of provost, it was created by the Board of Governors in 1976.



Dean of Students Burton Smith

Smith was appointed Dean of Students February 1, 1977 for five years.

The Dean chairs the Council in Student Services (COSS) which is responsible for most student services on campus. The council looks into student services on campus, investigates problems and recommends solutions to various bodies.

One of Smith's major concerns is the mental health of students on campus. He is currently considering the possibility of striking a COSS committee to look into students' mental health. The committee will investigate some of the "neglected reports" issued recently, such as the Stress Report from the Senate.

"Mature students in particular have trouble coping with stress," he says, "because there are fewer pressure release outlets available to them than to younger students". The committee would also look at the question of the student and Alberta law, Smith says.

But COSS does not occupy all of Smith's time. Smith super-



photo Russ Sampson

Picasso paints a loser. The rakish charm of Picasso Pumpkin just wasn't enough for first prize in the Incredible Edibles pumpkin carving contest. In an unfortunate turn of events the power of the patch (and \$150 credit at Incredible Edibles) was usurped by Fidel Pumpkin, created by arts student Peter Melnychuk. Better luck next time, Picasso. Uh, anyone got a light?

Funds to teachers of disabled

by Lucinda Chodan

Special government funding for teachers of handicapped children has resulted in one new program for the U of A's Faculty of Education.

And if further funding is approved, two other new programs will move the faculty to the forefront of special education facilities in Canada.

So say two Educational psychology professors who are responsible for the planning and implementation of the special programs in the Faculty of Education. Dr. B. Mulcahy and Dr. H. Zingle are enthusiastic about the newly-available government funding and about its first tangible result — a five-year, \$400 thousand hearing-impaired program for their department.

The program will be offered perhaps as soon as next year in the faculty at the graduate level. That means students interested in a master's degree or a graduate diploma in hearing-impaired will soon be able to enroll in the 14-month program. Its purpose: training educators to work with deaf and hearing-impaired

children at the elementary-school level.

Zingle says the proposal for the program was developed long before the government announced special funding for the education of the handicapped. "We started our appeal for funds over two years ago for the hearing-impaired program ... We were seeing an important need that had to be met."

Inquiries from education students who wanted to specialize in teaching hearing impaired students and requests from the Alberta School for the Deaf officials, who needed specially-trained educators resulted in the drafting of the proposal.

It couldn't have come at a better time. A shift in government jurisdictions resulted in the education of the handicapped moving from the portfolio of Social Services and Community Health to the Department of Education.

A shift in thinking was also occurring. The Department of Education is now trying to "normalize" handicapped students — to incorporate them in regular classrooms. By January 1980, for instance, between 60 and 70 handicapped children will be included in the public school system. The result — a need for more specially-trained teachers.

The proposal for the multiply-handicapped program, says Zingle, was partly a response to the need for more specially trained educators. "The multiply-handicapped program, to some extent, was a result of our being aware that the Department of Education was saying 'We have to put the multiply-handicapped into regular schools.'" Thus the program,

now awaiting government approval, is designed to train teachers at the graduate level to deal with the needs of the children with more than one handicap.

The third proposed program is now being developed by the Department of Educational Psychology with the help of the Department of Vocational Education and Industrial Arts. Mulcahy explains, "We see another need that isn't being met ... We do well providing for the young child with a learning handicap, but for children at the adolescent level having learning difficulties ... we haven't trained teachers to work in vocational or pre-vocational settings."

This program, still in its initial planning stages, would train teachers to teach in schools like L.Y. Cairns or in sheltered workshops — specifically vocational institutions training handicapped adolescents and young adults. If the two proposed programs are approved, they will place the U of A in a unique position, says Zingle.

"We already have a good, solid special education program ... we're leaders in the area." Adds Mulcahy, "As far as I know, there's no other course in the multiply-handicapped that trains educators to work with the severely multiply-handicapped, and as for the voc-ed program at the secondary level, I'm sure there's no program with the breadth of our proposed program."

Zingle concludes, "You know, it's funny. Only five or six years ago, integration of the handicapped in the regular classroom was an innovative idea. Now, we're saying 'Yes, we can do it.'"

Women's group meets

Combat, celebration and solidarity were just a few of the ideas discussed at the Edmonton Women's Coalition (EWC) meeting Tuesday night.

An educational report on affirmative action programs were presented by Halayna Freeland, an Edmonton lawyer.

After citing statistics showing the inequalities women face in the work force, she explained the current methods of dealing with them.

Some, like the equal pay for

equal work legislation, are totally ineffective according to Freeland. She says that affirmative action might not be much better.

"A few of the brightest women have moved into quasi-management positions," she said, "but nothing has changed for women as a whole."

She also said that women must be educated about available opportunities. "As long as women continue to work

Continued on page 7