

Recent DIE Board Rulings

Re: Appeal of the Decision of the Education Students' Association Chief Returning Officer by D. Hackel and D. Nelson Concerning the 1987 Education Students' Association Elections.

On the basis of the evidence given at the hearing, the Discipline, Interpretation and Enforcement (D.I.E.) Board has decided to overturn the decision of the Education Students' Association (E.S.A.) Chief Returning Officer, Ms. J. Schoepp, to disqualify D. Hackel and D. Nelson from the 1987 Education Students' Association elections.

The D.I.E. Board found that the E.S.A. Chief Returning Officer did not make a reasonable attempt to inform the candidates of the campaign regulations. The D.I.E. Board also found that the existence of the campaign material in question did not unfairly prejudice the results of the election.

The Discipline, Interpretation and Enforcement (D.I.E.) Board hereby declares that the election was valid.

Re: Appeal of the Decision of the Undergraduate Science Society Chief Returning Officer Concerning the Students' Council Elections by the Science Students For Action Slate (J. McCorquodale, B. Chrumka, N. Deisman, D. Sharpe, C. DeMarco).

On the basis of the evidence given at the hearing, the Discipline, Interpretation and Enforcement (D.I.E.) Board has decided to overturn the decision of the Undergraduate Science Society (U.S.S.) Chief Returning Officer, G. Stewart, to disqualify the Science Students For Action (SSFA) slate from the 1987 Undergraduate Science Society election for Science Representatives to the University of Alberta Students' Council.

The Board found that the small amount of campaign material which was not picked up prior to the election was, by application of the maxim *de minimus non curat lex*, not sufficient to unfairly prejudice the election. The D.I.E. Board hereby directs the Undergraduate Science Society Chief Returning Officer to hold another election Friday, 3 April 1987 for the positions contested by the SSFA slate. Nominations shall not be reopened. Only those students who were nominated originally for Science Representatives to Students' Council will be permitted.

The U.S.S. Chief Returning Officer will be responsible for setting campaign time limits.

The D.I.E. Board recommends that ballots of future elections not be counted or disposed of until after the appeal process has taken place. This would, on some occasions, prevent the need for a subsequent election. The D.I.E. Board further recommends that Students' Council institute such legislation for faculty and school association elections.

Respectfully submitted,
DISCIPLINE, INTERPRETATION
AND ENFORCEMENT
(D.I.E.) BOARD

Scott A. Watson
Chairperson (1986-87)

Ont. teachers don't want 9 years

TORONTO (CUP) — Aspiring Ontario teachers are buzzing about a recent recommendation that they be required to complete nine years of education and apprenticeship before they finally receive permanent teacher certification.

A new report, commissioned by the Ministries of Education and Colleges and Universities, recommends students complete a four-year honours degree, one year of Teachers' College, two years of 'induction,' and two years of 'apprenticeship.' The student-teachers would likely be paid some portion of a full-time salary during the four-year apprenticeship period.

Currently, students can be accepted into teachers' college after completing a three-year B.A. degree. They are certified after completing one year of teachers' college, which includes, on average, ten weeks of practice teaching in a supervised classroom. After two weeks of successful teaching, they are granted a permanent contract.

The report's researchers, Michael Fullan and Michael Connelly of the Ontario Institute for Studies in

Education (OISE), stress that what they are recommending does not represent four more years of teachers' college, but rather only eight-tenths of a year of extra schooling.

"Every time something happens in society, the faculty is expected to add it to the teacher education program," said Robert Sheridan, coordinator of the Teacher Education section of the Ministry of Colleges and Universities.

"The major problem with the system now is that the faculty is under increasing pressure to prepare teachers for everything they will encounter — in just one year," he said.

"What happens now with student-teachers is bad from everybody's point of view," said Connelly. "The student-teachers come in for two or three weeks at a time. They have no responsibility to the children in the class and cannot develop a good teaching relationship with kids. Whenever the kids see a student-teacher, they decide it's holiday time."

Fullan said the question of who would bear the cost for this new

system has not yet been grappled with.

"We want to get feedback on the concept before we talk about cost," he said, adding he thought the students and the government would be more likely targets than the school boards for the funding.

Students and faculty had mixed reactions to the idea.

"If it took nine years to become a teacher, there would be a lot more doctors than teachers around," said Alice Masse, a student at Brock University Teacher's College. "I don't think extending the time in teacher's college is necessary. There is only so much they can tell you."

"My own concern is that nine years is a bit much, and maybe that's an understatement," said Andrew Effrat, Dean of the Faculty of Education at York University. "Parents want to know that a teacher is certified. If you go to a doctor for brain surgery, you don't want the intern operating."

Effrat is also concerned that by the time the new program could be implemented, it would be "bumping right into a major teacher short-

tage in the early nineties. We must consider how much time and resources we will have to spread around in terms of supervision (for an apprenticeship program) — with an already shrinking number of teachers."

"We think there are better ways of addressing the needs for more practical experience that don't call for such a delay or disruption of the educational system," said Effrat.

York's system is unique in Ontario. Students can enter the teacher education program after first year, and then incorporate about 20 weeks of practice teaching into their class schedules. They teach one day a week while they study, and after four years graduate with a three-year graduate degree and teacher's certificate.

Effrat also says there is some concern about the four-year honours requirement.

"The longer you make it, the harder it becomes for students from disadvantaged backgrounds to become teachers," said Effrat, referring to the high cost of education.

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