



Experiment

Innovating for quality

Con't from C-4

organize new classes, and the range of choices is broadened. But it's a broadening of the same kind of thing we've always had; new classes are not systematically or characteristically different. We haven't yet created an institution that makes it easier to do whatever a student wants to do."

PERSONAL CONCERN

Last semester, the Experimental College could have been characterized by a certain student-oriented style of teaching, very much influenced by the methodology of sensitivity-training and group

dynamics. The essence of this style is a concern for individual and personal learning and growth, and it depends on a view of the teacher as a resource person rather than an authority.

Some of the students who initially advocated this style of classroom procedure have since qualified their enthusiasm. "It turned out that this way of operating was not always intellectually viable, and was an excuse for not learning," according to Jim Nixon.

The leaders of the Experimental College are part of a new group

of students in this country—highly sophisticated in the rhetoric and technique of learning theory, and astute in the politics of academic reform.

As their participation in the non-directive seminar in higher education indicates, however, issues are not at all simple.

There may be a wide gap between the rhetoric of freedom in education and the kinds of behavior possible after so many years training in un-free schools.

conclusion next week



At least here

it's important

Co-ops stress democracy

Con't from C-1

"And students are as good as, or superior to, university boards at making decisions," he says.

With obvious relish Adelman told the meeting how Toronto co-op students bargained milk prices down to 16 cents a quart from a market price of 22 cents.

background

The co-operative housing game has that odd communist ring about it. But far from communist in operation—they are beating the capitalists at their own game. With concessions on mortgage rates and a little collective bargaining they have built millions of dollars worth of residences in the east. And they enjoy the achievement and freedom the residences offer. Now the co-operative movement is starting education projects on the side. The visits of co-op magnates Howard Adelman and Rick Waern last week are the start of action on this campus. Watch out administrators, you may be bought out.

"It gives a student a sense of accomplishment when he can go in and say 'Look at the money I saved you.'" And as far as milk goes, the students are getting the best deal in Toronto.

Student immaturity is a myth, he

says.

"It's quite a revelation when students find they can make competent decisions regarding finances. The creativity and intelligence possessed by university students is what makes a good co-op board," he said.

As new and radical as co-op housing sounds, the idea is as old as the earliest universities.

FROM EARLIEST TIMES

"The medieval university grew from groups of students sharing common houses and hiring a professor in their field of interest," Adelman said.

The university was their home.

But the student-controlled university wasn't to last long, what with aristocracy taking an increasing interest. In the 18th century universities started building residences.

And the purpose of the university "was to produce gentlemen," Adelman says.

Student control was on the way out, and it finally left by the servants' entrance in the 20th century building boom.

The mass campus arrived.

THE SYSTEM MAN

"Universities had to build residences to combat housing shortages. The aim of residences became teaching social adjustment to students—to create system men."

Over the years student control

over their environment passed to the dons and professors they had hired in the first universities.

Instead of intellectual stimulants in residence they had educated policemen.

"A group of students will form a co-operative when they feel they have to create an environment

ment has come to the fore only in the last 10 years, and has become a significant development in university housing. But co-ops are a far more significant development because they are creations of students and not some administration."

It's cheap, it's student-run, but what about the "intellectual wasteland?"

At the University of Waterloo, the student co-operative is building on the basis of one "guest"—a painter, professor, or writer—for every 68 students. They already have a \$500,000 residence and are building more with improvements from their first experience.

EDUCATION APART

The same thing happens in Toronto. "At Rochdale Co-op College in Toronto, there are some professors living in with the students—a great benefit to them. The group process stimulates individual self-expression, which in turn invigorates group dynamism," Adelman says.

And how soon will U of A go co-op?

"If we can get a good nucleus organized we can probably get something going in co-op housing for the campus. The co-op committee is willing to go ahead and rent houses next year if the interest is there," Sinclair says.



—Perry Afaganis photo

HOWARD ADELMAN

... "set your own rules"

more suitable to themselves than a university residence," says CUS secretary Waern.

GROWING REACTION

And as the mass-classroom, administration-run campus closes around the student, the co-operative reaction grows.

"The co-operative housing move-