



BRANDON UNIVERSITY

ALUMNI NEWS

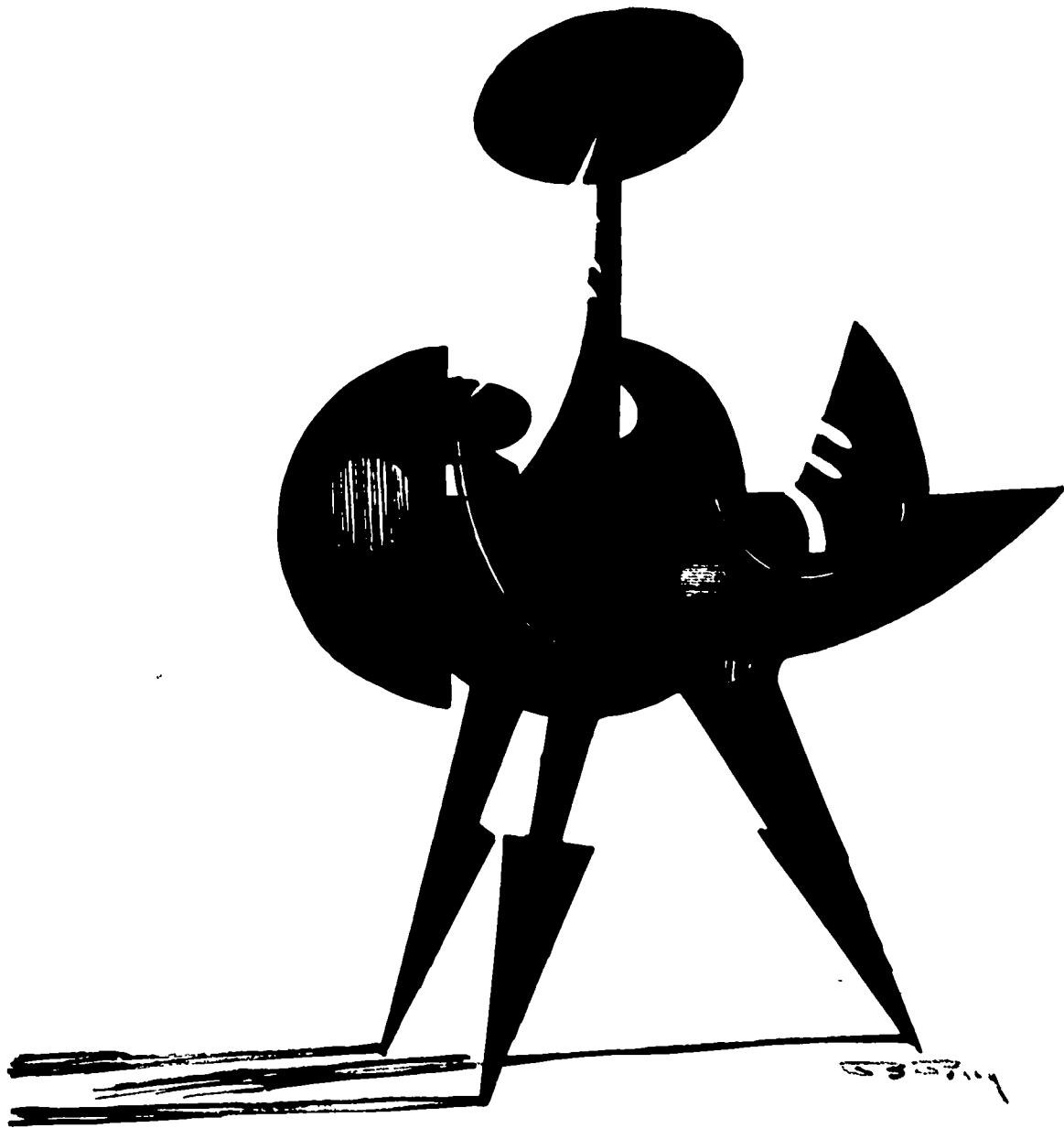
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EXPLORER



campus sculpture

by VICTOR TOLGESY

Dr. John E. Robbins

President

Brandon University



Eileen McFadden B.A. '53

Brandon University had its beginnings in the late nineteenth century but the past decade has seen more change than the previous six decades together.

Many people and many things have contributed to and influenced this change but nevertheless the name of one person marks the era - - John Everett Robbins - - native of Ontario but product of the prairies, a social science scholar in his own right but more widely known for his contribution to Canadian scholarship as a whole.

Dr. Robbins was born in Bowmanville, Ontario in 1903 and was raised on a farm near Darlingford, Manitoba. He studied at the universities of Manitoba, McMaster and Ottawa. His career includes twenty-two years with the Dominion Bureau of Statistics, mostly associated with the Education and Information Divisions of which he became Director; from 1952 to 1958 he was full-time editor-in-chief of *Encyclopedia Canadiana* and continues in a part-time capacity. For many years he worked both with the Humanities Research Council and the Social Sciences Research Council, first as Honorary Secretary Treasurer and from 1958-60 as full-time Executive Secretary Treasurer.

In addition to these various "careers" he has been associated with many other groups often in the capacity of getting

new things started. Some of these activities include work with the UNRWA education program in the Middle East, a founder of Carleton University, work with Canadian Legion War Services as Honorary Director of Libraries and in planning school and college correspondence courses during the Second World War. His interests range through broadcasting, adult education, geography, statistics, libraries, international affairs - - in general, organizations which are concerned with human welfare.

When Dr. Robbins came to Brandon the possibility of our little College becoming a university was a long hoped for dream which had eluded and frustrated his five predecessors. The 1960's were ripe for university development but Manitoba is not a rich province, Manitobans are by nature cautious, have a curious historic resistance to following educational trends and ideas and, in 1960, Manitobans were married to the one 'university' concept which was promoted by certain interests.

The Brandon community accepted the College but was largely unaware of either its past contribution or its future potential.

On campus there was a sense of determination and fortitude derived from the long fight for survival. There was also a new hope for future development with

the first building in a planned expansion already nearing completion.

There was a small but vital student body. The academic curriculum was restricted to quite basic courses but the dedication of the small faculty to the teaching of essential principles made it possible for many students to do their Alma Mater credit when they went on to graduate or professional study.

Local campus problems were the restricted curriculum, the inability of faculty to make any significant academic decisions such as course content and the settling or grading of examinations due to the restrictive conditions of the affiliation with the University of Manitoba, the long history of inadequate funds which, as usual in such cases, had resulted in an equally long history of inadequate salaries and staff benefits, teaching resources and facilities. These problems left their mark - - the institution was "dried out" intellectually and somewhat divided within itself. Other than recitals put on by the School of Music; student athletics, clubs, the "major production", and curricular cultural activities normally associated with colleges and universities.

The first step of the newly appointed President in 1961 was to continue the work underway with the expansion programme, secondly there was the job of

expanding curriculum and finding faculty to fill the resulting positions. These steps involved putting continuous pressure on the Province of Manitoba for funds and on the University of Manitoba for the right to teach additional courses. At that time all additions to our curriculum had to be passed by the University of Manitoba Senate on which we had only two members. Brandon was not allowed to teach any courses, except one or two in Religion, if such courses were not offered on the Fort Garry campus. Dr. Robbins continued the fight of his predecessors against domination by the Fort Garry campus but in the 1960's, in part due to circumstances, but, to a large extent due to his personal perseverance the walls began to crack. The first major break came in 1963 when the University of Manitoba Senate authorized the Bachelor of Music degree curriculum for Brandon College. During this period President Robbins continued attempts to get the Province of Manitoba to declare a policy pertaining to university status for Brandon. Unlike some other provinces; this the government declined to do. The necessity for two people to carry negotiations through the University of Manitoba Senate, the necessity for negotiations with the Province to be of a behind the scenes administrative nature, and the failure of the Province to declare its policies so that the "new" universities could proceed openly to set up the necessary university government structures tended to set precedents for decisions being made on an administrative rather than an academic base. With the exception of scholarships, initial phases of the expansion plan and library affairs, faculty decision making at Brandon College had over the years tended to pertain only to peripheral matters since the University of Manitoba made all curricular, admissions, and grading decisions.

Another aspect of the development toward university status, again unlike some other provinces and unlike the role played by the Province in the establishment of technical schools, the Provincial government did not play a leadership role in recognizing the need for new university-type institutions. The onus of proving that the old one-university concept should be changed fell to the two small institutions which wished to assume university responsibilities. By virtue of the circum-

stances this onus actually fell to one or two people. By late autumn 1966 the Province still had not declared its policies on university development and was extremely sensitive to any pressures to act although it was openly speculated that university status would come into effect July 1st, 1967. This left the important work of finalizing legislation and setting up a provisional academic governing structure to the months just before the actual granting of the status. These negotiations in themselves were time consuming and demanding. Circumstances of necessity put a heavy burden on President Robbins and restricted the time which he had available for on campus activities. In this regard, it should be noted that student membership or a university senate was a relatively new concept in Canadian universities as late as 1967. From autumn 1967 Senate had a Student Affairs Committee on which there was student representation and students were also included in the Senate Planning Committee. Students were also represented on several committees of General Faculty Council. The case I know best is the General Faculty Council Library Committee where student members were openly welcomed by committee members. I know of no case prior to September 1968 where a request for student representation on an academic body was refused. Dr. Robbins states that he had already discussed student membership on the Senate with some students prior to the confrontation tactics of September 1968 at which time a group of students simply ignored channels which were already in existence.

Other factors in these negotiations involved new agencies for dealing with university and government relations. First came the Council on Higher Learning, an agency of the Manitoba government, this was followed by the Universities Grants Commission. In Manitoba this Commission has been given restrictive powers over the universities rather than advisory powers. University budgets, building plans, and new levels of curriculum development all have to be presented and negotiated through the Grants Commission in addition to our own Senate and Board action on these matters.

There are also several other groups associated with university government but outside of the actual structures of the

universities. All of these groups are relatively new. An appalling number tend to add more to the problems of universities than they subtract. Most are set up in such a way that the presidents of the universities are automatic appointees, thus increasing the general burden on the presidents and increasing the amount of time a president must be off his own campus. The objectives of such groups tend to be obscure but in some cases their powers are considerable so the problem is to get them to contribute to university interests in a positive way but at the same time to leave restrictive powers dormant. Few people even on the university campuses realize the magnitude of this angle of university government and even fewer have any concept of the problems which it generates.

On campus the work of curriculum change and development, development of the credit extension programme additions to faculty, relations with an increasing student enrolment, development of an adequate administrative structure, development of an adequate administrative structure, development of academic programmes such as non-credit extension, student personnel services and the library, and development of a university government structure all involved President Robbins to a greater or lesser extent. Amongst the problems to be faced were an administrative structure which was largely inadequate even for a small college but which, for a variety of reasons, was extremely difficult to change. (This might be a subject for further exploration by the Alumni News. All too often both President Robbins and his predecessor, the late President Evans were plagued with administrative situations which just should not exist). President Robbins made several positive changes in the administrative structure but to date this re-building is not complete.

One of the more serious aspects of the inadequacy of the administrative structure together with the manner in which the university was established was that the President was faced with difficult decisions as to what should be responsibility of university committees, or of subordinate administrative officers or of his own office. This point has been fundamental to such criticism as has existed within the institution. Another related problem

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EDUCATION '69

the dean reports

Dr. J. A. B. McLeish

Nearly two years ago, when the new Education Building was officially opened, the present Dean cited four communities of people for whom he suggested the building and its facilities had major roles to play: the community of student teachers, of scholar professors, of field teachers, and of people and institutions to be served far beyond the boundaries of Manitoba — in the rest of Canada and overseas.

As the second of two complete academic years since then closes, it's interesting to look back at some of the work done since September, 1967, and to look ahead at the projects and prospects coming up.

In the Elementary Division of the Faculty of Education, there has been a transformation of curriculum. Where, once, students taking the professional year had methods courses and other work in training for the whole area of Kindergarten to Grade 8, the areas of training were changed to K-3 and 4-8; the semester system was brought in, and the weekly course load dropped from an exhausting, almost incredible, 36 or so hours per week to about 19 or 20 hours per week. Thus, hopefully, although still often busily occupied with studies, the student could now read independently, attend campus events, have much longer time for informal discussion, and for occasional off-campus activities. In addition, for the first time some options were permitted among teaching methods courses, on the grounds that no elementary teacher in our time should be "trained" to "teach" every last subject on the school syllabus.

Admission standards were raised: all students entering the Elementary Division now must present a complete senior matriculation. Yet the Brandon Faculty of Education has pioneered in trying out

the admission of two new sets of teacher candidates: those who obtain high standing in the General Course (only a small group can be taken), and those admitted to the university for full-time studies under the new "Adult Admissions" category. At the same time a two-year course for elementary teachers was brought in: the first year chiefly Arts and Science, the second, chiefly the professional year. The Faculty Council is now asking the University Senate to extend this program to a three-year degree program, in which the third year would be either chiefly Arts and Science (for junior high school teachers), or chiefly in one of three programs: pre-school education, special education, inter-cultural education.

If the Senate adopts the Faculty's Bachelor of Teaching program (it has, up to the date of writing this, accepted the B.T. in principle, subject to more detailed review), a great lift will have been given elementary education, not only in Western Manitoba but throughout the province. Modern psychological research has established the great importance of the earlier years of schooling. For far too long, however, the assumption has been that one could do well with younger children with a fairly rudimentary training: "you don't need a degree, etc." True — splendid things have been accomplished by many teachers, but reports like the Hall-Dennis study in Ontario have eloquently stated lately the urgent need to transform not only much that is done in the elementary schools, but also much of the background and training of teachers for the new education.

If Brandon University breaks new ground by establishing the Bachelor of Teaching program, will there be enough students to justify it? There is a great deal of evidence that says so. The en-

rolment in the Two-Year program leapt ahead from 14 to 55 at the fall registrations in 1967 and 1968, and the forecast is for 70 or more to enrol in 1969. (One can't tell to what extent, if at all, this would be affected by the new government edict removing free tuition.) The shortage of elementary teachers is substantially over: e.g. in Ontario this spring, 2000 out of some 8000 graduating elementary teachers are said to have no jobs, although this figure is somewhat suspect in the sense that many of the 2000 may be trying persistently to teach in large centres. As the shortage disappears, permit teachers will first feel the brunt, and many will seek to obtain certification. The greater factor is that students will tend to stay longer in the universities and the faculties of education. Personally, one looks forward keenly to the day when as many degree people as possible will be teaching in our elementary schools. At the same time, many of these student teachers, like many students everywhere, will need much better subsidisation than the country seems willing to provide at the present time.

Finally, in the Elementary Division, new experience courses have been introduced: without exams, without formal "credits" — courses in Creative Arts, Physical Activities, Professional Development. And outside the formal curriculum, the last two years have seen the presentation of Films at Seven, the Faculty of Education film series which attempts to bring a succession of distinguished films on education and on insights into life and people to student teachers and faculty, and their friends — films like "Warrendale", "The Browning Version", "The Red Balloon", "Phoebe", "Sol Alinsky", "Nobody Waved Goodbye",

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a student speaks

Paul Schneider B.A. '68, Ed. 1'69

Every major institution in our society today finds itself under increasing pressure to meet demands which are brought to it from the world outside and from the persons who work inside it. The institution of education is by no means an exception to this phenomena.

As a result, education must find new and more effective ways of organizing and directing the use of its resources. It must develop in such a manner as to accomodate the demands for participation and human dignity. Education must become more flexible and dynamic in order to effectively operate in a rapidly changing society. This means nothing less than the development of new organizational styles which move beyond the present bureaucratic model to a more innovative structure capable of meeting today's demands and tomorrow's possibilities. This is all necessary if we are to promote human development in a more effective manner.

Faculties of education should assume much of the responsibility for developing and testing new methods for achieving organizational change. They must move toward increased human fulfillment of the needs of the society in which the institution exists. Faculties of education must not merely be training centres in which prospective teachers are programmed in how to "control" students. Rather, they must help prospective professionals in the development of an insight into their own style as active persons within a basic institution of a changing society.

In order that this need be fulfilled, students of education must find themselves within an environment in which playing a full part in the life of the institution is not stunted. To achieve such an atmosphere there must be continuous joint student-faculty involvement in the development of the curricula and in the

discussion of the teaching-learning process. However, within the Faculty of education at Brandon University such an atmosphere exists in most cases as mere tokenism of the actual need.

The Faculty of Education committee structure is a prime example of the stratification that exists between the faculty and the prospective professional teachers. This is evidenced by the fact that the committee structure was decided upon without meaningful student consultation and that this committee structure during the past year proved to yield little fruit mainly because all final decisions were made by the faculty members or Dean. Committees denying student representation or open meeting (open to non-participating observers) are a common occurrence. Some faculty committees also refuse to release their minutes. Such instances are an outright denial of student involvement. This immediately defeats the principle that students and faculty compose a community of scholars who are directly involved in the decisions of the institution in which they are an active part. This in turn prohibits change that may well be instrumental in developing an academic community which fosters an institution called upon to meet the demands of our rapidly changing society.

Today, many students in education are aware of the need for meaningful involvement in their courses. However, the student in education is to a large extent an isolated identity at the present time. He is rendered incapable of organizing to bring about change. This is due to a number of factors.

First, the education student is enrolled in a course of relatively short duration (eight months). Secondly, the prospective teacher finds himself under an authoritarianism which promotes mere training

— not meaningful involvement. This may best be illustrated, as I have mentioned before, by the committee structure which exists in Brandon University's Faculty of Education. However, one cannot stop here if he is to illustrate the authoritarian atmosphere that predominates at Brandon University in the Education Faculty. Compulsory attendance at all classes (which in many cases reminds one of his own Grade three or four experience) again and again reflects this atmosphere. But perhaps more important is the realization that many of the decisions within the faculty are handed down by the Dean. This naturally sets an atmosphere in which it is difficult for a student to participate in a manner in which he is able to feel involved.

Yes, the Faculty of Education at Brandon University can turn out teachers who will be able to "handle" a classroom. But it fails in many ways to help to develop sensitive teachers who can appreciate and value human life and individual differences among men. This can be substantiated best when one realizes that this Faculty of Education does not attempt to deal at any depth with an understanding of the different cultures that constitute our Canadian society. Racism is quickly becoming one of Canada's major problems and yet a course centred around an understanding of the North American Indian is totally absent. This is promoting and perpetuating both individual and institutional characteristics of racism within our educational system. The Faculty of Education holds some of the power to help eliminate this problem and yet chooses to ignore it.

Within the Faculty of Education there

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"MR. SPORTS" ON CAMPUS

"Doc" Hannah and trainer Al Johnson apply "the treatment" to our author, John Graham.



On the following pages are pictured just a few of the many hockey teams "Doc" trained and encouraged. Below, is the 1969 "team of the year."

PROFESSOR R. H. HANNAH,
C.D., B.A., B.Ed., M.Sc.
John Graham B.Sc., 1969

One of the most constant features of the varying world of college athletics in Brandon over the past twenty years has been "Doc" Hannah. Involved in sports in several roles - - faculty advisor, organizer and especially trainer - - since coming to Brandon College in the fall of 1948, to set up the Botany and Zoology Department, Doc has continued to be an inspiration to Caps and Bobcats teams.

Before serving in the Air Force during the war years, Mr. Hannah had obtained his Teacher's Certificate and taught for one year in Saskatchewan where his interest in student athletic programs got its beginning. During the war he was married and after the end of his duty he enrolled as a student at McMaster University in the DVA program. He graduated with a BA in Biology in 1948 and was enlisted by Brandon College to re-establish a department of Botany and Zoology. At that time and for several subsequent years he was sole faculty member of that department, and he applied his enthusiasm to developing the program and expanding the department.



Front Row: L to R: Coach Jim Mann, Bruce Bonk, Jim Wilton, John Graham, Ralph Gardiner, Bruce Taylor, "Doc" Hannah
Second Row: John Findlay, Rick Bunn, Keith Angus, Lawrence Bertram, Bob Gladstone, John Birnie;
Back Row: Ken Dando, Mark Kennedy, Tom Mitchell, Mel Jesson, Gene Collins.

BOBCAT HOCKEY TEAM 1969 Team of the Year

The Brandon University hockey team under coach Jim Mann, completed a very successful season with a record of 22 wins and 11 losses and the South West Manitoba Hockey League Championship. As a result of these accomplishments, the team was awarded the President's Trophy by Dr. John Robbins at the Athletic banquet which is awarded annually to the outstanding team on campus.



From the early years, Doc was intimately involved with the students and their athletic programs as the resident master in the old Men's Residence and as faculty athletic adviser. At that time total enrollment at Brandon College was about one hundred and fifty and Doc knew most of them. He assisted the student Athletic Board to organize such inter-class activities as the track and field meet and softball tournament. Everyone took part in this endeavour including faculty, who assisted as officials. Class spirit was very high, and the ribbons were presented at a rousing dance in the evening.

Doc's association with Caps teams began in his first year when he was manager of the College Hockey team in the local Big Five league. The following year the Caps joined the Big Six, an area league which they played for several years. These teams, like some subsequent teams did not have good won - lost records but they were closely followed by large crowds,

including their own cheerleaders. Annual excursions to surrounding towns drew over a hundred fans every year.

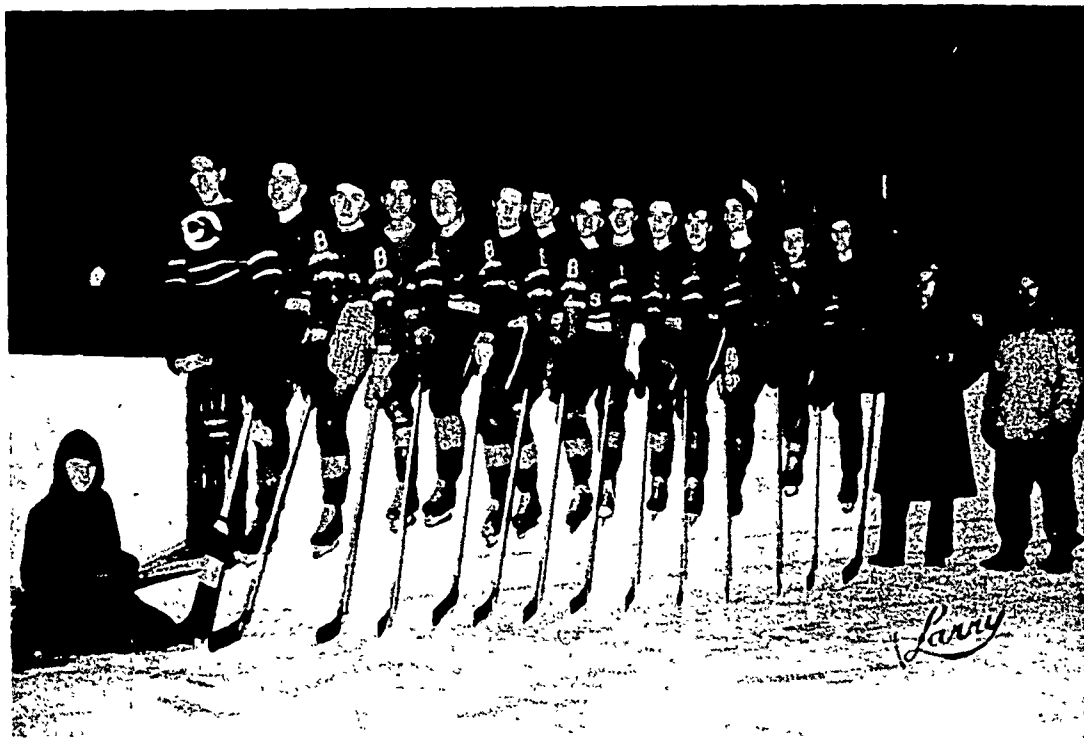
For several years during the early fifties the highlight of the hockey season was a trip to Colorado to play intercollegiate exhibition games. Although finances were tight everyone chipped in and the trips are reported to have been great experiences. In 1955 the hockey team came of age entering the W.C.I.A.A., but unfortunately financial pressures and the more rapid development of other teams forced the Caps withdrawal. During this period Doc's position and nickname evolved as he took on the duties of trainer and oftentimes assistant coach and manager. 1959 was the first year in the South West League where they have played since then.

Professor Hannah has many fine memories of the hockey teams and after 21 years of waiting, he was finally associated with a winner as he accepted the trophy on behalf of Brandon University for the South West League Title this year.



Doc was also closely associated with the football teams, which began in 1951. Although generally staffed with inexperienced players, the Caps had some mixed results but great determination and drive. One such story involved the series with the Notre Dame Hounds. These games which started in 1953 were always a good experience athletically in spite of constant losses and aesthetically thanks mainly to Father Athol Murray. Finally, however, the great spirit of the Caps came through in the late fifties. As Doc remembers, the Brandon College team had only 16 players for the game due to injuries but were fighting hard and holding the Hounds. One of the stars was clobbered on one play. Doc rushed out to help but the player refused the assistance, merely handing Doc a hand - - full of his teeth to hold. This inspired the team and they went on to their first victory over Notre Dame.

There have been, of course many stories and many fine athletes connected



with Mr. Hannah in these and other sports over these twenty-one years and it would be impossible to recount them all. What we should like to note here however, is Doc's contribution in the way of manager, trainer, coach and especially supporter of college sports. The attitude of trust and friendliness found in the H-hut today and epitomized by the Zoology class seafood dinner which he originated is a living example of Doc's worth to this institution. But his contribution to athletics is just as outstanding. In the 1967-68 season when controversy reigned over the selection of a new team name, Doc was upset over the manner of selection and adamant that the Caps name, because of its tradition, was still the best for University teams. In this past year, though, when the Bobcat name became firmly entrenched, Doc exhorted the football team with his usual enthusiasm, saying "Since we're going to be Bobcats, let's be the best."

EDITORIAL

On April 19th, Dr. John E. Robbins submitted his resignation as President of Brandon University in the following letter to Dr. Milton B. Holden, Chairman of the Board of Governors:

"This letter will not come as a surprise, after our several talks in recent weeks, but I must now formally convey to you in writing my wish not to remain in my position as President after I have completed my ninth year in the office, at the end of August next.

As you know, I have reached this decision with a good deal of reluctance. My wife and I have been happy in the Brandon community. I have enjoyed my relationship with the Board of the College and of the University, and am deeply appreciative of the members' unflinching support and encouragement. I have the pleasantest memories, too, of my relationships with the provincial government and the bodies it has created to deal with higher education. It has similarly been a happy experience to work with the great majority of my colleagues on the faculty and staff, and most of the students I have known.

But the mood of the campus, as expressed in voluntary student and faculty leadership during the past year, repels me. The restive and disaffected occupy the stage; the mass sit back and let them act out their parts in a play where the underlying theme is that the system is bad and its administration evil.

If I could look forward to nine more years in office, I think I would choose to remain, confident as I am that in the long run reason and civility will prevail. But with just three years separating me from normal retirement age I can be confident only that by the end of that time I would be an angry old man. Consequently I propose to devote the remainder of my working years to a more pleasant prospect. I know that you and the other members of the Board will understand."

"Students are the most important part of a university, and what they think and feel is important to me. I came here to serve their needs to the best of my ability.

Last fall in the first week of classes they held a mass meeting and discussed two motions, one a motion of non-confidence in the president, the other a motion of censure of the president. Had either motion passed, or even received strong support, I would have resigned immediately. But votes in support were few.

However, the student who was the chief source of protest on that occasion has more recently been elevated by default to the highest office the students can bestow, the presidency of the Students' Union. It appears that he has won the confidence of the student body. I do not believe that this is so and I cannot contemplate dealing with him as their chief representative in the years ahead."

The announcement brought shock to all, a deep sense of loss to most, but to many, a great feeling of conflict and confusion. The loss of Dr. Robbins' presence on the campus would be great but the manner of his resignation, the naming of particular students as offenders which was drawn out in a series of press releases, interviews, and written articles spanning over a week seemed uncharacteristically vindictive.

Dr. Robbins' own response was to regret that his action had been misinterpreted by some as a surrender. Those people who see it this way, he said, are short sighted. It is rather, he said, aimed at awakening those who would sit by idly, to their duty to stand up for that in which they believe. "There is nothing wrong on this campus which the great majority of right thinking individuals could not correct". He wrote "I have a deep-seated faith in the commonsense and fairness of the vast majority of teachers and students."

Dr. Holden's response underscored the general feeling of our loss of an internationally distinguished and dedicated educator and also hit upon the deeper sense of loss of a warm hearted and generous friend. His warmth has been a natural and accepted benefit of studying or working here. As to his generosity, we have often commented on his unfailing readiness to lay aside the business of the moment for an individual's problems or ideas. This may account in part for the off-hour times when his parking spot out front of Clark Hall has been the last one emptied or the only one filled.

On occasion the administration of the Evans Loan Fund bring one into contact with a student's need which our fund is not set up to help. The Evans Fund for example cannot be used to cover damage incurred by a fellow on a lost week-end away from home. When parents have had their fill of mischief and threaten to withdraw the student from his studies; where does he go? Who will have enough faith to pull him up just one more time? Quite a problem and only one's own experience of acceptance and help from Dr. Robbins could have led to the suggestion that the erring young gentleman unburden himself to, of all people, the President of his university. The hunch proved out, however, I learned later from the student that a discreet personal loan was made. Dr. Robbins' faith in a lad who promised to do right by the situation was also well founded and the loan was paid back as promptly as possible and in person.

Other incidents of uncommon concern for students come readily to mind. A very great problem to students today, and one which although generally recognized receives little or no official action, is the constant barrage of stimulation to which society, hungry for profits from movies, records, t.v. commercials, etc. subjects the young, while disapproving their natural responses and actively barring their access to helpful information and practical aids in preventing feared outcomes. A group of student leaders two years ago brought this problem out as one which interfered with personal well being and study. The person they approached being fairly new to the campus and somewhat

unfamiliar with the proper channels knew only that serious hardship existed and that even if this type of problem seemed out of the general line of a university president, Dr. Robbins would care. His reaction, although characteristic of a generation for whom restraint and waiting for society's sanction was a taught and accepted virtue, was very sensitive and his reaction was immediate. It was learned that the Student Personnel Officer had already initiated inquiries and steps were taken under his auspices to provide professional guidance on the campus.

These are a few reminiscences of one campus individual. How multiplied are the incidents if each of his associates were to list those of his own experience with our president?

How then was one to make sense of a blow to the students and faculty who have been most active in seeking out answers to the impersonalization of the formal structure of a growing university?

The press coverage of recent events at Brandon University has in great part led to this writing. Out of town pressmen converged on this campus looking for exciting stories. Unfortunately what they did not find was in many cases assumed and headlines like "Campus in Chaos" must have caused a good many graduates of Brandon in other cities concern and alarm. The University owes a great debt in this connection to the Brandon Sun who through conscientious reporting and sensitive editorial writing avoided sensationalism and averted what could have come to serious alienation between factions on the campus and the community at large. In an article entitled "How Press Coverage Affects the Events Covered," Mr. Charles Gordon, the Sun's Managing Editor sums up with the following paragraph:

"The quiet and relatively untroubled campus Brandon knows is now known elsewhere as a campus in chaos. The Free Press editorial is entitled "Academic Storm Centres." You want to see a storm centre? Go up and take a look for yourself. But watch out for the guys playing baseball."

There was also a hew and cry in the Winnipeg press regarding a supposed general hostility to foreign students. Why Dr. Robbins himself has been the reason that

such a thing is impossible here! Through his efforts, we have been allowed the privilege of associating daily with people from throughout the world. Even those who may have been insecurely narrow and provincial have had the opportunity to shake off any fears of different backgrounds. Hardly likely that we would forget what he has given us in a day.

Last fall, as was reported to you at that time, there was a confrontation here. The students demanded then that an administrative committee reconsider expelling a student and that student representation on university governing bodies be considered. Both points were granted. The student in question was reinstated and an ad hoc committee consisting of students, faculty and administration was set up to recommend on senate representation. There was at that time, however, a spirit of confrontation which was new in student-university relations at Brandon. Some hot feelings were aired and Dr. Robbins was made to feel that some students lacked confidence in him.

Although no such events have occurred since and although real progress has been made in making a place for students on decision making bodies, that feeling took a great toll in Dr. Robbins' enthusiasm for his work here.

The most broad thinking analysis this writer has encountered came in conversation with Dean Bruce McFarlane, Student Affairs. The topic was the legislation which established Brandon University and which states her objects and purposes as being:

(a) the promotion and the advancement of learning and the dissemination of knowledge; and

(b) the intellectual, social, moral and physical development and betterment of its members and of society.

The governing of the university is explicitly outlined and the Board of Governors is given full power over fees; the engagement of staff members and their salaries; its own procedure; **determination of the administrative and academic organization of the university**; establishing of committees; making by-laws respecting membership in the university.

Although some of these powers over academic matters have been delegated by

Bill Potter B.A. '67

the Board to the Senate, the Board of Governors is the final authority in the university and there is no doubt that this structure presents difficulties in a university community where various groups such as the faculty, students, administrative officers are more and more accepting the new concept of a community of governing scholars. The University President, in the middle of a constant struggle, has his own concept of the kind of contribution he can make. The overall structure however is limiting to him as well.

Dean McFarlane pointed out that the various groups who are frustrated with trying to function to their best ability in what each firmly believes is the best direction for the university, instead of attacking the underlying governmental structure, begin to view one another as the culprits. Group friction brings no positive results and the situation may descend to the plane of personal attacks.

We have seen this come about here. Dr. Robbins' resignation, however, has tipped the scales and accusations against students have been greatly played up without their having equal opportunity to make their views and feelings known. Interviews with several students reveal that they have suffered personally. One young man, now a trained teacher, made some statements in a meeting which have been described as personal attacks. His name has, as a result, been published in a large newspaper and he has been refused teaching positions although he displays a sensitive and inquiring mind. He is one in whom children could have trust in his integrity and concern for their broad development as people. This implies to me a denial of the right to freedom of speech. Another student, described as "the chief source of protest" has also had job difficulty, and being an overseas student has had inquiries from representatives of his government concerned about reports of his "subversive" activities. Certain faculty members have been doing all in their power in terms of letters of recommendation and explanation and have actively sought jobs with the students in question.

But these people are doing what teachers have been trying to get students to do for years. They are thinking for themselves, and many of them have come to

the conclusion that the penalties imposed by society on the young for being students - - financial hardship, personal subjection to impersonal rules, rigidly structured course requirements culminating in the final three hour examination of the worth of an entire years' study - - are unjust.

The administrator, himself working under frustrating limitations is blamed, baited and then the play begins.

Joan Garnett '52 in the final paragraph of Brandon College, a History provides the following admonition:

"Although many obstacles have been overcome, the College had over the years and recently lost some of its more intellectually-aware staff because of its major shortcoming; a need for university vision, above the narrow interests of the individual and the immediate community. Situated as it is, it would be difficult for Brandon University to avoid academic isolation, which affiliation with McMaster and Manitoba had helped to bridge; her claim to university status - like the nationhood of some newly-independent countries - must be proven in her community of peers in the years ahead."

The picture is too complicated for the offering of easy solutions. The suggestion that occurs and is directed to all who care for this institution is this: "Know your target". The chances are that if it is another person you feel is the adversary, once you have gone out of your way to know him or her as a person, he will no longer be your target at all and you will be free to work for this university as you wanted to do all along.

Eileen Brownridge '62.



The events of the past few weeks at Brandon University have been, at least to me, very disturbing. Considerable blame has been placed upon numerous persons for the resignation of Dr. Robbins. Where does it justly lie? Can it really be positively determined?

Dr. Robbins considers his resignation as an "administrator's protest against the creeping paralysis that is taking its toll at this university." Is this charge justified? Yes. There are those at this university who are guilty of allowing paralysis to take its toll, but are the students and faculty who have been involved in campus affairs necessarily the ones?

The university exists to educate people, to provide a service to society by providing that society with the intellectual resources necessary to overcome its problems also exists to critically examine society itself. By doing this the university can assist in the betterment of society. This is its role.

There have been faculty and students who have recognized this and have earnestly attempted to assure that the university fulfills its role. The majority of the student "activists" (for want of a better word) have pursued this goal. Last fall the decision to refuse permission to a student to register was regarded as arbitrary and unjust. The students reacted and the outcome was a demand for representation in the decision making bodies of the university. By this means they felt that in the future such decisions could be avoided.

Who is to blame when a student feels that it is unjust to refuse admittance to a student on what appear to be insufficient grounds, at least in their view? Who is to blame when a student feels that it is unjust to withdraw financial support from a student the first week of the term? Who is to blame when many students desire change in the university structure? Not destruction; change.

After the first week of unrest the campus settled down. From that point the students demonstrated their desire and willingness to discuss the issues. The major issue has developed to be a desire to participate in the decision making pro-

cesses of the university. The students wish to be represented on the senate and the board of the university.

This wish is, in the eyes of many, justified. The university prepares a student to perform his role in society. Many students feel that society is in need of change. To bring about this change they feel that there must also be changes made in the university. To make the university more responsive to these wishes they are seeking a voice in the decision making bodies of the university. Who is to blame for this?

Who is to blame when students feel so strongly about the direction which our, and their, society has taken? Who is to blame when students want to become involved in society?

Who is to blame when student leaders act responsibly yet are charged with the opposite? Dr. Robbins, by his own admission, has had limited dealings with the present student leader since he assumed the position. The student leaders have been responsible. They have indicated their willingness to work with other elements within the university for the improvement of the university.

Is it wrong to be interested in change for the better? Is it wrong to work towards that end?

Who is to blame when a sincere and honest student feels that the present structures for redress of grievances are inadequate?

Who is to blame when our youth feel that there are too many injustices in our educational system?

Who is to blame when students feel that arbitrary decisions which are often made within the university are not necessary?

Must students or any particular student be condemned out of hand for their responsible reactions to these matters?

DO YOU KNOW
promising young students
in your area?
Alert them to the
opportunities offered by
"Brandon University."

"And I Quote"

Enclosed is my cheque to cover my fees. I enjoy the Alumni Journal, although find few references to anyone I know of near class of '45. Dr. Hans Selyes' article was interesting.

As I do not subscribe to the Quill, I was not aware of what was being published, but would assume your resume was accurate. I was saddened to hear of any discourtesy to Dr. Purdue. During my three years at Brandon College, I found him always a gentleman, never pompous and ever with the students welfare at heart.

Who has made the present editor of The Quill the so-called "educator" of the Brandon University students? Has the time come when a second-year student knows more than members of the faculty or any other student? I hope that the faculty and students will realize that "All that is needed for evil to prosper is for good men to do nothing."

This trend for such dictatorial types to take over the communications media has become apparent throughout our society, both in and outside of universities.

Let us who believe in democracy, not dictatorship, courtesy, not ill-mannered name-calling, Christianity, not Marxism — let us be aware of what is happening and shake off our apathy and be active proponents of our beliefs.

Regarding having alumni on the senate, I cannot understand the action of The Board of Governors. I am relieved to hear —

that Mr. Gooden is preparing an appeal.

Thank you for your efforts to keep us informed about Brandon University.

Yours sincerely,

Margaret Watt
 (Margaret Tait '45)

I enjoyed your comments in your annual report regarding trends in student thinking on campus, especially in the light of recent resignations there. I am looking forward to the next Alumni News for further clarification of the situation, or was it clearly handled by the news media?

I admire the present-day student's attitude of questioning the status quo and their unwillingness to accept what they believe is wrong. When I think of the way 3rd and 4th year English was taught when we attended the College, I could cry. Why didn't we try to do something instead of blindly accepting it?

However, I still have enough of my agrarian, small and conservative background in me to feel a little threatened by some student demands. You are fortunate to have a position which allows you to see and understand better what is happening on campus. Sometimes I feel rather bewildered by it all.

Sincerely,

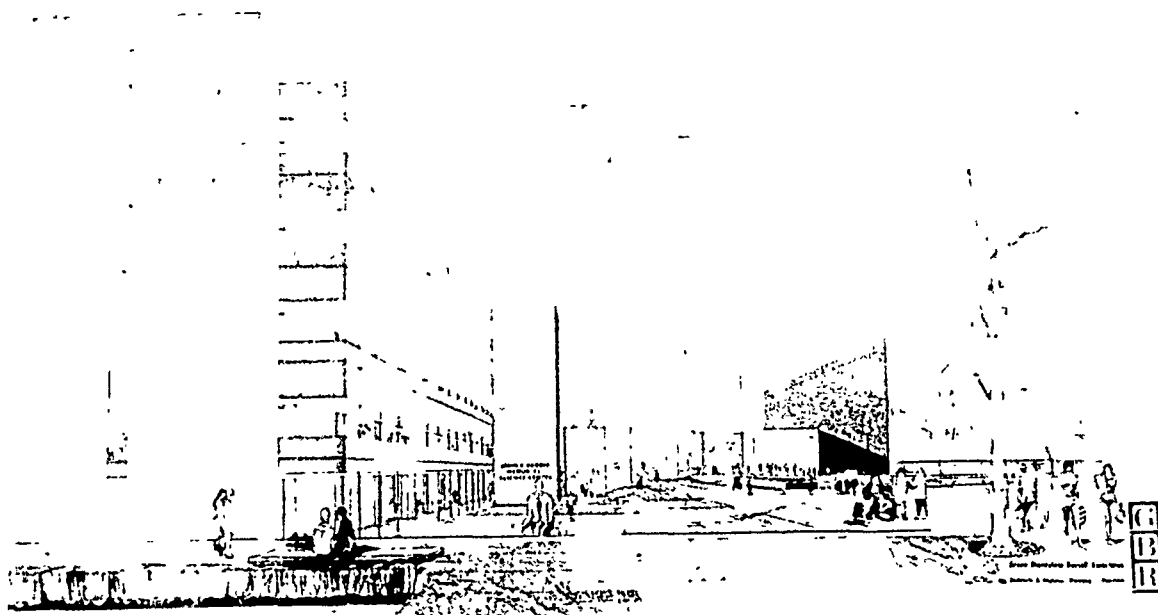
Enid (Currie) Burnett, B.A. '61


Gooden's
MEN'S SHOP
LIMITED

908 ROSSER AVENUE

Congratulations
 to the 1969 Graduates
 of Brandon University





JOHN R. BRODIE MEMORIAL SCIENCE CENTRE · · STUDENT RESIDENCE · · BRANDON UNIVERSITY: 

Science Centre at Last?

Brandon University has been authorized by the University Grants Commission to proceed with the construction of the long-awaited new science building at a cost of \$5,000,000.00. In addition a student residence has also been given the nod and this 200 bed, high rise will be valued at \$1,500,000.00.

Also forecast in the development plan to 1970 are library and student union buildings. The picture is an artist's concept of the near future for the south-east corner of the campus. The tall building in the centre is the originally conceived student residence of 14 stories which is now seen as an eight story building and will not in reality rise as high as the sketch would suggest. The building on the right is the proposed new library behind which a smaller building will house the student union and its activities.

The science building will be known as the John R. Brodie Science Centre in memory of Brandon University's late

friend's generosity. A feature of the five story structure is a central grouping of all the labs to which service will be available in a system of shafts and ducts extending through all floors, designed after the recently constructed Space Research Building at Massachusetts Institute of Technology. Another efficient and convenient feature will be seen in the peripheral corridor system.

Eight Departments will be housed in the science centre: botany, chemistry, geology, mathematics, physics, psychology and zoology. Space is also being provided for a museum on the first floor adjoining two large theatres. There is the possibility that a computer centre will be included in the plans. Completion is forecasted for August 1971.

Brandon University is awarding this spring its first "Certificate in Wildlife Biology" — to **Justin William McCarthy** of Moncton, N.B., a graduate of St. Mary's

University, Halifax, N.S. and major in biology. He is already employed by the Manitoba Wildlife Service assisting in the study of the biology of the Greater Canada Goose in a nesting area 20 miles from Churchill, Man. Earlier he had field experience in Western and Northern Canada and he hopes to continue working in these regions.

This award represents the fruition of plans laid over the past two years to provide specialized training unobtainable in many Canadian universities. Initially it was found that the Brandon University course offerings were almost ideally suited to give a future wildlife biologist the necessary basic training. What was needed in addition was a further year of rather specialized work in the field of applied ecology.

Dr. J. A. McLeod, head of the Zoology Department in which Mr. McCarthy studied, states:

"Our renewable natural resources such as forests, soil, water, game, fur and fish oftentimes were important factors in influencing settlement of the west in the early days. Their utilization made possible the colonization of this new land and for many years nature replenished the supply as rapidly as it was used and there was always a substantial surplus. However, as human populations increased regulations had to be adopted to prevent overexploitation and destruction of these resources. Under present conditions the emphasis has largely shifted from the commercial to the recreational value. This, of course, demands a new approach. It is not a simple matter of prohibiting the use of these resources and letting nature take its course but it involves an active management programme carried out by specialists to assure the maximum production on a sustained yield basis.

"Such specialists require a sound basic training in all the sciences including chemistry, botany, geomorphology, weather and climate, etc. When this has been accomplished an intensive study is undertaken in the final year of all the factors responsible for the abundance and distribution of organisms over the earth's surface. In addition, considerable attention is given to land use and habitat improvement as well as the methods and techniques used in solving field problems."

PSYCHOLOGY DEPARTMENT

Psychology Students Leave the Lab

Students in Psychology this year worked on projects which took them out into the community and involved them in public and private life situations.

One group, members of the Social Psychology 263 Class, undertook a study in attitudes. Two by two they travelled throughout Western Manitoba visiting the High Schools and interviewing groups of students to ascertain attitudes to and about their home districts. How did they foresee the future of their own small town? Were they considering staying to make a life or career or coming back after further education in a larger centre? Such questions as these help to make up statistics relating to the attitudes of young people in the rural areas and may assist in ecology studies and planning for the future development of the Province of Manitoba.

In another study, done by the class in Abnormal Psychology 361 in co-operation with the Brandon Hospital for Mental Diseases, each pair of University students undertook the behavior modification of a particular patient. Some of the patients were psychiatrically "cured" but unable to leave the hospital setting because of certain characteristics of institutionalized

behavior which would make functioning in the outside society very difficult if not impossible. One instance concerned a patient whose "rocking" behavior was so well established as to be an almost continuous pattern. The method in this case, consisted of a system of rewards and punishments, the rewards being bingo markers, exchangeable for treats plus conversation and attention. The punishment was being ignored. The patient was knowledgeable and in agreement with what the students were trying to do and improved over the period to such an extent that discharge from the hospital occurred at the end of the treatment and students and patient celebrated a birthday dinner together. Other cases met with equal or more moderate successes and this project marks a vital step in the acceptance of responsibility in the professional world by students, and the acceptance of their capabilities in turn, by those professionals with whom they are co-operating. Congratulations to both the academic and the psychiatric participants in such schemes which assist the community and help students to become more able future workers.

MANITOBA HOMECOMING YEAR

Write your former Manitoba friends and ask them to return to the Province for their vacations in 1970 - - or send in names and addresses to:

HOMECOMING COMMITTEE
MANITOBA CENTENNIAL CORP.
555 MAIN STREET
WINNIPEG 2, MANITOBA

We will write them and send information as it becomes available.

The Manitoba Centennial Corporation is asking all Manitobans to take part in the 100th-year birthday celebrations of the Province.

During the Centennial Year, all vacations should be centered on a visit to your home province for a family reunion and a get-together with friends.

We anticipate a number of cultural, educational, fraternal and sporting organizations will be holding member and alumni reunions. Why not participate? We are sure the folks at home will be overjoyed with a visit, and the young people and children will be assured of a real homecoming - - a visit they will remember!

If you have not made a visit in recent years, 1970 is a must - - you should start planning now to return.

It is amazing what has changed and been newly developed in your challenging home Province. Be a part of it! Come home while everyone is here - - join in the history-making of your own Province.

Most vacations are planned well in advance. We ask your support in this undertaking.

COME HOME

FOR '70

from "the MANITOBA STUDENT"

Student leaders from the three Manitoba Universities and the Manitoba Institute of Technology have banded together in the Manitoba Association of Students to present their story and the philosophy of their cause to the people of Manitoba. Students all over the province are out delivering "The Manitoba Student" to every possible door. Many Manitobans will have read the paper but for those Alumni who reside outside the province, these excerpts are printed to give you an idea of the story the students are putting to Manitobans:

THIS IS YOUR UNIVERSITY

"The universities belong to you, the citizens of this province. Despite our tuition fees, you pay for most of the cost of the universities through your taxes. We, the students, know and appreciate this. But we also know that despite Premier Weir's statements you are getting little for your money. Also we know that large corporations, particularly eastern and American, get most of the benefits.

Why don't you benefit? First of all because it still cost too much to go to university. Most people can't afford the \$1970 or more per year which is necessary to send their children to university. The only outside assistance available is the \$1000 student loan and summer jobs, which are becoming increasingly hard to find. (This year 50 per cent of the student body will find summer jobs.) Therefore, it is not surprising that the majority of university students come from families which earn over \$7000 per year.

But we don't think that this is fair. We want the universities to be open to farmers, workers, housewives and Indians — open to those who really pay for it.

The second way in which the universities of Manitoba should be serving you is by using its brains to help solve your problems — like grain marketing, housing,

wheat and soil conditions, and the problems of the laborers and working people of Manitoba. Universities in Manitoba are not doing all that they can in these fields. (The universities do design research — which helps the big corporations.)

The big corporations pay little for the universities, but they run it. Almost all of those members of the governing board who are appointed by Premier Weir are businessmen. What we NEED on this board are more farmers, workers, teachers, students and faculty — the people of Manitoba. This will not guarantee that you will get your money's worth — but it will help.

We are not asking for changes in the universities in order to cause trouble. We are asking for these changes to better our education and to make universities serve you the people of the province.

YOU FOOT THE BILL FOR THE UNIVERSITY BUT DO YOU REALLY BENEFIT?

As many people in this province continually repeat, YOU pay to operate the university, yet consider the following facts:

— In 1968 the University of Manitoba spent \$74,000 on student aid, which is approximately \$6 per student. This sum is .28 per cent of the university's income — the national average expenditure on student aid is 2.1 per cent, ten times as much as the University of Manitoba.

— 80 per cent of the people in Canada earn less than \$5,000 per year, but only 38 per cent of students come from this income level. On the other hand, 3 per cent of the population earn above \$10,000 per year, and these people provide a quarter of Arts and Science and Medical students, a third of all Law students, and a fifth of the Dentistry students.

— Although the population of Manitoba is divided almost 50-50 between Met-

ro Winnipeg and rural Manitoba, 72 per cent of university students are from Winnipeg, and 28 per cent of students are from other areas of the province.

— There were between 30,000 and 50,000 students unemployed in 1968 and this summer, 40 per cent of all students will be unemployed, or 40,000-80,000 students. In the past, 45 per cent of student income has come from summer jobs — but this was when there was 5 per cent unemployment or less.

— A student's cost of living for this year in 1965 was \$1,433. In 1969 this cost will be up to \$1,970. Unless student aid is increasing (which is one alternative) there are going to be an awful lot of students dropping out of school for financial reasons.

The message is obvious — you do pay for the greatest amount of university costs, not the student. Yet those students who attend University are not YOUR children. They are, in the large part, the children of the well-to-do. You pay the costs for THEIR kids. When your kids get to University, it's almost an accident. Why? - - - "

" - - - We know now who pays for the universities. But who are the men who control and run these institutions, the men who supposedly represent your interests as citizens of this province and our interests as students and faculty at the universities? To find this out we must take a look at the governing body of the universities of Manitoba, the Boards of Governors, and the kind of men who sit on these bodies.

Premier Weir appoints 33 people to represent the people of Manitoba on the boards of the three Manitoba universities. Of these, two are farmers, one is a labor official, one is a teacher and one the wife of a corporation executive. The remaining 28 are wealthy businessmen. "

**BRANDON UNIVERSITY
GRADUATION BANQUET
MARCH 14, 1969**

**Mr. George Gooden '63
Alumni Assoc. President**

Mr. Toastmaster, distinguished guests, ladies and gentlemen, I am very glad to have your invitation to come to your graduation tonight. You are graduating from a University filled with promise, a blossoming flower with a bright future. A University that is expanding and growing at the greatest rate in its history. A university full of spirited students, leaders bubbling with the enthusiasm of youth. A university with an able Faculty charting new courses, nourishing students in the environment of small classes as only a small college can provide. A university with a guiding administration laying down priorities, budgeting and planning.

All this at a time marked by rapid if not explosive change. A time when one must be flexible and an innovator to progress. During the last ten years eight new buildings have been completed on your campus. In the preceding sixty years four buildings were constructed. The rapid development of the campus has required huge increases in capital and operating costs. Financing of the University to date has been by public subscription, the late Dr. A. E. McKenzie endowment, a tax levy from the city of Brandon and an annual grant from the Province of Manitoba.

Through the establishment of the Brandon University Fund, Alumni will have an opportunity to share in the growth and future of their Alma Mater. One of the purposes of the Alumni Association is to encourage their University and help it achieve its potential role.

Within a short while, each member of the graduating class will become an alumnus. The Alumni Association invites you to join with them in their activities promoting Brandon University. The support of the Alumni can bring to the University an additional margin which the usual sources cannot provide.

As you go forth into your chosen field I urge you to remember your Alma Mater, your fostering mother. Be proud as she grows, expands and blossoms forth into a stately matron.

**A CHANGE IN FOCUS FOR
WORLD UNIVERSITY SERVICE**

The World University Service you may have known in your campus years, friendly fund raising through dances, "slave" days, selling exotic trinkets and artifacts has undergone a serious reconsideration of aims and as a result a complete renovation of the group's program in Canada.

Last fall in Edmonton, the organization national assembly adopted a resolution which would see WUSC "act as a pressure group on the government and the community in an effort to stimulate public concern regarding the problems of domestic and international development."

Two other main decisions were also reached at the assembly. These being: "that the traditional program of the fund-raising project Treasure Van (a sale of gifts from all over the world) be ended within approximately 24 months; and "that the local committees of WUSC in Quebec be allowed to regroup into an autonomous unit, known as Entr'Aide Universitaire Mondiale du Quebec. (EU MQ)

WUSC will still be involved in fund raising but the new approach will be on educational and societal problems as seen in the outline of topics for the coming Toronto symposium - Industrialization and Third World Problems; Analysis of Industrialized Society; Future Man and his Environment.

Don Adams B.Sc. '54, Chemistry Lab Instructor at Brandon will be a participant resource person at "Countdown" being held at Rochdale College in Toronto, May 18th to 31st, a meeting of some three hundred WUSC workers, students and resource leaders, both Canadian and foreign.

The WUSC Secretariat in preparing the program has recognized that as part of an international organization, WUSC has a particular mandate towards international education and as much as possible, the Symposium was designed to look beyond North America.

"Countdown" has been principally an academic experience, participants using all forms of information and stimulus. The future of WUSC work in Canada is exciting in the choice to become involved not only in the support of education in

our world but in the educative process itself. We hope to bring you a report of first hand impressions of "Countdown" in the fall.

**GEOGRAPHY
DEPARTMENT**

The Geography Department is offering two courses at Summer School. The first of them, Geography 180/182, is an introductory course in human geography and mapwork and practical geography, and is designed principally for people who have had no previous experience of geography courses at university level. Students taking the course will attend a two-hour lecture each day and will be expected to complete two hours of practical work four days a week. The practical work will be concerned mainly with the interpretation and preparation of maps. It is thought that this part of the course will be particularly useful for teachers at all levels. The course is being taught by Mr. Clifford Ramcharand, a graduate of the University of British Columbia who teaches at B.C.I. The second course, Geography 211, is termed Systematic and Regional Political Geography and is being taught by Dr. Stadel. A complete description of the course is given in the Summer Session Calendar available at the Registrar's Office. Among the topics to be covered is one that has been in the news lately - that of territorial waters.

Professor Welsted has been awarded a grant of \$1,650.00 by the Defence Research Board to continue work on air-photo interpretation of the Bay of Fundy coast. Garry Saunders ('70), who has been working on this project during the winter, has gone north to Cambridge Bay for the summer and in his absence Jane Sharratt ('69) and Ken Dando ('70) will continue the work.

Dr. Hewitt has left for England carrying with him a pair of buffalo book ends presented to him by the geography majors. During his last week in Brandon he served as Seminar Resources Leader and presented a paper entitled "Basic Principles and Procedures in Community Development" to a "Seminar for Junior Executives" organized by West-Man. Also helping at the seminar as group leaders were Sharon Fitzsimons ('69), Ken Dando ('70), Larry Cox ('70), and Nestor Michaluk ('70).

SCHOOL OF MUSIC

For Summer School, 1969 the School of Music announces a six-credit University course, Materials of Music. This is a comprehensive course emphasizing theory (rudiments and elementary harmony) and practical (choral conducting). This should be of interest to school teachers wishing to upgrade themselves musically and for students intending to later enter a Bachelor of Music course. For those interested in a refresher course, auditors may attend. The instructor is Wayne Riddell, well known musician of Montreal and conductor of the Tudor Singers. Mr. Riddell conducted a weeklong workshop in School Music and Choral Conducting at Brandon University during the summers of 1965 and 1966. He was also the choral adjudicator at the Brandon Festival of Music in 1968.

Four short workshops (non credit) in Piano, Voice, Violin, Woodwind and Chamber Music will be offered. These will be given by visiting faculty and members of the Faculty of Music, Brandon University. The Piano-Theory Teachers' Workshop (July 2-5) will be conducted by Boris Berlin of the Faculty of Music, Toronto University, and one of Canada's leading piano pedagogues. This should be of interest to both experienced and beginning teachers as well as offering valuable practical aids for senior students.

The Voice Workshop (July 14-18) given by Leonard Mayoh of the Faculty of Music of Brandon University will cover the techniques of singing, pedagogy and repertoire, and will be of interest to both teachers and senior students.

The String Workshop (July 14-18) will be under the direction of Joel Hekster, distinguished violinist and concertmaster of the Concertgebouw Orchestra of Amsterdam, Holland. He will conduct classes in violin techniques, repertoire and pedagogy.

The Woodwind Workshop (July 14-18) under the direction of Alice Hekster, bassoon, and Walter Hekster, clarinet, will include classes in woodwind techniques and repertoire.

The Conservatory Department will offer private instruction in piano, harpsichord, violin, woodwinds, voice and theory.

A Summer Series of Campus Concerts will be presented by faculty and visiting artists. These concerts will take place in the Evans Lecture Theatre at 8:30 p.m. on Tuesday and Thursday evenings during July.

Tuesday, July 8 Leonard Mayoh, baritone;

Tuesday, July 15 Boyd McDonald and Garth Beckett, duo-pianists (C.B.C. broadcast)

Thursday, July 17 Sylvia Richardson, soprano; Robert Richardson, piano.

Tuesday, July 22 Iowa String Quartet
Allen Ohmes, violin
William Preucil, viola
John Ferrell, violin
Charles Wendt, 'cello

Thursday, July 24 Joel Hekster, violin;
Alice Hekster, bassoon;
Walter Hekster, clarinet;
Yvonne Francq, piano

Tuesday, July 29 Non Mari, soprano;
(C.B.C. broadcast)

Thursday, July 31 Student Recital
Arts and Music at the Peace Gardens

Mr. Bernard Polly (our cover artist), of the Brandon University Extension Department, serves as co-chairman for art exhibits at the first annual International Festival of the Arts to be held at the International Peace Garden June 4, 5 and 6. An exhibition of the work of Brandon artists will include art by Helen Lamont, George Buytendorp, Evelyn Hutsal, Anna Marce Entz, Art Oscar, Jessie Ewens and George Cessari as well as that of Daphine Odjig of Koostetak.

The Brandon University String Trio will also be featured at the festival; the trio is to perform on Thursday evening June 5th.

DEPARTMENT OF GERMAN

Seven students have been selected to work and travel in West Germany this summer. After working during June and July, they will be free to travel throughout the country in August, under a program sponsored by the Canadian-German Academic Exchange Association and the West German Embassy at Ottawa. The students are: Linda Snell '69, Peter Neer '70, Kathleen Guthrie '70, Constance de Corby '71, Vivian Cipryk '71, Janet Field '71, and Katherine Johnson '71.

PLASKETT EXHIBITION

From ten private collections — five in Winnipeg and five in Brandon and from the Winnipeg Art Gallery and the Upstairs Gallery in Winnipeg and from the Allied Arts Centre and Earl Oxford School in Brandon, also the university's own collection, have come 32 paintings by Joseph Francis Plaskett for the exhibition of his work which opened in the Music Building of Brandon University this Friday, May 16th. Six of the paintings have been provided by Mr. and Mrs. D. R. Doig, B.A. '24 Brandon, and five each by Mr. John A. MacAulay and Mr. Jerry F. Twomey of Winnipeg. Mr. O. A. Bridgen of Winnipeg has sent three.

"The romantic temperament", Mr. Plaskett has said, "leads me to travel, the fruit of which are pastels which record travels in the Iberian Peninsula, Italy, France, Greece, Yugoslavia, Turkey, Holland and England. But Canada excites the romantic temperament just as much. Our landscape cries out for romantic interpretation." He has also found inspiration for his paintings in North Africa.

A son of the rectory — his father was the late Venerable Archdeacon Plaskett of New Westminster, B.C. — Mr. Plaskett now makes his home in Paris but frequently is back. In 1967-68 he was awarded a Canada Council grant to paint in Canada for the National Gallery and he travelled from Newfoundland to Vancouver Island. Among his friends in this area are Mr. and Mrs. Doig, Mrs. G. R. Rowe and his former pupil Paul Panton of Boissevain.

Born in 1918 Mr. Plaskett came late to art as a profession. After taking honours in History at the University of British Columbia he became a teacher and taught school for six years, but "in this time painting was a secret vice which destroyed success in the other career." The winning of the Emily Carr Scholarship in 1945 (the first to be awarded) permitted him to abandon teaching. He studied in San Francisco and New York and at 29 succeeded Lemoine Fitzgerald as principal of the Winnipeg School of Art.

**Printed In
Brandon University
Print Shop**

SUMMER SCIENCE FILM SERIES

SCIENCE IN THE SIXTIES

Programme 1

A CASE FOR REGENERATION U.S.A.
For manned flights into space lasting months or years, the film shows why oxygen and water needed for life support must be recovered from bodily wastes, how freeze-dried foods are reconstituted and the principle features that must be incorporated in a closed regenerative system that will keep men in comfort and good health.

ABOVE THE HORIZON Canada

An exciting exploration of weather and how man may one day learn to control it. For this film a great deal of extraordinary colour motion picture of the sky was put together, including a demonstration of rain-making. There are views of the geysers of the sun, of bright streamers of northern lights, of wind-stirred clouds and even the awesome fury of a hurricane filmed by a Navy weather plane. Festival award winner.

**THE INFORMATION
EXPLOSION** U.S.A.

An introduction to the use of computers in processing the large amount of data man must control. Emphasizes the fact that the computer is the tool of man and not the reverse.

FRONTIERS OF THE MIND U.S.A.

A documentary report on advanced research into the complexities of the human mind. Filmed at universities throughout America, it depicts fascinating experiments to discover the physical basis of human behaviour. The possibilities of mind control through chemistry and electronics are examined.

MIND OVER MATTER

Programme 2

THE GOD WITHIN Britain

The origins of science in pre-Socratic Greece, based on a quotation from Aristotle: "Science began when men were perplexed . . . A man who is perplexed recognizes his own ignorance. Thus man turned to science for understanding."

LINNAEUS Sweden

A film about Sweden's great botanist, Carl Linnaeus (1707 - 1778), who devised our present system of botanical classification. Linnaeus' research led him to visit many parts of Europe, all photographed here in excellent colour.

LEONARDO DA VINCI Italy
Leonardo da Vinci, one of the great engineers and scientists of all time, invented and designed 500 years ago, many things regarded today as ultramodern. This prize-winning film shows in detail many of da Vinci's greatest works.

A LIGHT IN NATURE

Programme 3

MEMORIES OF WORLDS LOST France

The history of life on earth from studies of fossils and living animals which possess archaic characteristics. Explains the evolution of the species up to and including Man the Thinker.

SECRET IN THE HIVE Japan

This fascinating film, winner of numerous awards, analyses in great detail the mysteries of a honey bee colony.

**BABOON SOCIAL
ORGANIZATION** U.S.A.

Shows the complex social organization of a wild baboon troop. The baboon is a social animal and troop members are highly interdependent. The film attempts to analyse the nature of this sociability and shows how it is intimately related to baboon ecology. It reveals how the hierarchy arranges individuals in such a way that the weak are protected during daily activities of the troop.

THE BLACK BEAN APHID

 Netherlands

The tiny black bean aphid is a threat to many plants, especially bean plants, because of its dangerous mosaic virus. The film describes the aphid's course of life and its natural enemies.

SPIDERS - 8 Britain

An account of the way in which two spiders capture their prey. Festival award winner.

BIRTH OF THE RED KANGAROO

Australia

This film records some aspects of the reproduction of red kangaroos, including mating, pre-birth behaviour and birth itself. Festival award winner.

THE PULSE OF LIFE

Programme 4

ANTIBIOTIC FROM THE SEA Britain

The discovery of the cephalosporins and the use of a new antibiotic "Ceporin" in medicine. The film shows the extraction of such antibiotics from the sea.

STRESS Sweden

Today's society, with its stepped-up tempo, places great demands on the individual human being. The demand for efficiency is constantly increasing and man, in his ambitious attempts to meet these demands, may be afflicted with stress.

**HAEMOSTASIS AND BLOOD
COAGULATION** Japan

Shows complicated and clever processes concealed in the simple act of blood coagulation. Several hitherto unsolved problems have been clarified by this film. Festival award winner.

HUMAN DISORIENTATION U.S.A.

Begins by depicting several common environmental experiences in order to give credence to illusory phenomena and to explain how such phenomena may result in disorientation. The possibilities of disorientation as a result of the rotary motions of space vehicles and aircraft are established, after which the various unique devices used in representative research projects are investigated.

THE FACES OF MAN

Programme 5

AFRICAN HERITAGE U.S.A.

Shows one of the world's oldest cultures — one which is gradually being integrated into 20th century civilisation. Recorded perhaps for the last time on film are traditional East African methods of boat building and basket weaving. Concludes with ceremonial dances and music.

DEAD BIRDS U.S.A.

A film about the Dani, a people dwelling in the Grand Valley of the Baleim high in the mountains of Western New Guinea. They are exceptional in having focussed their energies and based their values on an elaborate system of intertribal warfare and revenge.

Little Theatre, Education Building

BRANDON UNIVERSITY

Mondays — July 7 to August 11
7:30 P.M.

Membership \$3.00 Single \$1.00

coffee and discussion included

SUMMER FILM SERIES

David Eaton & James M. Skinner

Following last year's successful "Campus Movies" we are again presenting six programs on Wednesday evenings at 8:30 p.m. in the Evans Theatre. The emphasis, as in the past, will be on lighthearted though high quality entertainment. Each performance will last approximately two hours and admission is 50 cents. THIS SERIES IS NOT LIMITED TO SUMMER SCHOOL STUDENTS AND STAFF. ANYONE IN OR AROUND CAMPUS IS WELCOME TO ATTEND. Among the films scheduled are: "CARMEN JONES" Oscar Hammerstein's adaptation of Bizet's opera starring Harry Belafonte and Pearl Bailey. "Carmen Jones" will usher in the new CinemaScope screen in the Evans Theatre. For laughs there is a British comedy, "The Captain's Table", and for lovers of romance and mystery, "A Letter to Three Wives" with Kirk Douglas, Paul Douglas and Jeanne Crain. The series ends with an Edgar Allan Poe trilogy, "Tales of Terror" starring the late Boris Karloff, Vincent Price and Peter Lorre. As a temporary respite from the hard slogging of Summer School, we think Campus Movies are just the answer.

CALGARY BRANCH

"On Saturday March 20, 1969 the Calgary branch of the Brandon University Alumni Association spent a delightful evening visiting with Dr. Tyler (who was on his way back to Brandon after lecturing at a convention of psychiatrists, sociologists and psychologists at the University of Lethbridge).

Our Alumni Association President Keith Evans opened his home to us for the evening and did an excellent job of providing the punch, clam chowder and sourdough bread.

Those who were able to attend were Ken (B.Sc. '56) and Lorraine Campbell Jim (B.Sc. '58) and Karen Crawford, Marg (Crowe B.A. '49) and Duncan Crilly, Al (B.Sc. '54) and Irene Fraser, Bev (Myers, B.Sc. '49) and George Jason (B.Sc. '49), Jim (B.Sc. '56) and Donna Minions, Ken (B.Sc. '51) and Carol Morrison, Jack (B.Sc. '51) and Lois (Kennedy B.A. '51) Muir, Barry (B.Sc. '57) and Julie Orr and Blair (B.Sc. '52) and Doris McRae.

We had a wonderful time reminiscing with "Curly" and we were amazed at how well he remembered us all. The conversation ranged from "the good old days" when Bev Jason and Dr. Tyler appeared in a College play together to discussions about contemporary student unrest, McLuhanism, Piaget's theories on critical areas in psychological development, the urbanization of Western Canada and its particular pattern etc, etc. I couldn't begin to list the topics over which we ranged.

It was a typical Brandon University Alumni gathering with lots of good fellowship and fun, happy memories, stimulating conversation, but with the added zest of Dr. Tyler's presence, it was also an outstanding evening."

DEPARTMENT of FRENCH

The French course 130 will be taught this year at Summer School on the basis of a new anthology of French literature, namely "Les Lettres en France", by Jones and Jensen. For the first time the course will include 2 hours of oral French daily, 2 more hours being devoted to literature and composition.

An article "The scarecrows", by Pro-

fessor Francq, has been published in the recent spring issue of "The Canadian Modern language review". It deals with an important point of French Grammar. In preparation by the same author is a textbook in French, "Poesie et diction". It is intended for second and third year students of French as well as for post-graduates.

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to the 1969 Graduates
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Dr. Robbins - - -

has been that rapid expansion of enrolment and curriculum means that most of our faculty are new appointments in recent years. Such people are not in a position to know whether they are getting background information from objective sources or from one or two people who are grinding old axes.

Dr. Robbins recently wrote the following to me:

"I had, long before I came to Brandon, a deep conviction of the wisdom of Thos. Carlyle in his definition of a university as first and foremost a collection of good books. And if this conviction has left something of a mark on Brandon University, . . . I am glad. "But a university is also people working with people. My function has been only partially fulfilled if I have not made some helpful impression on the hearts and minds of students and my colleagues . . ."

What some members of the faculty and student body don't realize is that Dr. Robbins and the associates who have worked with him are making an impression on their "hearts and minds" each time they profit from our expanded and enriched curriculum, our freedom to make our own academic decisions and judgments, or from our expanded physical facilities; each time they enjoy the work of art, good music, films, extension programmes, friendship of students all of which from various parts of the world, are readily accessible on our campus, each time they benefit from the Student Personnel Services, the University Library or other greatly expanded campus resources.

In concluding I would like to mention the gifts worth thousands of dollars which Dr. and Mrs. Robbins have made to the University Library and to the scholarship funds, and also the instances where I personally can testify that they have helped individuals privately and confidentially. In response to the claims of a small group of overseas students who allege to have been unfairly treated last fall one can point to dozens of overseas students who have received a Canadian university education through the efforts of the Friends of Brandon University. Some of these students came to Brandon University with less than ten dollars in Canadian funds and have been supported entirely by the

Brandon community, others virtually begged to come here on the basis of political instability in their homeland. It is true that the funding of these scholarships was insecure and that the terms of some of them were open to question. Such problems are related to the chronic financial problems which Brandon College and University have faced. There seems to have been more desire to smear the personal reputations of Dr. Robbins, Dr. Holden and Chancellor Steinkopf than to get to the core of real university problems.

**"APPRECIATION EVENING" FOR
Dr. and Mrs. Robbins**

An "appreciation evening" was held in the dining hall and on the lawns of Brandon University on May 22nd. Sponsored by a group of friends with the aim of establishing a scholarship in the Robbins name, the evening proved a very pleasant affair with the Legion Band in attendance. An Honorary Indian Chief, Dr. Robbins was greeted by residents of the Oak River Reserve whom he joined in a pow-wow. Telegrams from the Premiere of Manitoba, Mr. Wier, the Leader of the New Democratic Party, Tommey Douglas '30, and parliamentarians Messers' Stanley Knowles and D. L. Campbell (former Premiere) were received and read to the assembled well wishers. A smorgasbord dinner preceded the presentation of the \$54,980.00 in scholarship monies.

The Dean Reports - - -

"Culloden", and "War and Peace". The Dean's weekly newsletter, Wednesday, has attempted in forty issues over the two academic years, to bring a world of comment, education developments, literature, and faculty news to both Elementary and Secondary Divisions, and to some 300 university faculty and readers across the country. Student-faculty coffee hours twice a month, and the Dean's just recently begun "seminar", attempt to bring faculty and students into some kind of continuing dialogue.

Meanwhile, in the critical area of student teaching, the establishment of "student teaching centres" has had a warmly approving vote, — schools where student teachers can return in successive periods of student teaching, and where increasing

co-operation can be built among faculty members, field supervising teachers, and student teachers. Not yet solved is the perennial problem of methods courses that don't seem to bring in enough testing of methods in the "laboratory" of the classroom. Perhaps one answer is the new proposal to build teams consisting of the faculty methods professor, two field "supervising teachers" in the high schools, and the students in a campus-and-field relationship where much more attention is paid to applying under planned cooperative arrangements the best new ideas of the theoreticians — and to finding out realistically whether they succeed or fail. Why are we so often afraid of failure or semi-success in a new method?

The Secondary Division — Education I — has likewise grown in student numbers (14 to 44 to 64), and has some decisive changes in curriculum. "Educational Psychology" has become, in effect, a new course on the psychology" of teaching and learning of the adolescent — the person, after all, with whom the future high school teacher is going to be dealing. New arrangements with the university's Psychology department are likely to produce a much more rational provision in prerequisite counseling than has ever been the case hitherto.

New, and in some cases perhaps exciting, options have been brought in: for example, Family Life Education and Technology in Education (i.e. the teacher's role in the computerised society which is relentlessly moving in upon so much of modern action and thought.) A not-much-used "tutorial privilege could be an alternative elective for many Education I students; but most seem still diffident about this provision for independent study combined with a regular one-or-two-hour consultation with a professor of their choice, on a subject of great personal interest in education. — Perhaps this is natural, in view of the still highly structured nature of most undergraduate courses on our campus.

Education I's experimental "Core Program", introduced for the first time last fall, was something of a problem child, but emerged in April with a strong vote of confidence from the student evaluation sheets and faculty opinions. The formula of the Core Program was to take five faculty professors, mix them twice a week

in two-hour lecture-seminars with some sixty students in three major areas of investigation, report, and debate: Modern Canadian Society and its Implications for Canadian Education; Major Philosophical Writers on Education (e.g. Rousseau, Dewey, Whitehead, etc.) and Major Educational Issues in Canada — a half-skillful, half-awkward attempt to break the previously pretty rigid grip of structured courses.

Where the Core Program stumbled seemed to be perhaps in trying to do almost too much: too many topics with not enough reading time; probably too much attention to ten philosophers in the philosophy phase, when five in the seminars would have done, and reference reading for the rest; probably too many papers, even though some of the faculty speakers and lecturers from outside fairly often drew accolades from listening students; and probably not enough student participation in planning and reporting. Still, in the April evaluation, 80% of the students voted "Yes" to the question: "Was it worthwhile?"; 15% said, "Yes — and — No"; 5% said "No": a vote Charles de Gaulle would probably have cheerfully settled for. Why the positive vote? Evidently, according to the returns, because the students voting "Yes", or even partly "Yes", felt that the Core Program was a liberating experience. It really did open up frequent and genuine opportunities for dialogue (something certainly coming in great force soon in our high schools); it opened many windows on to vivid area of Canadian life and education, leaving it essentially to the student to then walk on into whatever parts of the landscape most intrigued him or her. And it offered the extraordinary sight of at least five, and occasionally six, faculty members in regular discussion, and as regular audience members, with the students. The Dean is reporting the pros and cons of the experiment to a national educational conference later in the summer. Meanwhile, the Core Program will be overhauled in tune with student and faculty suggestions.

Finally, in the past two years, the B.Ed. program has been drastically revised. In place of the old "cafeteria" B.Ed. which was obtainable on the basis of taking any five extension courses at the Bachelor of

Education level which happened to come up in the lucky chance of lecturers and funds available, it now presents six possible majors, thoughtfully worked out, and entered by the post-bachelor's student (and post-Education I student) after careful consultation with faculty advisers. The six majors are: Foundations of Education, Guidance, Administration, Science Education, Special Education, and Elementary Education. The number of majors was increased from four in 1967 to six in 1969. Is this growth too fast? The University of Manitoba Faculty, although of course much larger, offers twenty majors, and eight in addition for the Master of Education.

We have no desire to match this, but our Faculty of Education at least is obligated to keep always in mind the many needs of the many hundreds of field teachers throughout Western Manitoba who naturally look to an university to supply not only first-rate B.Ed. work but, hopefully at an early date, at least the beginnings of M.Ed. studies. Hundreds of these teachers are Brandon University alumni; and the Manitoba Teachers' Society in its annual conference this April, with teachers from all over the province present, passed a resolution urging the Manitoba Government to make possible the offering of a 700 course here next winter. This is the strong and serious voice of the vital "third" community.

A special note to all alumni: have you visited the new Education Building? Why not make it a point to go through it on your next visit to the campus? In a real sense, it is your building also. Everything in it, including the new pre-kindergarten, the language lab., and the video-tape studio exists to help faculty and students do more to help you and your children. (Part of our joy in the building and facilities is the great use made of it across the year by teachers' conferences and workshops.)

A student speaks - - -
is much talk of the need for a teacher to move toward a teaching technique that gives his students more individualized instruction and one which promotes creativity in the classroom. Some techniques that could well be used are mentioned periodically. However, the majority of classes within the Education Faculty are

conducted by using the lecture method. The significance of this seems to be that the faculty members have little faith in methods which promote individualized instruction and creativity. Many professors simply do not practise what they preach.

So what type of teacher is Brandon University's Faculty of Education "turning out"? Is it helping to develop professionals who are experimentally minded and willing to make an honest attempt at solving some of the major problems that exist within our Canadian society? No, rather it is perpetuating and as a result intensifying many of our social problems by refusing to guide itself to an understanding and plan of action in which these problems can be solved.

The Faculty of Education is developing teachers who know nothing more than authoritarian approaches in dealing with students. In this way it is suppressing self-expression and creativity. It is building up mental blocks within the teachers minds with respect to experimenting with and developing new methods of attacking our problems. The teachers going into our schools are going to fear involving their students in a manner which will be meaningful to these students. They will not have the realization that the future of our democratic society lies in actively involved persons. The Faculty of Education at Brandon University suppresses student involvement.

Because of this situation, one can well see that the Faculty of Education has become absorbed into the corporate system. The needs of this system both for trained personnel and for economically useful knowledge take precedence over the educational aspirations of the student. Students needs are subordinated to the needs of an economy they do not control. In short, students of education are exploited and as such, are debased.

Appreciation of a human being's right for freedom from exploitation and potential for compassion and creativeness is the step that must be taken if ever we are to begin to tackle the problem of our Canadian society. Such an appreciation can be partly developed within our faculties of education but at present this is not being done.

With the . . .

GRADUATES

DEATHS



Robert O. Shuttleworth '27 retires this June after 36 years with the Toronto Board of Education.

Edna (Engen) Kidd '56 and her husband Dr. Robert Garth Kidd now have three boys, Jon, six; Dale, four; and Warren, born last October.

Donna Adrian '62 was back to the campus at Christmastime and in her touring was especially impressed with the Education Building. Donna received her Master of Library Science Degree from McGill last May.

Len and Gail (Field) Rivers '62 announce the birth of their daughter, Ceane Yvonne on April 19th. Len is enrolled in General Surgery at the University Hospital at Edmonton and is doing his internship at Royal Alexandra Hospital.

Margaret Ann (Lowe) Ashton '63 is pleased to announce the birth of their first son Christopher Grant on March 26th. She and Dave are in Hyattsville, Maryland, expecting a move to New Jersey in June.

Virginia (Patmore) Johnson '64 is now living in the Netherlands. Her husband Ray teaches at a D.N.D. school there. Their daughter, Colleen is a year old.

Carl Cunningham '64 has received his Masters Degree in Science in Regina and is the recipient of a National Research Council grant to study at Waterloo University this coming year.

Eleanor (Reisberry) and Clark Brownlee '64 announce the birth of their first child, a boy, Ross Gavin on February 12th in Winnipeg.

Donna Firby '65 after finishing her teaching year in Souris has accepted a position at the Collegiate at Gladstone, Manitoba.

Irving Gusdal '65 has completed his M.Sc. in Physics (Feb. '69) and is working on his Ph.D. in Nuclear Physics at the University of Manitoba.

Philip Blain '66 has been in London,

England since September, 1967; he is employed in public relations work.

Philip Wiebe '67 will spend the summer months completing his M.A. thesis at the University of Manitoba. In January he will be off to Australia on a Commonwealth Scholarship. He will begin his Ph.D. work at the University of Adelaide.

Marion Rivers '67 writes that she has been working for the past year and a half in Moose Jaw for the Department of Manpower and Immigration, taking the odd break for a quick trip down to the West Indies to visit a fellow Alumni member, Burnell Nisbett '67. Burnell is teaching in St. Kitts and getting along well in the profession.

Emmanuel Ojo '67 is working for Ontario Hydro this summer; in the fall he will return to Edmonton to finish his Masters in Economics.

Marilyn Denstedt, B. Mus. '67 now Mrs. M. Wiwcharuk, is teaching music in the school at Peace River, Alberta.

Harold J. Klassen '68 has been employed since January with Pan American Petroleum Corporation as a junior geologist working out of the Calgary office. This summer he will be "sitting" wells (well-site geologist) offshore on Lake Erie and then, in September it's back to studies. He plans to do post graduate work at the University of Saskatchewan (Saskatoon).

Gerald Titus '68 was married on March 21st to Margaret Joan Olson. Gerry and Joan are living in Brandon where he is employed with Willson's Stationers.

Award winners in the first annual Athletic Awards Night at Brandon University included Gaylene Archibald '69 and Bruce Taylor '69 who share the Jim Casey Memorial Trophy for Sportsmanship. John Findlay '69 was voted the most valuable player in varsity hockey and John Graham '69 received the student council award for outstanding service for three years in Athletics at Brandon University.

Dr. Christopher Riley '21, recipient of the Doctor of Laws, Honous Causa (Posthermously) at Brandon University this spring, one of Canada's outstanding mining geologists passed away in Vancouver at the age of 72. Dr. Riley was born in Shropshire, England on December 4, 1896 and came to Canada with his family and settled in Ontario in 1903. The family moved west and pioneered settlement on Shuswap Lake in 1906. Dr. Riley attended high school at Summerland, B.C. and served with the Canadian armed forces in 1917 and 1918. He obtained his B.A. from Brandon College in Manitoba in 1921 and his M.A. from U.B.C. in 1929. He received his Ph.D. from Chicago in 1934. He became a member of the Association of Professional Engineers of the Province of British Columbia in 1947, and in 1967 was made a life member.

As a young man he prospected and did extensive geological studies in the Northwest Territories, concentrating on the area of Great Bear Lake and Lake Athabasca. From 1935 to 1939 he was a consulting geologist working out of Edmonton, and from 1939 to 1945 he was eastern representative of Pioneer Gold Mines Ltd. in Ontario, Quebec and Manitoba, and later became chief geologist in charge of exploration for that Company.

In later years, as a consulting geologist based in Vancouver, his profession took him to many parts of the world including an evaluation of mineral deposits in Central Turkey. Dr. Riley was one of the stakers of the Endako molybdenum mine, which is now British Columbia's largest mine operation. He did preliminary exploration on that deposit and arranged some of the first financing that led to present production. President of the B.C. & Yukon Chamber of Mines for several years and a past Chairman of the B.C. Section of the Canadian Institute of Mining and Metallurgy, he was an active member of the Big Brothers group, the Engineers' Club, and the Arbutus Club.

Miss Rose Hyndman '27, died in hospital in Ottawa on February 11, 1969. After a career in Ottawa with the Department of Indian Affairs, Miss Hyndman was buried at her home in Oak River, Manitoba.

Dr. Victor Coen '16, passed away in November, 1966 at the age of 75 at his home in Brighton, Sussex England.

After leaving Brandon College in 1916 he studied at Columbia University, New York, where he took his M.A. degree. He then published an English-Jewish Zionist Weekly magazine until he was called to England in 1922 when his Father died and Victor was obliged to take charge of his business. In 1930, he decided to study for the Bar and in 1933 he practiced at the Chancery Bar in Lincoln's Inn until his retirement in 1961. Here he was extremely happy and successful in his work. And he often spoke of his full and happy four years at Brandon College.

Victor is survived by his wife, Miriam, who was also at Brandon College for two years, and by his two sons, Edward, a graduate of McMaster in Hamilton, Ontario, and for the past sixteen years Associate Professor of Economics at Minnesota University, Minneapolis and by Louis, a graduate of Massachusetts Institute of Technology at Boston, now employed in Paris by General Foods of America. His daughter, Lily, who was a brilliant science student at the Hebrew University in Jerusalem, has unfortunately been ill for some years.

Dr. Harold J. Friend '30, a Baptist Minister, and retired teacher, died in January in Kent County Memorial Hospital, Providence. He was born July 5, 1890 in Northampton, England.

Rev. Friend taught in North Kingstown schools for 18 years until he retired in 1960. For 10 years, until 1945, he was the pastor of Chestnut Hill Baptist Church Exeter.

He also served the Liberty, Slocum and Usquepaugh Baptist Churches. At one time, he was Protestant chaplain at Ladd School.

Rev. Friend attended Brandon College, and Newton Theological Seminary. He came to this country in 1935 and was a life deacon of Wickford Baptist Church, chaplain emeritus of Washington Lodge, A.F. & A.M. in North Kingstown, and a member of South County Ministers' Association and North Kingstown Ambulance Corps.

He was active in the North Kingstown Teachers' Association and for 20 years

was curator of South County Museum where he was also a member of the Board of trustees.

With the . . . *Faculty*

W. Leland Clark, Registrar and Assistant Professor of History leaves in September for study leave to the University of Alberta for two years to do a Ph.D. in Western Canadian History.

Dr. J. A. B. McLeish, Dean of Education has been elected President of the Manitoba Division of the Canadian Association for Adult Education

Dr. Gerald Rimmington's Article, "The Geography of Haliburton's Nova Scotia" has been published in the Dalhousie Review and his article "Geographical Traditions and Education" has appeared in the McGill Journal of Education.

Professor Michael Spack, Director of Student Teaching in the Faculty of Education, has recently been elected President of the Western Canada Student Teaching Association (WEST-CAST) at the conference and annual meeting held in Vancouver. **Professor Betty Gibson** has been named as Secretary-Treasurer.

Professor Peggy A. Sharpe, will supervise the Summer Session of the School of Music. Miss Sharpe adjudicated Music Festivals in Thompson and Dauphin, Manitoba and in Kenora, Ontario this spring. During June, she will examine for Western Board.

Dr. R. Murray Simmons, will travel East this summer to visit family and friends.

Professor Kenneth Hanly, also of the Philosophy Department will teach Summer Session at the University of Oregon.

Dr. McCutcheon Honoured



Dr. Wilfred W. McCutcheon, former Dean of Education at Brandon College, now a resident of Ottawa has received the highest honour of The Canadian College of Teachers in being admitted as a Fellow of the College. To be eligible for this award, one must be judged to have made an outstanding contribution to Education in Canada.

Dr. McCutcheon's interests lie mainly in the field of educational writing, where he has displayed a keen appreciation of present day problems and in awarding the Fellowship, the Council of the Canadian College of Teachers noted that Dr. McCutcheon's writings present an original approach to education today.

In 1951, Dr. McCutcheon received the Imperial Relations Trust. Fellowship, reserved for educators of exceptional abilities, which enabled him to study for a year at the University of London Institute of Education. He has also travelled extensively in studying the education systems of the United Kingdom and Europe.



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**BRANDON UNIVERSITY ALUMNI NEWS
BRANDON, MANITOBA**

Mrs. George W. Rocen BA'61
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BOBCATS ANNOUNCE 1969 FOOTBALL SCHEDULE

The Brandon University Bobcat football team has announced its schedule for next fall and it appears to be the most challenging season ever. The Bobcats will play four games at home and four away, with five of the games being against American colleges and three against Canadian teams.

1969 Schedule

Sun., Sept. 21st,	2:00 P.M.	Yorkton Canadians	at	Brandon
Sat., Sept. 27th,	2:00 P.M.	Rocky Mountain College	at	Billings, Montana
Sat., Oct. 4th,	2:00 P.M.	Notre Dame	at	Brandon
Mon., Oct. 6th,	4:00 P.M.	Minot State	at	Minot, N.D.
Sat., Oct. 18th,	2:00 P.M.	Valley City College	at	Brandon
Fri., Oct. 24th,	4:00 P.M.	Notre Dame	at	Wilcox, Sask.
Mon., Oct. 27th,	4:00 P.M.	Minot State	at	Brandon
Sat., Nov. 1st,	2:00 P.M.	Itasca Jr. College	at	Grand Rapids, Minn.

By now you have received the information concerning the newly established Bobcat Athlete Fund. The organizational committee urges you to support the Bobcat Athlete Fund for Aid to Scholar Athletes.