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ALUMNI

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contents

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Counseling		
Impacte	Indian-Metis Project for Careers Through Teacher Education.	
Computer		3
Alumni on Education		4
	Alumni Members	
Special Mature Student		6
	A. J. Nabess	
Psychology		
Geography		9
History		
Education		10
W.U.S. Seminar in Colombia		11
	Robyn Singleton	
Class of '61		12
	Carole (Griffith) Smith	
With the Graduates		14
	Judy Pilling	

COUNSELING

IMPACTE

The "Blue House" is the new home of counselling services for the campus. A telephone call or personal visit to 247 - 18 St. will put the student in touch with a variety of services.

A recognized aim of university education is the provision of opportunities for intellectual and personal growth. There are times though when problems arise which tend to interfere with this goal. For some, these difficulties centre around study skills or vocational choice. Others may find the pressure of university life hard to handle. Questions concerning self-understanding may become crucial. Sometimes students may want a place to talk about their ideas and concepts. Personal family concerns crop up from time to time and the student may require some assistance in resolving them. The counselling service attempts to provide help in all of the above areas and more.

The counselling centre is also in touch with other government departments and agencies which offer support in many different ways. These would include Canada Manpower and Immigration, Health Services including the psychiatric field, Department of Health and Social Services and so on. Another important feature of the service will be a Reading/Study Skills and Tutorial section. Again a telephone call enables the student to receive help quickly.

Crises sometimes occur at night or on weekends. The Director and Dons of Residences have telephone numbers on hand to enable them to contact a counsellor in such an eventuality. Many students are concerned about confidentiality. The counselling service has made an inviolable rule that no information concerning any person can be communicated to any faculty, department or other person without the prior consent of the student concerned. This would mean, in effect, that anything disclosed to a counsellor could not be used to affect a student's continuation in university or his grades. Further, no record of discussions or tests will be kept in a student's file at the university. There may be occasions when sharing information may be helpful but this is done on the agreement of the student concerned.

"Impacte" is the name used to describe a Brandon University program instituted this summer, toward the advancement of education for Indian and Metis teachers and students in Manitoba. Aware of government funds having been allocated to this general end, Dr. P. G. Halamandaris submitted a proposal to the Department of Indian Affairs through which education geared to individual and community needs might be made available in areas where school populations included large concentrations of Indian and Metis children. The ideas were adopted and funds made available for one section of the program through the Planning and Research division of the Manitoba Department of Youth and Education.

Training people, who are already active in their communities but not presently qualified to teach, in classroom skills which will be applicable and relevant in their own areas is the aim of "Impacte". On August 3, fifty-two students selected at the recommendations of their various home community agencies, began the initial four-week orientation program. They are now situated temporarily in Manitoba school districts as student teachers supervised by the student teaching staff of the University under Prof. Michael Spack. At the same time these people are attending credit courses in their home communities given by regular university faculty members. The group will return to the campus for a three week period in November for a review of field experiences and an updating of library and course work.

While the certificates earned will serve as qualification to teach anywhere, the course content has been geared toward specific community needs. For example, Cree or Saukteaux might be substituted for French or German, as "foreign" languages; or recreation on the reserve might be examined instead of basketball courses in physical education. The "input" as to what his community needs comes from the student himself.

Community-oriented teaching involves the use of appropriate teaching materials, e.g.: instructions on the teaching of Indian languages, or readers based on

Indian cultural concepts. These materials have not been available to Indian teachers and pupils in the past. This program includes in its aims the provision of such aids.

The philosophy of teaching children of Indian origin without using a "white" mold has been consistently applied in the plans for Impacte. Dr. Halamandaris, director of research for the Education Faculty, describes his hope "that the program will bring about, as well as new concepts of teaching, real improvement in intercultural relationships within communities and a dispelling of some of the myths and misconceptions about Indian people."

COMPUTER

The newly instituted Computer Program at Brandon University has entered its first stages of operation. The course in Computer Science began early in September with an enrolment of 60 students. The course is being taught by newly appointed Computer Program Director, Mr. Terry Robertson, formerly of Red River Community College in Winnipeg.

Mr. Robertson has been involved in assessing the possible computer applications to various academic and administrative work on campus. Following a department by department study and an analysis of proposals from several manufacturers, specific "hardware" will be ordered shortly. It will be located on the lowest level of the Brodie Science Centre.

The computer will be operated on a time-sharing basis, wherein up to eight people can work simultaneously, using individual programs. Mr. Robertson expressed his pleasure at the proposed location of the "computer centre" for its ease of access to students who, he hopes, will be able to make use of the facility on evenings and week-ends as well as at regularly scheduled sessions. He expects that particular students will be given responsibility for supervision.

During the next few months, while the campus is awaiting delivery, instructional seminars and training sessions will be held for students, faculty and staff. It is hoped that the equipment will be installed by second term.

Alumni On

The quotes are taken from your replies to our Alumni questionnaire. Eight hundred answers were received. The examples used have been selected as a representative sample. This is how Brandon grads stand on our schools - - -

EDUCATION

"We're always seeking a better way of educating children, but the quality of the teacher is the only real determinant of the quality of education. This is what we must work on - making sure all teachers are the best possible."

"Most average youngsters are ready to cope with more learning at an earlier age - yet if they are given the benefit of this knowledge the standard school system stultifies them for at least 2 years at a time when children learn readily and respond to their classmates."

"Deplorable - - - because of the fact that a child is forced to spend almost his whole early life in a prison environment where nothing useful is taught in the way of skills. The experience of reality is reduced to a condensed version of the liberal scientific outlook; a list of answers with no discovery of the question, making him dependent on the social structure to a great degree and hampering his intuitive severely. That's one complaint "

"It has to be good - look at the cost."

"Almost total failure to assist our youth in meeting the world."

"Does it prepare one for life? A job is only a part of that concept. It is efficient but does it deal with individuals allowing for individual differences, nurturing the full development of the individual? Does it present a wide scope? There is time later to specialize; does it present an introduction to music, art, drama? Is there a seeking for the truth?"

"Excellent - - - I'm an elementary school principal and our schools provide excellent education, which is continually improving."

"The teacher training program is deplorable and teachers have not been carefully screened in the past. There are many older teachers who are in the profession still who do not need to be and who are unqualified."

"Poor lack of ability to use English properly; poor writing skills, grammar, etc; lack of interest, apathy appears to be inbred as they progress from junior to senior high schools."

"Fair - but improving. Many teachers entering the profession "because I couldn't get a job anywhere else". Students treated as guinea pigs, by parents and teachers and government, not as human beings who need love, understanding, and empathy as well as an "education."

"In Alberta, it seems to keep a good level almost in spite of the educational bureaucracy and the Faculty of Education. Don't ask me how!"

"Needs updating, smaller classes, less pressure to succeed, more teacher-pupil closeness."

"Not enough continuity - or cohesion."

"I feel the old-type teaching within a closed classroom is much superior to the open-area concept."

"Not enough scope for personal choices and preferences. Too university-oriented - not broad enough to allow for large measure of inquiry."

"Poor - from the standpoint of the English student who comes to me in Grade XII with no grounding in the fundamentals of language."

"The basic problem is that enough attention is not paid to rating teachers and weeding out inadequate and incompetent persons in the teaching profession which results in an excess of incompetent teachers."

"A general failure by school administrators to treat students as adults. Because they are treated like children, they tend to act like children."

"There is an interesting curriculum, and I fully support continuous progress. However, I feel there should be more teachers per pupil ration for maximum help to the child. Instead, they are cutting down on teacher numbers. It is the children who will be governing and working here in the next years. Why cut down in the resource place for Canada's future people! (Adults)"

"Some older teachers and principals are out of

touch with a swinging age, they are deplorable pompous asses - who ought to be demoted and asked to come up through the ranks again."

"Poor and Excellent - depending on region. (Ont. First Class; Quebec: Unreal) Factors which determine this rating are: Teacher's salaries. That might sound prosaic but having moved frequently with children I am certain it is accurate. My children enrolled in elementary school and many of the teachers are out-of-province transfers, lured by money "

"Schools tend to teach discipline instead of teaching in the interest of educating the child."

"I dislike seeing children "passed" to the next grade without a suitable groundwork. In most of our schools "continuous progress" means passing them whether they have made progress or not."

"The philosophy of total freedom has not yet pervaded our elementary schools such as at the junior and high level. Young people not only want, but need, firm guidance and leadership and for the most part they are still getting this at the elementary level. Open area schools have helped to keep the calibre of education good. I just hope the pendulum doesn't swing over too far "

"From excellent to deplorable - - - depending on the humanity of the teacher - too many cold, unloving, repressive types."

"Fair - - - because of student teaching and Ed. I course experience."

"I came to Brandon at age 16 without even an 8th grade diploma and very little "up-bringing" on the farm. At Brandon, I came under the influence of J. R. C. Evans, Resident Master, who hammered into the following: To be honest; to be truthful; to be resourceful; to work hard to win - but win fairly. That character was greater than knowledge, and accomplishment greater than money. What greater groundwork could I have found than that?"

"Incompetent school boards and administrators, unqualified teachers, confused public."

"They" keep saying elementary teachers should become better qualified, and when they do, then they can't get a job because the school division would then sooner hire someone less qualified so they can pay them less."

"The skills most necessary in life, a sound knowledge of mathematics and English usage, are the things which are least stressed."

"Too many restrictions on the child, i.e. regimentation."

"Fair rating because of the slow rate of change in curricula, attitudes, physical and emotional environment — despite our increased knowledge in such areas as child psychology, educational philosophy, group dynamics, the learning process, etc."

"Excellent . . . my children had it easy for the first years when moving to U.S."

"Lack of a unified educational system. The differences a child encounters between provinces are a handicap to his or her education."

"Excellent . . . courses involved, varied and complete information, excellent facilities and training for teachers."

"Too much emphasis on learning by doing. Many of the teachers go overboard and refuse to help or discuss the results of experts with the students. It causes a good deal of frustration with many children."

"It doesn't prepare the individual for further education, job, or career. For example, at 18 most students can vote, yet, there is little unbiased political science given."

"The teacher is too often expected to be specialized in nearly every aspect. The teacher should teach while an aide does marking and other paper work. More specialized teachers could greatly increase the calibre of our school systems."

"Fair rating because of association with the Education people in the community and seeing our children pig-on-holed in the school system."

"The curriculum is imaginative and challenging. In Brandon, we have some young energetic teachers who are able and willing to make any curriculum interesting. The curriculum is not as important as is the instructor of the curriculum."

"At Community College I see the results of schools that have "turned people off" — and I have to turn them on again."

"There are still basic standards in basic subjects and many extras offered but teachers should have refresher courses after 10 years."

"We have trouble determining how to educate in such a changing world — but what's new?"

We made it successfully — so will our children if we give them even a little chance."

"Discipline is poor. Educational system is too permissive. Children are given little opportunity to develop self discipline."

"Crowded schools. Inexperienced and ill-trained teachers."

"In comparison with the country I come from it has more emphasis on individualism and creativity, so that pupils enjoy going to school."

"Living in Ontario under the Hall-Dennis report provides optimism. However, at the present there is understandable confusion among teachers and parents as to its aims and implementation. (I think elementary education in Brandon is good to excellent.)"

"There is a definite trend toward decreasing the academic competence of our teachers and a movement toward the "personal relationship" or the "how I relate as human being" theory, which is complete nonsense as is a large part of the curriculum of the Education Dept. at Universities."

"Many times it is not the system but the home which causes a child to fail. I believe teachers are trying."

"In Medicine Hat, continuous progress is in vogue in the elementary schools. I have worked with these people when they have reached the grade seven level and found them to be more irresponsible, more irritating, and with less initiative than others with whom I dealt in earlier years"

"There appears to be more stress on school environments that allow for more self-motivation and differential learning rates, which is an improvement to the more severe penitentiaries we had a decade ago"

"Efforts to modernize education, directed toward relevancy and meeting individual needs, have resulted in a good deal of healthy confusion, but I believe we are moving in the right direction"

"There is the same rigidity as to the time and method of doing various activities, walking in rows, not speaking in halls, etc."

"Words fail me when it comes to second language teaching in English schools in Quebec — with a few notable exceptions. English grammar teaching is awful — sentences dissected like dead cats!"

"Too many programs are gone headlong into without enough consideration. We don't learn by other people's mistakes, we turn around and make the same ones."

"Arrogant, impatient, unimaginative teachers who rely on learning by rote and discourage initiative."

"Lack of attention to problems of Indian children and "lower class" children in relating to the curriculum. Lack of understanding of emotional factors; lack of individual attention — or individualization of the child with his special and unique strengths and weaknesses; little preparation for living in human relationships."

"From learning some about the U.S. system, I feel that Manitoba is "on track" in demanding more academically from children at an earlier age, and having more of the "socializing" activities as extra activities. For example, a top-notch Denver High School will award academic credits for such activities as handing out choir robes and music!"

"Too many temporary, inadequately trained individuals, who use it as a stop gap measure until married or family comes."

"Lack of communication and co-operation at all levels, local to provincial."

"Lack of qualified and properly trained teachers, plus too rigid an administration structure; the latter is probably due to the former, or is the reason for it."

"Much remains to be done in standardizing procedures from one province to another and in clearly defining the skills to be developed at each level of education so that all teachers are fully conversant with what is expected of them."

"The education system is geared for the high average child. Few reading series are suitable for the slow learner, for example. The system should be more individualized with less emphasis on competition."

"Good, but I often feel the child is merely the excuse for the course of study. The child who should be the central point is often forgotten in favor of buildings, higher certificates, etc etc. A good teacher is not nearly as important as a higher certificate"

"Good . . . because it is based on the American system, which is modern and advanced for the contemporary Scientific-Age."

"Lack Self-discipline, poor character, physical training poor"

"Elementary education should place more importance on physical education, both group (or team) and individual sports"

"Completely inadequate support of discipline by the parents. Schools should not be baby-sitting clinics for spoiled brats as they are in some places."

"The preparation of students to face basic problems of living and dealing with others is completely lacking."

"Underqualified staff and too many American texts."

cont. on page 8.

MY

VIEW



by
A. J. Nabess

When I was asked to write on my thoughts of the Special Mature Students Program I agreed to this honor on condition that I should not be expected to interview other mature students and attempt to express their views, for fear that I may misinterpret someone, leaving my vulnerable authorship open to attack from every quarter. At any rate, before I present my opinions on the pros and cons of the Mature Student Program, allow me to give a brief resume on my humble background.

I was born on July 14, 1932 at The Pas, Manitoba, forty-two miles from where I was conceived (according to a reliable source). Both my parents are of Cree Indian origin. At fifteen years of age I dropped out of school with an incomplete grade eight, for economic reasons. I worked as fur trapper, commercial fisherman, railroad hand and underground miner, each change determined economically. The last occupation was interrupted by a three-year hitch in the Canadian Army, including a few months of the Korean War. The highlight of my brief career was qualifying as a parachutist; after sixteen jumps, my time was up and I returned to the mines.

I was working in Winnipeg (having had my fill of the Thompson, Manitoba lunch-pail society) as a self-employed

house-painter when I met Dr. Sam Corrigan who filled me in on Brandon University's Special Mature Student Program. I had always regretted the premature cur-tailing of my education, especially the thought of never having seen the inside of a university. This made me particularly susceptible to the temptation of becoming a Mature Student. I had a hard time believing that I could become a university student, with no prerequisite or any idea of what the workings of a university entailed.

I overcame my feeling of inadequacy before leaving for Brandon. This was probably due to the friendly, nonchalant attitude of Dr. Corrigan. After attending a few classes, I was pleasantly surprised to find that the majority of Brandon University instructors were down-to-earth people and not the haughty over-scholarly types I expected. Having been out of school twenty-three years, I felt very ancient over the prospect of rubbing elbows with kids fresh out of high school. My first day in class cancelled out that ancient feeling; in fact I felt like a teenager after meeting two little old lady Mature Students (old enough to be my grand-mothers).

I mentioned earlier that I had gotten over my feeling of inadequacy; this was short-lived, especially after I began beat-

ing my stagnant brain over Introductory Psychology. At least in my case, this course should not have been attempted in the first year. Over twenty years of living with an unbrainwashed conception of psychology as I perceived it, made it quite difficult to accept or comprehend this new jargon and the seemingly meaningless rhetoric of it all. I am not suggesting that a mature student should omit this course during his attempt to obtain a degree, but I would dare suggest that he put it off until he is firmly entrenched in less complicated studies. In my view-point, more emphasis should be given (in the course of the present reading and composition classes) to the social sciences.

Before I go further, I should mention here that, regardless of my poor showing thus far, the fact that I did enter a school of higher learning has been of great benefit to me. My outlook to the future is now of wider scope. My acquaintance with scholars has infused me with the confidence that I required in order that I may proceed towards my life-long ambition to serve my people. Besides confidence, I have gained a great amount of extra knowledge which is already being put to use. In other words, no one can ever say that the Mature Student Program is or was a failure. Any attempt to up-grade people who were denied a university

education is a lot better than no attempt at all.

Since entering the program I have been asked many times if the recruitment procedures for Mature Students should be more stringent. My answer to this would be "no" if "stringent" meant requiring an I.Q. test. And this is simply because the tests are not designed for people with an elementary grade, who have been away from school for many years. I have always been wary of I.Q. tests that are designed by "head-shrinkers", especially today when I feel that certain scientists such as Nobel prize-winner Dr. William Shockley present racist views (i.e.: that I.Q. tests support his long-standing conclusion that heredity is the major factor in intelligence, and that certain racial minority groups should therefore be prevented from reproducing at the present rate).

It must be considered that a great majority of Mature Students are of Native origin with vulnerable elementary grades. In other words, we cannot leave ourselves open to unscrupulous conclusion-jumping. I do not oppose stringent testing for those who request it.

I have also been asked if the financial support for a Mature Student is adequate. To my estimation it is. My only complaint is that we are not guaranteed (in writing) support for the length of time it takes to earn a degree. It is my belief that, when the government in power undertakes an educational program such as this, they should commit themselves and those who may replace them in the legislature to see their product through. It is poor taste to have to depend on the whims of the electorate to decide whether or not a couple of dozen Mature Students, heavily laden with family responsibilities, will be permitted to make an honest attempt in this experiment.

I was also asked if the Special Mature Student Program should continue after the present class proves its success or failure. To this I answer "yes". If there is a need for upgrading, a university is the place for it. As I stated before, it is of great benefit to all, one way or the

other. Even exposure to the university will have a lasting effect on those who had previous aspirations of becoming university graduates. One thing I would suggest is the introduction of special certificates for those who cannot, for some human reason, proceed over one, two, or three years of university.

In summing up, I would like to make further suggestions on how this program could be improved. Firstly, a special examination system (and if regular students holler "unfair", remind them of our grade six and eight handicaps, etc.); secondly, more mingling on campus with regular and advanced students. The reason for this is that mature students speak out more freely out of the classroom; running home after every class does not aid us much toward acquiring "shop talk". In short, gabbing with the rest of the "gang" about course work would aid us more than the actual classroom lectures. Thirdly, occasional seminars where the participants would be the mature students, several members of the teaching staff, plus a smattering of regular students, the purpose being to acquaint instructors with the mature students and to bridge the gap between regular ex-grade-twelve students and mature students. This could bring about the overall result of the mature student feeling less inadequate and becoming more outspoken and outgoing.

Lastly, for new mature student recruits, a more thorough orientation program, advice on what courses to undertake in the first year, and, for the simple fact that an instructor's time is limited, a volunteer brigade of advanced students to take a mature student under wing and oversee any difficulties he/she might be having (voluntary on the mature students' part also).

In closing, I would like to note that there are multifarious avenues open as to the best way to better the program. So I have nothing against the possibility of a committee being set up by the students and the faculty for the purpose of researching and implementing an improved, uncomplicated, efficient method or methods.

RESIDENCE

OPENING

The High Rise Residence Tower was officially opened Thursday, September 30th by **Dr. R. Murray Simmons**, professor emeritus. Dr. Simmons has been a professor of philosophy, religious studies and Greek at Brandon University, formerly Brandon College, since 1947. Before joining the Brandon faculty, he served in the ministry of the Baptist Church. From 1943 to 1947 he served as assistant to the chief Protestant Chaplain of the RCAF. A graduate of McMaster University in Arts and Theology, Dr. Simmons later pursued graduate studies for a year at the Divinity School of the University of Edinburgh, Scotland and for two years at Theological Seminary, New York where he obtained a masters degree in theology. United College, Winnipeg awarded Professor Simmons the honorary degree of Doctor of Divinity in 1966 in recognition of his many years of service in the department of religious studies and Hellenistic Greek at Brandon College. Dr. Simmons has prepared many students for entrance to theological colleges of various denominations across Canada.

The new residence will provide housing for 280 students of Brandon University. Built at a cost of approximately two million dollars, the building will include 120 double and 40 single rooms including some which are designed for students confined to wheelchairs; recreation and service facilities; the housing office and the student union offices. A street system connects the residence tower to the J. R. Brodie Science Centre and the university dining hall. An astronomy observatory, located atop the ten storey residence, will provide future research, study and public viewing facilities.

Opening ceremonies took place during the Brandon University Open House program planning by the Women's Auxilliary. A highlight of the day was the "Telescope Tea", proceeds to be directed toward providing a telescope for the Observatory.

cont. from page 5.

"Good - - - relative to other countries I have seen and studied."

"Too many old teachers forced to remain teaching for pension considerations and not enough male teachers."

"Excellent - - - the elementary education course that I took at the University has proven beneficial in many ways - specific factors such as Student Teaching, Observation School, in addition to the specific classes which were full of instructive ideas."

"Deterioration of moral, ethical training, training in acceptance of responsibility, home and family life."

"I would like to say that there are a good many new and wonderful things happening in our schools today - more than most people realize. The poor things always get the publicity."

"Schools are too often run by people whose main concern is keeping order and quiet."

"Teachers not qualified enough - a Grade XII graduate with one year teacher training is in no position to shape a child's later life. Lack maturity; lack psychological training."

"Children today too highly pressured to learn quickly."

"Many use fear to induce learning rather than interest and natural curiosity inherent in most young children."

"Public education involves students from a broad spectrum of society, and standards are set by the middle group of mediocrity. Literacy is achieved, but sensitivity and cultivated taste suffer neglect."

"Underestimation of the ability of children to learn; lack of teaching material and methods in many subjects to stimulate interest and to learn."

"Too much dependence and "borrowing" from United States ideas and trends. There are good educators in Canada and good ideas. We should use them more and develop our own style and thinking."

"I teach the native children, and they have the same curriculum as the white children, which I think is not suitable for them. English is a second language for them. It would be nice if the education departments set a different curriculum for them."

"Students are not given enough discipline. Students require a push before they will work."

"As a high school teacher, I feel that in some ways academic standards are becoming lower. In the field of Mathematics, emphasis on "new

Math" in elementary school seems to have crowded out a grounding in fundamental math processes essential to ease in handling Physics and Chemistry at the Sec. School level"

"A child's future depends upon the rating of others which is in my opinion far from being accurate. Different teachers rate children differently and if an incorrect judgement is made at the at the wrong time it can permanently destroy part of a child. Teachers are unfortunately human and thus prone to prejudice which also can severely affect a child."

"Self-confidence in student through a more active participation, more sociability due to small groups; greater personal contact with teacher."

"Too much time wasted - lack of initiative on part of students - too little home study - too much permissiveness on part of parents and teachers - lack of motivation; too many students kept in school simply to keep them off the labour market, resulting in a tremendous waste of teacher power."

"Too thing-oriented and not enough person-oriented; too much pressure in-system to produce."

"One lack has been spoken languages. We are usually able to speak only our mother tongue. I feel we should be able to speak and read several languages. In this complex world, we should not be limited to French and English but should include Russian, Spanish and perhaps even Chinese."

"Since I am involved in elementary education, I have, since in the school system, had to lend too many "whims" of the public. Also, with today's system, children bear very little responsibility for their own strengths and weaknesses."

"Some results seem excellent but I wonder if there is too much permissiveness to age groups too immature to benefit"

"Teachers in the main do an honest job but society is now trying to get something for nothing."

"I feel that the systems are right in attempting to shift more responsibility onto students."

"Non-grading system lowers standards, perhaps even quality."

"Lack of basic instruction and skills in reading, spelling, maths & writing. Too little drill."

"I feel that education has been side-tracked into science, space, etc. and is not fulfilling it's potential in teaching individuals to live in harmony, nor for their mutual interest."

"Children learning more, earlier than we did. But I question whether personal development

PSYCHOLOGY

Teaching and laboratory personnel in psychology isolated themselves together at a Manitoba guest ranch for two days in August to take an intensive look at the Psych. Department, teaching methods, new ideas, related reports and general information.

Topics discussed included class size limits for a better teaching atmosphere, rapport with the students and ease of marking. Maintaining "limits" does not refer to excluding some students because the classes are too big. In a department as large as this the realistic aim is to manipulate the composition of the various course sections so that classes are manageable in terms of the staff and facilities available. In "introductory" then, the goal might be for 80 students in a classroom. The projected class sizes for second and third year were 40 and 30. Enrollment has necessitated exceeding these numbers in most cases.

Having acknowledged the limits of the lecture method of teaching, department members have considered various other approaches. An experiment was initiated last spring whereby several teaching methods were tried. These include, along with the traditional lecture method, criterion teaching, objective teaching, and multiple-assignment-single-concept teaching. The faculty members who used the different approaches presented reports to the seminar. Each of these methods will be used again this term, and it is hoped that by spring '72 a brief can be drawn up to summarize their relative effectiveness. There was general agreement on the need for evaluation, with preliminary development of tools of value measurement.

Grading was a part of the agenda as was academic counselling. The feasibility and practicality of instituting a four year program of studies in psychology has already received serious study by the department. Previous recommendations were studied at the seminar and it was agreed that a larger support staff of lab and clerical workers would be required to make the four-year program feasible.

Attention was also given to library holdings, laboratory programs and research...

GEOGRAPHY

Larry Clark '67

According to Marshall McLuhan there is a basic principle that distinguishes a hot medium from a cool one. "Hot media are low in participation, and cool media are high in participation or completion by the audience The hot form excludes and the cool one includes."

To make sure the Geography Department, (which by the way is up in first term enrolment from 514 last year to 574 and now has 70 regular day students declared majors) remains "cool", we invite you to participate by matching up the following:

- (1) Dr. Tyman (A) increase (with a little help from his wife) the population of Canada by one; a beautiful girl Tonia Marta.
- (2) Tom Carter (B) awarded a Ph.D. by Bristol University in July, 1971.
- (3) Dr. Stadel (C) actually participated in the National 15 mile Road Race held in Brandon in July . . . and finished the course believe it or not!
- (4) Larry Clark (D) wrote from Canberra, Australia to complain about a cold and to inform us of his plans to return to Canada next spring with his wife.
- (5) Dr. Welsted (E) re-discovered (briefly) the magic of the entertainment world by helping old friend Bill Hillman ('70) and Barry Foreman ('70) make their second big record album with the Western Union.

If you matched them up as follows: 1-C; 2-D; 3-A; 4-E; 5-B, give yourself another A+++ for a job well done.

Needless to say, Dr. Tyman did much more than run a 15 mile Road Race this summer. In fact, he found himself in some prickly situations locally: the worst such incident however was never reported in the Brandon Sun. While camping at Whirlpool Lake in August he had cause (and who has not?) to rush to the toilet in the middle of the night, only to find that it was already occupied . . . by a large and rambunctious porcupine! Fortunately it was a two-holer.

Dr. Stadel showing little strain after his major accomplishment of the year managed to latch on to a Faculty position for a 6-week Seminar on the Social and Economic Development of Columbia. The session included a 20 day study tour in the Eastern Cordillera of Columbia and post-seminar travel to Equador and Southern Peru, the fabulous Lake Titicaca Region. Eat your heart out Titicaca fans. Before setting out on the trip Dr. Stadel appeared as though he may have attempted to use the wrong hole in Tyman's two-holer toilet - - - shots, shots and more shots.

Plans are well under way for next year's International Geographic Union Congress. It is the 22nd Congress to be held and Canada will be the host for the first time. The Brandon Department is busy arranging field trips between Winnipeg and Saskatchewan border.

The demand for extension courses in Geography continues to increase. Dr. Stadel and Dr. Welsted will be devoting their Monday nights to the cause for the first term. Dr. Tyman and Professor Rounds will be doing the same for the second term. Larry Clark ('67) has begun a new venture for the department with weekend excursions to Dauphin, Manitoba. An Introduction to Human Geography will be offered to our northern students the first term, the academic duties being shared with Dr. Tyman. Cliff Ramcharan will be representing the Department in Dauphin for the second term with his course on the Tropic World. All in all, Geography remains among the "cool" offerings of Brandon University as more and more students are "participating."

HISTORY

The Department of History is pleased to report the appointment of Mr. A. B. Pernal who replaces Mr. S. Moore. Mr. Pernal, a graduate of the University of Windsor and a doctoral candidate at the University of Ottawa, will lecture in the area of East European history, his field of specialization.

While Professor J. Skinner is on study leave for the coming year, both W. L. Clark and H. W. Burmeister have returned to their teaching duties. Professor Burmeister was resident at the University of Oregon, Eugene, Oregon and he reports his doctoral degree should be completed by Spring, 1972. Professor Clark has completed residence requirements at the University of Alberta and he is currently engaged in research for his thesis on Politics in Brandon City, 1899-1949.

Professor W. Morrison is continuing work on his dissertation, The Mounted Police on Canada's Northern Frontier, 1890-1945, and in addition, he is preparing a chapter for a volume soon to be published honouring the centennial anniversary of the founding of the force.

Dr. W. N. Hargreaves-Mawdsley, Head of the Department, has completed two additional books which will be published in 1972. Oxford In The Age of John Locke, will be published by Oklahoma University Press, while Spain Under The Bourbons, 1700-1833, is to be published by Macmillans. In addition, Dr. Hargreaves-Mawdsley reports a very busy summer. He served as a chairman for an Eighteenth Century Studies Conference in Barcelona, in August, and he then gave a paper on his work in Spanish history at Queen's College, Oxford, in September. In late September, he represented Brandon University at the North Atlantic Assembly meetings in Ottawa.

In addition, the Department is pleased that Mr. Malcolm Jolly continues to serve as Sessional Lecturer. Mr. Jolly lectures in Tudor and Stuart, England, as part of the University extension programme.

No Leonard Cohen for Homecoming this year. Arrangements have fallen through - - - but we'll keep on trying.

If address change, notify
EILEEN BROWNRIDGE
Brandon University Alumni Assoc.
Brandon, Manitoba

Annual Membership \$3.00
Life Membership \$50.00

DEAN OF EDUCATION



Dr. Ralph R. Pippert, former chairman of the Department of Counsellor Education at Southern Illinois University, has been appointed Dean of Education at Brandon University for a five year term beginning Sept. 1. He replaces Dr. G. T. Rimmington who was appointed last year for a one year term and who is leaving in September for a sabbatical year in England.

Dr. Pippert is a graduate of the University of Wisconsin in the field of guidance and education and has taught in these fields in Wisconsin secondary schools and at the University of Massachusetts, Lakeland College, Plymouth, Wisc., and at the University of Manitoba.

While at the University of Manitoba in 1967-70, Dr. Pippert initiated and developed a guidance training program in the Faculty of Education as chairman of educational psychology. He was involved in a variety of ways in the field of human relations in Manitoba, notably in the conducting of seminars and workshops in northern Manitoba communities concerned with the problems of native peoples as they prepare themselves for self-government. Dr. Pippert was the president of the Human Relations Institute of Manitoba during its first one and a half years.

The Manitoba Department of Youth and Education published this year a research report of Dr. Pippert's which sets out to establish the effectiveness of faith,

in the sense that if teachers and others have faith in the ability of a student, then he performs at a higher level. The report was based on studies of school children and their teachers in Winnipeg School Division I and it gives positive evidence that faith in children can help them grow into more creative human beings. In his introduction to the study, Dr. Pippert says "It is assumed that an

individual's belief in himself affects his behaviour. Furthermore it is assumed that an individual can change his faith in himself and that this faith can be influenced by another. Perhaps someone's faith in another provides the believed-in person with some psychic nourishment to allow him to grow, to increase his capacity to perform and to alter his performance."

EDUCATION

An Inward Look

A new addition to session 1 of student teaching (September 27 to October 1 inclusive) was a program called "An Inward Look" when approximately 210 professional year students took part in sessions led by **Bruce McFarlane** and **Campbell Connor** of Brandon University, followed by four half days in Brandon schools, audiovisual programs planned by **Dave Eaton**, **Arnold Novak** and **Neil Trembath**, and a panel discussion of observation in classrooms. It is hoped that these sessions have provided an initiation for the participants into viewing the classroom situation as teachers. Self-examination and the establishment of group dynamics are part of the change in attitude that evolves as the student gradually takes on the attributes and skills of a teacher.

Triad Conference

"TRIAD" is the name of the conference which will be a field experiences workshop designed to emphasize the three-cornered relationship between student teacher, supervising teacher, and supervising faculty in a student teaching centre structure. **Dr. David Young**, Director, Educational Personnel Development Centre, University of Maryland will be keynote speaker and resource person. Dates for "Triad" are November 11th, evening, and November 12th.

A committee co-chaired by **Bob Blair '53**, and **Mike Spack** and made up of representatives from the schools and faculty has finalized the program.

Mrs. Kaye Rowe '70 has again been appointed to provide remedial speech service for professional year students. She will be co-ordinating this program with **Dr. Virgil Logan** and it is expected that many students will once again volunteer for screening and follow-up sessions if required.

Miss Jean Pickard of Valleyview Centennial School, Brandon, will teach B.T. 1 students the course "Simulation", which is a simulated problemsolving experience allowing the students to face up to typical situations experienced by teachers in a classroom.

Mr. Gordon Sefton '52, Principal of Neelin High School in Brandon, instructs the B.T. 1 "SEMINAR IN TEACHING" class and the course includes approximately 20 hours observational visitations in classrooms. The group meets each week to discuss various aspects of teaching performance.

These last two courses are new to the B.T. program and will be co-ordinated by the Director of Field Experiences.

Education: **Peter R. R. Dobson**, B.A., B.Ed., as Assistant Professor of Physical Education; **L. Loeb**, B.A., M.A., M.Ed. (U. of Man.) as Assistant Professor of Special Education; **Raoul McKay**, B.A., M.Ed. (U. of Man.) as Sessional Lecturer; **Erna Sawatzky**, B.Ed., M.Ed. (U. of Sask.) as Sessional Lecturer with IMPACTE. **Arnold Novak**, B.A. Brandon (1969), Teaching Cert. in Secondary Ed. (1970), as sessional lecturer in Audio-Visual Education.

Miss Carole Lavallee of Broadview, Saskatchewan, has accepted the position of co-ordinator-counsellor for Impacte.

The following is a list of appointments to faculty for fall '71.

French: Cynthia Caplan, B.A. (Man.) Cert. in Phonetics and Pedagogy (Sorbonne) as Teacher of Oral French.

Geology: R. K. Springer, B.Sc. (Man.) M.Sc. (Calif.) Ph.D. (Calif.) as Assistant Professor

Geography: Elizabeth Riddoch, B.A. (U. of Western Ont.) Diploma in Cartographic Techniques (Seneca College) as Lab Instructor and Technician.

Psychology: M. J. Bohn, B.A. (U. of Maryland) M.A. (U. of Iowa) Ph.D. (U. of Iowa) as Associate Professor; J. Walker, B.A. (Creighton Univ., Neb.) M.A. (U. of N. Dak.) Ph.D. (U. of N. Dak.) as Assistant Professor.

History: A. B. Pernal, B.A. (U. of Windsor) M.A. (U. of Windsor) as Lecturer.

Philosophy: P.D. Gosselin, B.A. (U. of Ottawa) B.Ed. (U. of Ottawa) B.Ph. (U. of Ottawa) Phil. M. (U. of Toronto) as Assistant Professor.

Religion: P. Hordern, B.A. (Jesus College, Eng.) M.A. (Jesus College, Eng.) Diploma from Ecumenical Institute, Switzerland) as Lecturer.

Sociology: D. Glover, B.Sc. (U. of London) as Lecturer; W. De Haney, Jamaica Teacher's Certificate, Kingston Jamaica B.Sc. (Univ. of London and Univ. of West Indies) M.A. (Univ. of Man.) as Lecturer.

Political Science: Liu, L., B.A. (National Taiwan Univ.) M.A. (Hawaii & N.Y.U.) Ph.D. (Alberta) M.L.S. (Western Ontario) as Assistant Professor; Pat Hughes, M.A. (McMaster) as Lecturer; J. Seaman, B.A. (Mt. Allison) M.A. (Dalhousie) as Lecturer.

Music: Arthur Bower, B.Mus. (U. of Illinois) M.Mus. (Union Theological Seminary, N.Y.C.) as Teacher of organ, piano and theory; John S. Hussar, Jr. B.M.E. (Indiana Univ.) B.M. (Indiana Univ.) M.M. (Ohio State Univ.) as Lecturer; Janet Summers, B.Mus. (U. of B.C.) M.Mus. (U.

W.U.S. SEMINAR IN COLOMBIA

by Robyn Singleton



Members of the travel group waiting at the Santa Ecce Homo Bus Stop for a bus (naturally enough!). The elderly man standing in the background is waiting for the same bus to transport his bags of grain to Villa de Luva.

During this past summer Professor Chris Stadel and myself spent two months travelling in North Western South America, mainly Colombia. Relating my experiences in a few words is impossible. When asked the question 'What did I think of Colombia?', my answer was and usually still is — a dumbfounded blank stare!

The first month in Colombia was spent travelling as a member of a Geography study tour, part of the World University Service of Canada Colombian Seminar. Our group travelled through a number of geographical regions, each member studying his own particular interests; most were concerned with agriculture.

I was studying the transportation systems, roads, railways, airlines, inland waterways and pipelines that combined to form Colombia's communications and distribution network, a system is immeasurably important to the Colombian government's aim of establishing the "modern industrial" state.

Having established a bias even before leaving for South America, (a research paper on each study interest had been a requirement) I spent the entire time, not only in Colombia, but also in Ecuador and Peru, assessing the degree of develop-

ment of these countries transportation networks.

All three countries are dominated by the Andies, a mountain chain which makes the Rockies look like Brandon Hills! The mountains are almost impenetrable barriers between the various settled pockets. These barriers have obvious economic effects, increasing transport costs and making industrial development a slower process in general. However, the mountains also have a less often considered socio-political effect; when a nation's populace is separated into a number of small clusters, the establishment of a national identity is quite difficult. Splinter groups, already semi-independent, expressing dissatisfaction with the national government, have a real advantage. They can establish, with relative ease, their own political-military orders to vie with the national government for control, national or regional. Indeed, the regional diversity is what most attracted me to Latin America; the landscape and the people vary immensely in a relatively small area. Aside from the initial international airflight costs, travel in Peru, Ecuador, and especially Colombia is quite cheap, and well worth the minor bureaucratic hassles!

of B.C.) as Sessional Lecturer; Jerome Summers, B.Mus. (U. of B.C.) M.Mus. (U. of B.C.) as Lecturer.

BRANDON
UNIVERSITY

PRESS

BRANDON COLLEGE CLASS

of

'61

*Put on your blue and gold sweater
For there isn't any better
And we'll open up another keg of beer,
For it's not for knowledge that we
come to College
But to raise hell while we're here.*

Ross and Donna (Fraser) Adrian — Quebec. Donna is librarian at Rosemere High School (1,600 student, polyvalent) and working part time with a bookseller doing cataloguing of Canadian material.

Bob and Heather Armbruster, Flint, Michigan. Bob is neuroradiologist at St. Joseph Hospital in Flint. They have one daughter age 8 mos. (in Jan. 71).

Jim and Marion Bund, Kemnay. Natalie 4 and Clifford 2. Jim is Assistant Principal, Assiniboine Community College, Brandon.

Bower, Jim, St. Boniface, Man. as an executive with Ford Motor Co.

Brian and Enid (Currie) Burnett, Winnipeg. Megan 3; baby number two, born October 3, 1970 — Brian Paul. "Needless to say, that takes care of our 'news'. Is there any hope for a 10-year class reunion in '71?'"

Dennis and Nona (Malyon) Chlan, Flin Flon, Man. Jennifer Margaret, born April 26, 1969. "The biggest news in Flin Flon these days is the shut down of Hudson Bay Mining and Smelting on January 28/71, due to strike action by several trade unions. Everyone suffers when this happens in a one-industry community, but fortunately the situation has remained almost entirely free of the unpleasantness so often associated with labor problems."

Bob and Mary (Pothorin) Coleman, West Vancouver, B.C. Mary is a chemist with the Federal Food and Drug Directorate. Bob is Manager, New Product Development, Tru Fit Division, Bulkley Valley Forest Industries. "Most significant for us is that we have had only one short move since a year ago. We are still in Vancouver and love it here. We see the Heselgraves fairly often and Barry and I do some Scuba diving together. (Great sport). Barry, Jon Lockie and I had lunch together some time ago which was fun and also visited Bob Simmons on a recent trip to Toronto.

Gerald Collins, Houston, Texas received his Ph.D. in Chemistry from the University of Alberta in 1966. His post doctoral research was done at Rice University in Houston, Texas, and he is now engaged

in research there for Signal Oil and Chemicals.

Ron and Trudie (Shanks) Fields, Thompson, Man. Trudie is a social worker for the Provincial Government. "Still enjoying life in the 'north' "

Bob Ferris, Killarney, Man. is a popular teacher on the staff of Killarney Collegiate

Don and Lois Goodfellow, Calgary, Alta. Vicki Edith — Feb. 12, 1968. Don and Al Pearce have opened their own law office and were joined by John V MacKenzie on Feb. 15, 1971 when the business became known as Goodfellow, Pearce and MacKenzie. "I have been keeping quite busy in Kiwanis and Music Festival work as I am President of the Downtown Kiwanis Club, First National Vice-President of the Federation of Canadian Music Festivals, and President of the Alberta Music Festival Association. Other than the above I can't think of much news other than I am working too hard and not making enough money".

Gary Gordon is the High School Principal at Melita.

Hugh and Monique Halliday, Niagara Falls, Ont. Hugh is a teacher of Politics

and Law, Niagara College of Applied Arts and Technology, Welland, Ont. "Still plugging away earning my living by teaching and picking up bean money by writing articles for the local papers. Very much wrapped up in studying the office of ombudsman in Canada".

Dave and Peggy Halstead, Moose Jaw, Sask. Neal Edward, March 21, 1968, and Sara Elizabeth, March 21, 1969. Dave is Vocational Coordinator (a kind of Registrar) at Sask. Tech. Institute, Moose Jaw. "Spent 1970 doing the following — being President of Big Country Toastmasters, landscaping our new property, visiting Manitoba for two weeks in July. Saw the Queen in Onanole. We hope to do more travelling in 1971. Perhaps to B.C. Spent a very enjoyable day meeting with Mrs. Londry and B.U.'s new Registrar at a Registrars' Conference at Regina Campus. Brandon University is certainly different from Brandon College".

Bob Haas, Germany — After a period of teaching at Neepawa, Bob is away to Germany for another two years.

Wayne and Margaret Johnston, Russell, Man. Scott, age 5, Craig, age 3 and Maureen, age 1. Wayne is Vice-Principal at Russell.

Rosalie Howard (nee Yaugh) Calgary, Alberta

Jack and Janet (Moony) Medd, Windsor, Ont. David (19 mos.) has a new little sister, Jodie Lynn, born April 12, 1971.

Les and Deila Milne, Brandon, Man. Les is now School Superintendent of Brandon School Division. "The demands of my work and two small boys keep Deila and I quite busy. We still think Brandon is a good place to live and suggest the city as an ideal place for a reunion in '71".

Brian McKenzie, Pinawa, Man. Collegiate teacher and occasional "putterer" with M.Ed. Degree. Married in August to Brenda Moore.

Warren and Penny (Smith) McKinnon, Balton, Ont. Kirsten Anne, born Jan. 28, 1971. Penny recently retired from Social Work. Warren's current projects are Adult Education and setting up a Tele-

phone Service or Control Center for the community. Bonspiels are leisure pursuits.

Clarence and Jean (Yeo) McMullen, Transcona, Man. Kurt 4; Karla 2½; and Kyle 1½. "Nothing earth shattering. Addition to our family — an unorthodox Airdale "Tinka". She and I attend obedience classes weekly — good for both of us! Clarence is principal of open area school".

Lloyd and Susan Nikkel, Winnipeg, Man. "Nik" still is teaching. "Sue is now teaching Grade V in River East S.D. Nothing new really. Went on a trip last summer to the West Coast but it was rather rushed".

Wayne Murton, is out at Beaverdell, B.C. where he is in mine management at Mastodon Highland Bell Mines. The Murtons have two children; Lori Jeanne is 9 and Kenneth Bruce is 6.

Howat and Anne (Lane) Noble, Brockville, Ont. Michael, June 6, 1969. Moved to Brockville the first of June '70. They have a very comfortable house which they're enjoying redecorating. Howat is Chairman of Applied Arts, Business and Adult Retraining at St. Lawrence College. Anne and Howat went to England and Northern France for two weeks in May-June (1970). "It was a marvellous, if belated vacation. We saw six plays in London and walked all over!"

George Peary is Principal of Frederick H. Collins Secondary School in Whitehorse, Yukon Territory. His pride in his northern home was made obvious to all in the article he wrote for us last November.

Len and Edie Peltz, Russell, Man. Kim 14, and Jackie 5. Teacher at Major Pratt Collegiate, Russell. "Still busy with teaching while Edie runs our small motel enterprise. Really enjoy small town life".

Bob Simmons is living about 20 miles west of Toronto and working as Health Counsellor for the Board of Education of Etobicoke.

Al Robertson, Hamiota, Man. is principal of Hamiota Collegiate.

Ron and Jean Rennie, Pinawa, Man. Robert and Sharon Lynn, May 8, 1970.

"Teaching and learning — the CORE committee brings "Living and Learning" to Man."

George and Cecilia (Andreychuk) Rocen, Esterhazy, Sask. Christopher — Feb. 24, 1964 and Todd William, July 20, 1970. "Teacher (semi-retired). Since I gave up full-time teaching, I have done quite a bit of substitute teaching up until last June but with the arrival of No. 2 son I've decided to stay home more. We travelled west again last summer to B.C. and spent a few days at Skaha Lake in the Okanogan Valley with friends. We arrived home 5 days before Todd's birth (he was 3 weeks early) and as a result we spent the rest of the summer 'quietly' at home. We had Gail and Len Rivers drop in on us last May on their way from Edmonton to Manitoba. Also Marg and Wayne Johnston visited with us this past summer".

Gladwyn and Marguerite Scott, Souris Man. Michelle — 7, Jeff — 4½, and Rick — 11 mos. Superintendent of Schools in Souris Valley School Division. "Completing our third year term to the Manitoba Fitness and Amateur Sport Council which acts in an advisory capacity to the provincial cabinet. Our centennial project arrived hale and hearty on July 3, 1970".

Larrie and Jean Seeback, Calgary. Darin 4½, Robin 3, and Morgan 1. Insurance adjuster for Motors Insurance Corporation. "Nothing new and startling, same old story".

Grant and Carole (Griffith) Smith, Calgary, Alta. We have another wee boy, Douglas Allan, born March 3, 1971 and Jimmy was 2 on May 22nd. My occupation is boy and Beagle care! Grant received his B.Sc. in Psychology at U. of C. in May and has been accepted into Graduate School here. Once again he worked as a research assistant at the U. for the summer.

Larry and Jean Smith, Nanaimo, B.C. Michelle Leanne — October 18, 1970. Science Dept. Head, Woodlands Junior Secondary.

Norman and Helen (Booth) Sundstrom, Winnipeg, Man. Helen is Co-ordinator of

cont. from page 8.

"We are in a period of "individualized instruction, continuous progress, and community classroom development". All of these are desirable, but not necessarily the practical means to improving the end product. If classes are too large, if testing is not done to establish progress and suggest improvements, and if there is a failure to recognize that open classrooms do not adequately meet the needs of many students and teachers, there is little assurance that these provide the solution to the problem of how to better educate our children.

It should be noted that our teacher-training institutions cannot afford to lag behind the changes which are taking place within the framework of Education. Too often we have book writers of a past generation trying to justify their existence and maintain their royalties at the expense of progress for those entering the field. There comes a time when the enthusiasm of the fresh young minds must be acknowledged, and we older people must "shape-up or ship-out". When schools are turning to fostering responsibility in studying in children through activity block teaching, the training institutions must prepare the new teachers for such an approach. In many respects, school systems are ahead of the teacher-training institutions must prepare the new teachers for such an approach. In many respects, school systems are ahead of the teacher-training institutions in instituting change." While we are operating an open area system, we are receiving many teachers who have not experienced the open area concept in their teacher-training. All our Thompson schools are open except at the Kindergarten and Grade One levels, but we have less than six or eight teacher-trainees coming here during a year. Chartered buses can provide transportation at thirty-five to forty dollars return from Brandon. It's time that the universities were sending trainees who wish to teach in the north northward, and it's time more of those in charge of teacher-training work were coming into this country themselves so that they might really see what is being done by way of new buildings and new ideas. Only then can they claim competency to advise students regarding the opening north . . ."

Continuing Education for Manitoba Association of Registered Nurses. "Cottage building at Lake of the Woods this summer and just one more studying year to go, then Norm articles. Greetings to all!"

Dick and Ruth (Brown) Walsingham, Ayrshire, Scotland. "Husband, Dick, is working with Imperial Chemicals Industry here as a research chemist. We are living on the West Coast of Scotland, just north of Prestwick (Airport), so if anyone is flying over, would be pleased to meet them and put them up for a while."

Graduates

Helen Irene Otterbein (Way) B.A. '36 visited the Alumni office in early September. She and her family were en route to a holiday in British Columbia and San Francisco. They planned to return to their home in Toronto via Route 66. While in British Columbia, the Otterbeins visited with Elva Grierson (Way) B.A. '39, Mrs. Otterbein's sister.

Alice Evelyn Dewar (Graham) B.A. '39 writes that she will marry Colonel S. A. Theodorou of the Greek army. They will divide their time between Greece and Canada for the next five years. The Theodorous then plan to retire, near Athens.

Carl Bjarnason B.A. '48 completed his Ph.D. degree at Michigan State University this past spring.

Reverend Harold W. Kemp B.A. '49 has been minister of St. Paul's United Church in Virden, Manitoba since September of 1970.

Ivey McNeill (Graham) B.A. '51 writes from her new home in Koostatak, Manitoba, on the Fisher River reserve. Her husband is the United Church minister there, while she teaches on a part time basis.

Bruce McNeely B.Sc. '53 of Calgary, though still a Manitoban at heart visited briefly in Brandon in August with his family en route home after a vacation at their cottage at Meadow Portage on Lake Manitoba. And speaking of the McNeely family, Ken McNeely B.Sc. '52 is now back in Canada after a five year stint overseas with the Canadian International Development Agency at the University of the West Indies in Kingston, Jamaica. Ken and his family now reside in Ottawa where Ken has the job of directing recruiting of technical and scientific personnel for C.U.S.O.

Maureen (Sills) '57 and Allan Johnson B.A. '56 were in Texas for the summer months where Allan was teaching at the University of Houston for the summer session. Allan received his Doctorate in Education from the University of Houston this past spring. The Johnsons are back in Winnipeg now, where Allan is supervising vice-principal of Hugh John Macdonald School.

Glen Beck B.A. '62 has received his Ph.D. from the University of Alberta. He has been promoted to Associate Professor in the Department of Economics at the University of Saskatchewan (Saskatoon). His doctoral dissertation dealt with medical services as related to incomes. Using computer programs, he selected a random sample of some 56,000 families. His research has been supported by the Federal Department of Health and he has received a further grant to continue.

James Gretz B.A. '64 has taken a leave of absence from the Child Guidance Clinic in Brandon, to attend the University of Ottawa. He plans to spend the next three years working towards the Master of Arts degree in Child Clinical Psychology.

G. Clark Mitchell B.A. '64 visited the Alumni Office and Brandon University campus while vacationing with his family in Brandon this past summer. Clark is a Personnel Administrator with the Public Services Division of the Federal Government in Ottawa. The Clarks have a family of two boys and two girls.

Morley English B.Sc. '65 has returned from Australia after teaching at the University of Melbourne for a year. He is continuing his Ph.D. studies at the University of Alberta (Edmonton).

Willa (Ledingham) B.Sc. '65 and Gordon Meyers added a daughter, Christina

Diane to their family on March 15, 1971. Willa graduated from McGill University this past spring with a Diploma in Elementary Education, while husband Gordon remains as Dean of Students at Loyola College, Montreal.

Muriel (Baker) B.Sc. '65 and Neil Anderson have a new baby, a son, Grant Edward, born April 1, 1971 in Sioux Lookout General Hospital.

Deanna (Dyck) Odoysk B.Sc. '67 writes from Hamilton, Bermuda where she and her husband have been for almost two years. Deanna teaches Biology and Chemistry in a private girls' school to girls from the ages of eleven to seventeen. She says, "The Education system is based on the British system but work in scientific subjects is much the same as what is being taught in Canada. Teaching has been interesting and stimulating". The Odoysks thoroughly enjoy living on the island and have extended their original two year contract.

Angela (Martin) B.A. '67 and Gary Brawn B.A. '67 have returned to Manitoba where Gary is enrolled in Law at the University of Manitoba and Angie is teaching school in Fort Garry. The Brawns return to Manitoba after a most enjoyable year working on the C. W. Lightbody Memorial Fund projects in Simsbury, Connecticut.

Jim Haynes B.Sc. '67 successfully completed a post graduate course in Geophysics at Imperial College, London, England this past year. He works with a Canadian Geophysical Company which is based in Australia. Jim has been transferred to the head office in Toronto to gain experience in Airborne Exploration techniques before returning to the Perth, Australia office. Jim very much enjoyed his return to school after a three year absence. He found London to be "a remarkable city, both historically and

internationally". He also enjoyed many side trips throughout Britain. Before settling in Toronto, Jim enjoyed a three week whirlwind tour hitchhiking through six European countries. Amsterdam, Munich, Innsbruck, Venice, Milan, Lucerne, and Paris were some of the larger cities visited.

Wally Peel B.Sc. '68 is stationed in Cold Lake, Alberta as a pilot with the Canadian Armed Forces. He was married

on May 1, 1971 to Vivian Jansen of Watson, Saskatchewan.

Dorothy Vinthers B.Sc. '68 was married on July 1, 1971 to Mr. Les Winter. Dorothy is back at Neelin High School this fall where she teaches Physics.

Harold Klassen B.Sc. '68 is a Geologist with Amoco Canada Petroleum which is based in Calgary, Alberta. He spent six weeks of the summer of '71 as the supervisor of a surface geological field party in the Fernie, British Columbia area.

George Kunyckyj B.A. '69 is teaching at Elmwood Collegiate in Winnipeg. George teaches English and is head coach of the football team.

Joyce (Smith) B.A. '69 and Delbert Logan are the proud parents of a son, Gregory John, born on May 24, 1971 in Nesbitt, Manitoba.

Sudhir Wesley Cert. Ed. '69 has been teaching in Wanipagow, Manitoba for the past year and has just commenced his second term in this capacity. He was married on July 9th to Brenda Peters B.Sc. of the University of British Columbia Nursing School. The marriage took place in Winkler, Manitoba.

Marion (Perkin) B.A. '69 and Tom Stark who were married in July of 1970, are now living in Winnipeg. Marion completed her Master of Science degree in Speech Pathology at McGill this past May. The Starks then moved to Winnipeg where Marion completed her four month period of internship at the Rehabilitation Hospital. She is presently working at Winnipeg's Child Guidance Clinic. Tom has returned to the University of Manitoba for a pre-masters program in Architecture.

Balwanth Mahadoo B.A. '69, Hurd Memorial Scholarship winner in 1968, completed his pre-masters year in just a summer at McGill. He entered the masters program in French in the fall of '69. His 1970 schedule of studies was combined with teaching three courses, an experience he has found to be interesting and rewarding and which he intends to continue while studying for his Ph.D. at McGill.

Ann Kreager B.A. '69, after working with the Children's Aid Society in Brandon for two years, has travelled to Ottawa where she commenced classes in first year of the two year Social Work program at Carleton University. A part of her training consists of field placement in an agency somewhere in Ontario or Montreal. Ann has also been selected as one of eight students who will be involved in a research project to set up a social agency. Ann writes enthusiastically about her studies and about the city of Ottawa.

Jean (Firby) B.Paed. '59, B.A. '67 and Paul Curtis B.A. '70 are presently living in Edmonton where Paul is attending the University of Alberta working toward a Master of Arts in Geography. Jean is enjoying her role as housewife, and mother to Jennifer, born February, 1970.

They are living in Michener Park — the University married students' quarters. Jean wants to know "where are all the '59ers?"

Brooke Findlay B.A. '70 has returned to the University of Toronto for her final year in a Master of Library Science program. She spent the summer of '71 working in Brandon University Library.

Lyle Skinner B.Sc. '70 is employed as a research analyst with the Research and Planning Division of the Department of Mines, Resources and Environmental Management in Winnipeg.

Leonard Sitter B.A. '70 lives in Winnipeg where he completed his Bachelor of Education at the University of Manitoba. Now, he is teaching at St. Paul's High School in Tuxedo, where he also coaches the football team.

Al Josephson B.A. '67 is working in Puerto Rico as the project engineer on a seven million dollar land fill job. Al writes, "I am also happy to announce that I am still *single!*"

Kathleen Hyde B.Mus. '71 left September 13, 1971 for England. She plans to spend the better part of next year travelling in Europe.

Bonnie Gill B.A. '71 was married on July 3, 1971 to John Shopka of Brandon. Bonnie is presently employed at Brandon University Library.

Ken Grambo B.A. '71 was married on September 4, 1971 to Kathleen Rollo of Uno, Manitoba. The Grambos have moved to Saskatoon where Ken has commenced a three year course in theology training at the Lutheran Seminary.

**BRANDON UNIVERSITY ALUMNI
BRANDON, MANITOBA**



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