

Letters to the editor

Holland College ahead of UPEI

In regard to Todd Maclean's article title above:

It leaves me wondering if either Ms. Broderick or Cr. Crossely have ever attended Holland College (H.C.) before to have such negative response to transferring credits. It is obvious that neither is aware of how H.C.'s learning process.

As a graduate of the Legal Secretarial Program at Holland College and a 2nd student in the Business Administration program here at UPEI. I am confident in saying that I have some knowledge on how both educational institutions operate.

Holland College is more dedicated to self-learning and self-directed than UPEI could hope to be, in my opinion. At H.C., students are not fortunate enough to have a professor at the head of the class teaching them. Students at H.C. are given a sheet showing the required material that must be covered before graduating. It is the responsibility of that student to find the necessary material and readings needed to accomplish this task. Each package contains one section of the over 50 skills required and work on that skill until they have mastered it. After about 3 weeks, the student is given an oral examination and may be required to demonstrate a particular skill or skills. Students then take the skills they have learned after the first year and apply it to a 2-week On-The-Job-Training (OJT) in a real office or chosen field. The process is repeated the second year with new skills with the exception

of a 6-week OJT. If this is not a learn-to-learn, self-motivated, self-learning process, assist the students when repeated attempts fail to understand a particular package and not stand before a class and regurgitate material the student already possesses.

Yes, UPEI is following and finally moving with the times by introducing OJT into the School of Business because they have finally figured out what H.C. already knew; work experience cannot be taught in a classroom. Before either Ms. Broderick or Mr. Crossely attempts to criticize a system, they should first know how that system works, because 6-weeks OJT can teach a student more than 1 year and 2 books ever can. The knowledge these students gain in the work force can not be measured in terms of classroom hours or textbooks completed. They gain valuable day-to-day, hands-on work experience that textbooks cannot teach.

I am not criticizing UPEI or H.C. for their method of teaching because, yes, each institute is designed for a different reason, but it is with the combination of these two systems that students can benefit the most. Why isolated one system and come up with a learning institution that has the best of both. I don't understand Ms. Broderick might think a student from H.C. may not be qualified to study at University level? This statement doesn't even deserve a response...

-Lisa Cooper

Reaction to the Soc/Anth story on published in the Nov 4th issue of The Cadre

Dear Editor:

Sociology-Anthropology is basically concerned about human beings - that is society. The vast amount of information given to Sociology-Anthropology students is the tip of the ice-berg. These lectures are the end result of years of hard work. What is really important is the inter-personal and societal relations.

It is important that we investigate truth for ourselves - for then it is ours. I offer another perspective on the recently resurrected issues concerning the Soc-Anth dept. The issue I will focus on concerns on Professor Holbrook. This letter will not be spotted with Astericks [sic] to protect guilt or innocent. Mr. Holbrook never hid from you nor retaliated against you despite the pain your group caused him. He is not on staff this year for personal reasons. Despite years of malicious gossip and back-biting he maintained his composure and continued to instruct his students - this despite failing health.

Mr. Holbrook marked a paper for the young lady in question. She had put a lot of effort into it. But it was descriptive (a lot of information) and lacked analysis (tying ideas together). She was noticeably upset. Since Mr. Holbrook requested [sic] that they discuss her paper later, he did not want to discuss it in front of the class. I was sitting next to her in that class. I read her paper but did not comment on it for it was not my place to do so. I only talked to her a few times, she seemed bright and eager.

A low mark on a paper in not an assault on the intelligence or integrity of a person. Usually it can be quite constructive. Mr. Holbrook [sic] earnestly endeavoured consultation with her - at every turn there was the interfering Mr. Wolfe, why he was not expending his energies [sic] with his own students I do not know - maybe nobody was interested in talking to him. A professor's [sic] job is besides the classroom - is to encourage constructive and innovative ways to view the Soc-Anth literature. This endeavour was [sic] undermined at every turn by prof Wolfe. Positive interaction with students is a process acquired after years of intensive field work in academic study. Mr. Holbrook done [sic] his field work as a young man in main-land China. The delicate bond between students and professor is important. It is a person meeting another person in the realm of ideas. To have this bond shattered can be devastating for a student. Mr. Wolfe accomplished this destruction. Apparently certain students connected with the school newspaper approve of this malicious interference. Mr. Holbrook endeavoured to protect this girl from [sic] the likes of Mr. Wolk [sic] with the unwitting aid of a few influential students connected with the school newspaper her name was spread all over campus. You caused Mr. Holbrook great heartache because you aided Mr. Wolfe in destroying this lovely girl. By your claiming she was a victim you made her a victim. You have done nothing for her except cause her great embarrassment. You are her advocate - you are her tormentor. You owe her an apology. You people lost sight of the human element in your misguided adventures. It is likely that you do not agree with my perspective - but I do not care about that. Print this letter in full - no editing - for distortion. Much is due to mine. Leave it up to the reason and rationality of the student body to decide. Do not wittingly hide the truth.

Francis O'Donnell
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Comments? --
566-0629