

-EDITORIAL-

If this student seems stuck in the mud it is because he is parking in the student parking lot designed to make each & every car owner aware of the rural atmosphere prevalent at UPEI. Why is the student lot not paved? Perhaps the survey that was not taken in the first few days of this term did not reveal an appropriate percentage of parking lot users to afford the fulfillment of total needs. Further, if mud parking lots are the new trend, why not tear up the paving in the faculty lot?

No-one has questioned the sanity behind the designation of parking areas to faculty and students. It is therefore concluded that it is perfectly logical for student parking to be located behind Main where the majority of the faculty have their offices and for faculty parking to be "nice and handy" to the residences and classrooms.

Fight pollution and improve your health . . . The walkways are paved!



LETTER

Dear Mr. Editor:

Congratulations on your first edition of Cadre for the 1970-71 term.

Pero's article re Genital Jim's was entertaining but not altogether correct. Jim-bee's Foods Ltd. of Guelph, Ontario are the Canadian franchise holders for Gentle man Jim and have nothing whatsoever to do with the discotheque. The Disco was our own undertaking and is a separate club but we used the same recommended decor throughout the establishment thus the name 'WagonWheel Room'. I am

pointing this out in the event that the 'American controlled' franchisors who might not approve of being associated with sex machines.

All the blah, blah about our prices, min. wages and profits is fruitless to argue. It is still up to the customer to decide where he or she can get the best for the least. Pero is certainly entitled to his own opinion and by the way we appreciate his patronage.

Apart from the inaccuracies the article seemed well written although one would get the impression of Naivete.

Yours truly,
Creel MacArthur.

Freshman Pilot Project

A novel experiment in university education is presently taking place on the campus of the University of Prince Edward Island. The Freshman Pilot Project involves the co-operation of the faculties of Biology, Philosophy, English, Mathematics, Modern Languages and Physics. The moving force and man most responsible for the overall development of this ambitious project is John Smith, the Dean of Arts.

Unfortunately the response in terms of freshman enrollment has been poor, but this was not totally unexpected. Of all the students at the University, the Freshman are the most conservative owing to the fact that they have come from traditional oriented high schools. They are not equipped to learn, nor do they want to. It is the feeling of a number of members of the 'Project' that the education received in high school has been carefully removed from reality. Most students are very comfortable in the course credit systems with its quantified knowledge. They are comfortable about memorizing and passing exams, typing professors and giving them back what they want to hear. In large measure, the students enrolled in the programme are dissatisfied with the traditional approach to education.

Knowledge traditionally has been compartmentalized which has produced isolated discipline approaches to knowledge. This process removes learning from reality in that emphasis is on accumulation of credits and receipts are given as some form of testimony to the fact that the students has in fact learned something. The conventional learning process assumes that the teacher imparts knowledge and the student receives it. The Pilot Project rejects this notion, because they see the process of education as being organic, in other words, the participants are both teacher and learner and a healthy interaction takes place which leads to a more nuclear conception of man.

To more clearly understand what the Pilot Project is doing, it is essential to understand what the disciplines are not doing. The different faculties feel that the other disciplines are a threat in the sense that if all were to share in a unitary process, a certain discipline may discover

that its contribution is minimal, at best, and this could facilitate the removal of that particular discipline from the University. Thus, in order to defend itself, the particular discipline contrives much jargon as a form of protection and as a substitute for learning. This is particularly evident in such fields as sociology. Also, the professors own education has ingrained a standardized approach to learning which has dulled the prof's curiosity and induces a very guarded approach towards a specific body of knowledge. The mutual fear of failure on the part of both student and teacher leads to a tenacious maintenance of tried methods of education. In short there is a general inability to learn from mistakes.

What is it that the students achieve from the programme? Well it is hoped that they will develop a capacity to work on their own in something they are interested in, and to establish a healthy contact between their learning and reality. Last, but not least, they will develop an understanding of themselves.

Inte est, to this point, has been very high, and it is not uncommon for discussions to go far over their scheduled time. Also, standard methods of teaching are giving way to the use of films, video tapes photography and tape recordings. The accent on workshops where students develop their own projects is further evidence of the increased confidence in the student by their faculty. This is certainly a departure from the conventional assumption that students, by and large, are incapable of doing anything of consequence on their own!

The one bad overtone is the fact that the Education Division of the University has shown absolutely no interest whatsoever in the programme. This cavalier spirit is untenable by a faculty which

should be most interested in new and qualitatively different forms of education. They obviously must feel that their approach to teaching (static as it may be) is the only acceptable methodology. Certainly this is not characteristic, or in keeping with the rhetoric of education which purports to be a dynamic, experimental process.



THE BEAR PARTY HIBERNATES

Well, this makes our third issue. At first there was some doubt as to whether it would come out at all, but here it is minus a couple of editors and some staff members. One thing is definite, this is the last issue under the Editorship of Dennis and myself --- We have resigned.

Last friday we thought we would have a meeting to decide whether or not we would put out another issue (there were rumors of resignations to come). At the meeting MacKay stated that he could not possibly continue to spend as much time as he presently was on the paper. It was suggested by MacKay and Foster that we should hold off publishing for two issues so as to organize the paper's staff and to train people. I suggested that we had to meet the deadline because we had a responsibility to the printers and our advertisers. I said I would resign immediatly if we did not attempt to meet our commitment. MacKay stated that he couldn't see any problems being solved by putting out another issue. He said that we (the editors) realized we could not continue to spend as much time as we were, therefore unless we organized the paper's staff, we had no choice but to resign. Dennis then submitted his resignation. My resignation will become effective today, September 30. My reasons for resigning are simply that I cannot afford to spend 40 - 60 hours a week on the paper.

The future of the paper is therefore in doubt, hopefully the union will find someone who is willing to risk 2 - 5 credits and his sanity.

The village fool -----Rod Hildebrandt

The court jester -----B. C.

Most promising -----Donna MacFadyen

Merlin the magician -----Garrybear

Rembrandt -----Jim Campbell

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