

David Morgan on Education

"...Help Students Expand Their Senses..."

□ Few people have made a more serious or dedicated contribution to Lakehead University than David Morgan, the Director of Development who resigned at the end of August to become an Economics Master at Confederation College.

His nine-year association with Lakehead University began in 1960 when he lectured in first year economics at the former College of Arts, Science and Technology. In 1962 he became Bursar and, when the college became Lakehead University in 1965, he assumed the position of Director of Finance. David was deeply involved with the Development Fund Campaign in 1967 and carried the same enthusiasm into his role as Director of the Mid-Canada Development Corridor Foundation Conference held here in August.

Mr. Morgan expressed his thoughts on universities and education in general in this recent interview with L.U. Week:

L.U. Week: What is the reason behind your leaving Lakehead University?

Morgan: I came to Lakehead University in September 1962 because I wanted to be associated with an educational institution. It has been a fascinating and rewarding experience to see the university grow from 200 students to close to 3,000 over the past seven years.

Recently my main work at Lakehead University has been of a promotional or public relations nature in the broadest sense, including such projects as the Fund Raising Campaign of 1967, which provided the necessary funds for the

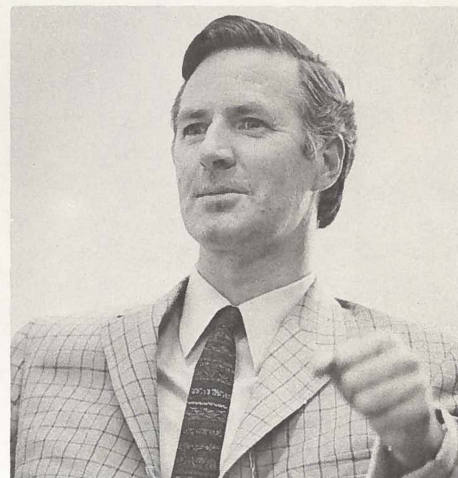
first phase of the building program now nearing completion, and the Mid-Canada Development Corridor Conference. There doesn't appear to be any exciting and challenging projects of this nature on the immediate horizon.



The challenge of trying to be an effective full-time teacher appeals to me very much. I hope to make education in general and "economics" in particular meaningful to my students.

L.U. Week: Are you happy with the relationship between Lakehead University and the Lakehead school system?

Morgan: Frankly I find both too rigid in their approach to education. I subscribe to the kind of philosophy expressed in the Hall-Dennis Report which reiterates time and time again that education is definitely not the learning of a multitude of facts about anything. Rather, the educator should try to arouse, encourage and stimulate the natural interests of students to learn more about themselves and the world in which they are living. I wish this university and all universities allowed much more freedom of choice to the student. The trend toward non-graded schools and recent changes in the Arts curriculum are most heartening in this respect. I wish universities, colleges and schools would abolish grades. I don't think an exam or a test can ever measure whether or not a student has had a significant educational experience. A test or exam can measure today what the student "knows" or remembers today but it can't possibly



measure whether the educational experience will affect the student's approach to living, to being.

I wish our educational system would give more emphasis to international studies. Most Canadian universities are too insular in their thinking. They seem to feel that as long as their students understand western society this is all that counts, and yet western societies make up only one fifth of the world's population. It would be extremely healthy if as many students as possible in Canadian universities could spend their third year studying in a "third world" country. It would be healthy for Canadian universities to exchange students with universities in Mexico and South America for instance.

L.U. Week: Are you worried about student unrest and what directions do you think it will take in the future?

Morgan: We need more "activists" in our school and university systems. I

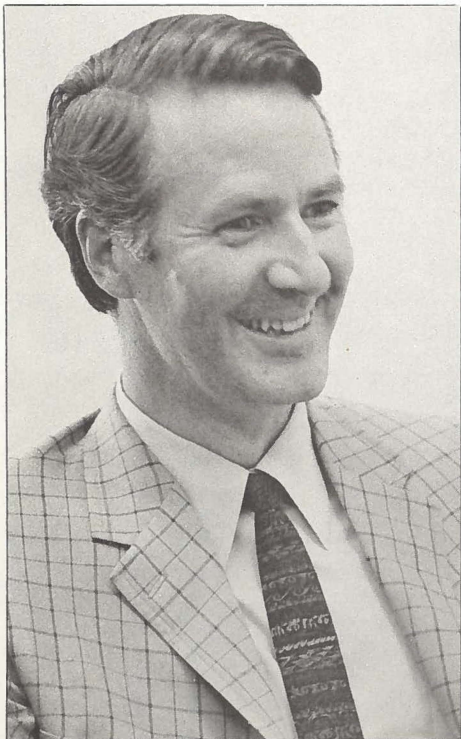


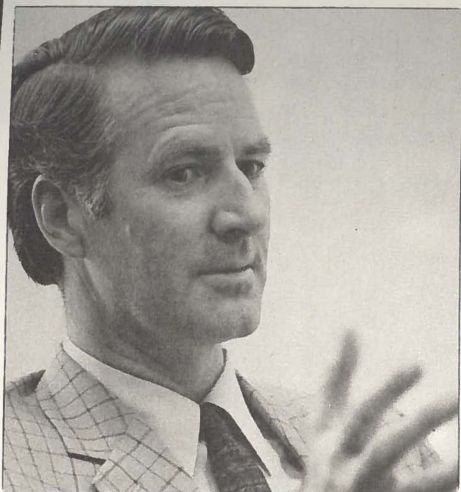
do not mean we need more "extremists" whose apparent answer to society's ills is revolution followed by anarchy. We do need more students who are dissatisfied with the kind of education and the kind of society we now have and are willing to push for significant reforms.

L.U. Week: Are you pleased that most future Lakehead teachers will receive their education at Lakehead University?

Morgan: The Faculty of Education at Lakehead University will have a most profound effect on education in this area over the next generation. If it encourages future teachers to do every-

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thing possible to "turn on" students instead of trying to "mold" them, it will perform a fantastic service not only for the students concerned but for society in general. There is so much that needs to be done in this country and in other parts of the world that no students should feel that "tuning out" or "turning off" is a realistic approach.

I hope the new faculty will provide much needed leadership by encouraging all of its components (academic staff, students, administrators) to become really involved in the fundamental policies of the Faculty. I would like to see one or two members of the School Board as part of this academic council.

L.U. Week: Are you happy with the direction the University appears to be taking?

Morgan: I have never been able to find out what this university's purpose or its philosophy concerning education really is. The philosophy that seems to emerge is summed up by the word "more"; in other words, more students, more buildings, more courses, more academic staff, etc., etc., but what for? Currently the university's main purpose appears to be to train people for industry, the teaching profession, and other professions.

I personally feel that our universities should be places where students are encouraged to think about themselves and the relationship of their actions on other people in society. I feel that the educational process should help students to expand their senses so that they can appreciate greatness and beauty in other cultures, in writing, music, theatre, architecture, and nature and that they should, after graduation use their increased awareness and sensitivity to help rid the world of ugliness and degradation.

The following quotation succinctly expresses my views on higher education of whatever type: "The purpose of a liberal arts education is to expand to the limit the individual's capacity for self education, for seeking and finding meaning, truth and enjoyment in everything he does". A. Whitney Griswold

Lecture on Japan Study Tour

□ A lecture entitled "Japan 1970 - Problems and Prospects" will be given on Friday, September 19 by Mr. Klaus H. Pringsheim, Associate Professor of Political Science, McMaster University. It will begin at 8 p.m. in the Faculty of Education Building (formerly Teachers College).

The lecture will help interested persons prepare for a Japan Study Tour organized by the Extension Departments of Ontario Universities in view of the widespread interest in Expo '70.

Under the direction of Mr. Pringsheim, who has travelled widely in the East and lived in Japan, the tour will leave Toronto on May 11 and arrive in Tokyo on May 12. A brief Japanese conversation course is planned for April, 1970 to give tour members a basic vocabulary which will enable them to make their way about the country.

During his lecture Mr. Pringsheim will answer questions both about Japan and the Study Tour. All interested persons are invited to attend the lecture. Further information and a brochure outlining the tour are available from the Director of Extension, Lakehead University.

A recent McMaster University press release describes Mr. Pringsheim as "a big man, a hard-driving man, who speaks and teaches Japanese". He has just come back from a quick round-the-world trip which included a two week visit to Japan to set up the Japan Study Tour. His many years of residence in Japan during his youth and early adult years will be valuable to the tour and the Japanese culture, language and society course which proceeds it. Special lectures and seminars will be conducted by Mr. Pringsheim and others during the tour.

Born in Berlin, Germany, Mr. Pringsheim attended the School for Japanese Language and Culture in Tokyo before serving as a Language tutor in German, English, Japanese and Russian from 1940 until 1952. From 1948 until 1951 he was Assistant Professor of Japanese at the Army Language School in California.

He received his B.A. with honors in Political Science from the University of California. In 1959 he obtained an M.A. in Public Law & Government from Columbia University and the following year received a certificate of the East Asian Institute from Columbia.

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WEEKLY EVENTS

MONDAY, SEPTEMBER 8

9:30 a.m.- 6 p.m. REGISTRATION - Faculty of Science - all years Room 1021C MB
9 p.m. - 12 mid. AMS Coffee House with Toronto Folk singers - Tom Kelly & Sally, Martin & I Admission- \$.50 with button, \$1.00 without button Great Hall

TUESDAY, SEPTEMBER 9

9:30 a.m.- 6 p.m. REGISTRATION - Faculty of Education Interim Elementary School Teacher's Certificate, University Schools all other programs Fac. of Ed. Rm. 1021C MB
9 p.m.- 12 mid. AMS Coffee House - same as above Great Hall

WEDNESDAY, SEPTEMBER 10

9:30 a.m.- 6 p.m. REGISTRATION - Faculty of Arts - upper years Rm. 1021C MB
9 p.m.- 12 mid. AMS Coffee House same as above (For University Schools Students & Faculty Only) Great Hall

THURSDAY, SEPTEMBER 11

9:30 a.m.- 6 p.m. REGISTRATION - Faculty of Arts - upper years and first year Rm. 1021C MB
9 p.m. - 12 mid. AMS Coffee House - same as above (For Science Students & Faculty only) Great Hall

FRIDAY, SEPTEMBER 12

9:30 a.m.- 6 p.m. REGISTRATION - Faculty of Arts - first year Rm. 1021C MB
9 p.m. - 12 mid. AMS Coffee House same as above (For Arts Students & Faculty only) Great Hall

SATURDAY, SEPTEMBER 13

9 p.m.- 12 mid. AMS Coffee House - same as above - last night Great Hall

All events subject to last minute change

Lakehead
University

WEEK

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