

**"SCHOOLS MUST HELP THE YOUNG TO ADAPT"
DEAN ANGUS ON EDUCATION**

□ *Dr. James Angus is the first Dean of the new Faculty of Education since the Teacher's College was amalgamated with the university this year. Prior to receiving his Master of Education Degree from the University of Toronto in 1966, Dr. Angus taught for 13 years with the Hamilton Public School Board, the Dept. of Northern Affairs, North Bay Teachers' College and Singapore Teachers' Training College (Columbo Plan). He lectured at the University of Alberta from 1966-67 while working towards his Ph.D. in Educational Administration. He was Associate Professor of Education and Director of Graduate Studies at the University of New Brunswick before coming to Lakehead.*

QUESTION: Should schools be progressive agents of social change or should they play a conservative role mirroring the status quo? Does the society dictate the type of school system you have or is the opposite true?

DR. ANGUS: This is a value question which is difficult to answer, but is important nonetheless because the answer has significant implications for both the school curriculum and teacher education. There is no doubt that the school can be an agent of social change; whether it ought to be is another matter, for this would place a substantial amount of social power in the hands of teachers to determine the degree and direction of that change. Other groups in society would not likely tolerate this. In my view the secondary and elementary schools must both promote and prevent social change. Society is constantly changing in response to pressures from many sources. The school must help the young to adapt to these continuous social and cultural changes by keeping up to date so that the values it teaches are the same as those practised by the rest of society. On the other hand, the school has been charged with the transmission of the values of the past which may not be relevant to the contemporary scene. The transmission of these traditional values and norms may, therefore, act to slow down the process of social change. The problem the school faces is really one of creating balance and harmony in this seemingly ambivalent role. This implies that teacher education must be more than a perfunctory enterprise and that it must also be a continuing process.

QUESTION: What Philosophy will the Faculty of Education adopt? Or is this putting you on the spot at this particular stage?

DR. ANGUS: No it isn't but I am not sure that one can articulate a philosophy of teacher education. I have a personal point of view which I think is shared by many of my colleagues.

Briefly stated it is this:

A teacher education program should be predicated on the conviction that teaching is simply a facilitating process to learning. Some kind of learning will take place in a classroom regardless of what teachers do. However, experience and research have demonstrated that desired learning can be enhanced or impeded depending upon the kind of experiences provided. The objective of teacher education should be to give teachers an understanding of what is known about the learning process and an awareness of the techniques, procedures and environmental conditions which are most likely to affect learning positively. To support this technical know-how, a solid foundation of liberal education must be provided. What educational philosophy a particular school system adopts and what skills, attitudes and understandings pupils might be expected to learn are matters for the community and its elected representatives to decide.

QUESTION: How do you propose to keep the program in the Faculty relevant to the needs of the schools?

DR. ANGUS: Ideally Professors of Education, like Professors in other disciplines, are expected to keep abreast of current developments in their specialities through conferences, reading, research and so on. In addition, there are organizational arrangements which can be made to facilitate the exchange of ideas between Education Professors and teachers in the schools. One arrangement is for professors to return occasionally to teach in elementary or secondary schools. Joint appointments by a school system and the Faculty of Education is another possibility. Outstanding teachers with good qualifications might be seconded to the Faculty of Education for a year, possibly to fill vacancies created by Professors on sabbatical leave. Some or all of these arrangements will probably be tried by our Faculty.

QUESTION: What major problems do you anticipate in integrating the Teacher's College with the University?

DR. ANGUS: Obviously many organizational and structural problems resulted from the absorption of the Teachers' College by the University. These will need to be solved before a viable program can be established. Most important among these is the need for re-adjustment in staff relationships. With the signing of a document, Teachers' College Masters were transformed into University Professors. It will take a little time for them to identify and accommodate to the various expectations which define their new roles. Some may find it difficult to adjust to their new profes-

sional freedom and autonomy while recognizing the responsibility which goes with it, and to plan programs and courses consistent with the spirit of integrating and the objective of upgrading teacher education. I have no doubt that the present staff will be able to make these adjustments. As for the students, there should be no major problem for one simple reason. They will be first year university students.

QUESTION: Will Arts and Science students be allowed to take education electives for credit toward a B.A. or B.Sc.?

DR. ANGUS: This will be a matter for the Faculties of Arts and Science and the Senate to decide. In other universities, Arts and Science students are allowed to take some education electives for degree credit but not usually methodology courses because of their close relationship to the teaching experience. I see no reason why a similar situation should not be workable at this university.

QUESTION: What relationship will exist between the Faculty of Education and other Faculties in the University?

DR. ANGUS: I anticipate very close co-operation between the Faculty of Education and other University Faculties. Teacher education will be a joint enterprise shared by three Faculties with Arts and Science providing the academic courses and the Faculty of Education offering professional training, senior education electives and the administration and supervision of the practice teaching
(continued)



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program. Some departments may wish to provide some special courses which while maintaining academic respectability, may be more relevant to the needs of teachers than some of the traditional courses. After the Faculty of Education has matured it may be able to provide in return technical advice to other faculties, especially in such matters as curriculum development, teaching strategies and so on.

QUESTION: How will teacher education be different in the Faculty of Education?

DR. ANGUS: The proposed four-year degree program at Lakehead University will allow the academic and professional education to take place concurrently. Moreover, the training of secondary and elementary school teachers will be integrated with common courses provided. This should result in an esprit de corps among education students and a sense of professional identity not possible in a one-year program. It is hoped that a graduate program at the Masters level can be established later so that an opportunity can be provided in Northwestern Ontario for research and advanced study.

ATHLETIC NOTE

☐ The Athletic Building is available to academic and administrative members of Lakehead University between 9 and 11 p.m. on Mondays. You may organize your own sports - all equipment and facilities will be available at that time.

QUESTION: What kind of program will be given in the Faculty of Education?
DR. ANGUS: Typically teacher education programs consist of four parts: academic courses, professional courses, education electives and practice teaching. The proportion of the total program devoted to each of these parts differs from one Faculty of Education

to another. The MacLeod Report recommends a 75%/25% division between academic and professional courses. The details of our degree program have not been finalized, but will probably approximate the MacLeod recommendation. Certainly the Faculty of Education is anxious to develop a program around a solid academic core.

WEEKLY EVENTS

MONDAY, OCTOBER 6

- 2 p.m. "Simon Fraser Research in McCarthyism" speakers: Mr. John Leggett, Assoc. Prof. of Sociology, SFU and Pat Hoffer, P.S.A. student, SFU. Aud.
4 p.m. French Club Meeting Rm. 128.1
7 p.m. Cambrian Players Rehearsal for "Ring Around the Moon" Aud.
8:45 p.m. Swimming P.A. - YMCA

TUESDAY, OCTOBER 7

- 10 a.m. - Bookstore - buying used books Agora
5 p.m. Vancouver Street Theatre Agora
7 p.m. Un. Schools Society Committee Meeting T.B.A.
7 p.m. Cambrian Players Rehearsal Aud.

WEDNESDAY, OCTOBER 8

- All Day AMS Election Day by. Cafe.
2:30 p.m. IVCF Meeting - Speaker Dr. C. P. Taylor, Asso. Prof. of Bio-Physics at the University of Western Ont. - general topic: Science and Christianity. Aud.
8 p.m. AMS Meeting Rm.512 Lib.
8 p.m. Ont. Dept. of Ed. Retail Selling Course Rm.521 Lib.

THURSDAY, OCTOBER 9

- 1 p.m. Judicial Committee Meeting Rm. 308
2:30 p.m. IVCF Meeting - Speaker- Dr. C. P. Taylor, Assoc. Prof. of Bio-Physics at the University of Western Ont. - same general topic followed by discussion groups Aud.

FRIDAY, OCTOBER 10

- 12:30 p.m. IVCF Meeting - Speaker Dr. C. P. Taylor, Assoc. Prof. of Bio-Physics at the University of Western Ont. - same general topic followed by discussion groups Aud.
8 p.m. "Intimacy Concert" - Ensemble Concert of Baroque Music, "The Age of Splendour" featuring Albin Berky, Cellist, Princeton String Quartet Great Hall Agora
9 p.m. Arts Society Dance

SATURDAY, OCTOBER 11

- 1:30 p.m. Chinese Student Ass'n. Meeting Rm. 1035
2 p.m. Archery Instructions Field House

**** - All events subject to last minute change****

Lakehead
University

WEEK

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