On Remembrance Day in Ottawa, while ceremonies were taking place at the national cenotaph, the community college in Canada enlarged its community to the whole of Canada with a decisive first "small step" that voted into being a national association.

Some 110 vote-carrying delegates (each institution had 3 votes to cast), representing between 65-70 colleges, institutes in every province, participated in a 3-day College Assembly called by the Canadian Commission for the Community College after nearly 3 years' groundwork of regional hearings and national seminars, to consider and vote on the creation of a national association. Non-voting observers brought attendance to over 250.

The delegates arrived with a variety of mental and emotional luggage, some clearly bearing regional and private-interest labels. A very typical Canadian — and human — spectrum ranging from clear support and open-mindedness, to lukewarm interest and open hostility; a spectrum colored by prejudice, by goodwill, by suspicion, by concern, by cultural and regional diversity, by personal and educational philosophies.

The wonder of it was that when delegates began opening their luggage, it disclosed none of the potential animosity, none of the backstairs bickering. What was unpacked was enormous amounts of goodwill and willingness to discuss, to learn, to understand.

British Columbia did not get sidetracked by its distrust of centralized, national agencies. Quebec did not feel reluctant to participate. In fact, the Quebec guys kept the discussion from wandering from the main point of the need for, and the aims of, a possible association. An Ontario bloc did not try to upstage proceedings by pushing as an alternative an enlarged version of the Canadian Association of Community College Administrators (a refurbished version of the Canadian Association of Technical Administrators).

Instead, the delegates, representing administration, faculty and students (about two-thirds administration in voting power; each institution had three votes, some did not have faculty or student proxies) found — some to their surprise — that when confronted as a group with the national reality of their commitment to the community college concept, they could not help but acknowledge the positive need for cooperation and communication.

In effect, they were responding to the impressive challenges expressed by first-day speaker Gordon Campbell of the University of Lethbridge, who declared that the community college movement "could become this decade's most imaginative and far-reaching social invention in Canadian education."

They were responding also to the opening remarks by chairman Claude Beauregard: "No one intends to force anything on you. You are asked to keep your minds open to presentation of ideas, purposes, models and alternatives." Much credit is due to Mr. Beauregard, director general of Quebec's Directorate of College Education, who perceptively kept proceedings in balance through a welter of questions, comments, motions and amendments.

After a three-day total immersion at the Assembly, it's difficult not to let the typewriter run on about the heady excitement generated during the second day that caught everyone up in the realization that they were accomplishing the near-impossible: a new Canadian organization. I wasn't the only one feeling the tingle of the spine that in a fascinating, and even moving way, we were witnessing a grassroots, democratic ritual of discussion, proposal, counter-proposal, consensus.

Two college presidents were typical of some attitudes. Originally, they were determined to block a new association (and they are from B.C. or Quebec), but frankly admitted they'd been converted to positive support and enthusiasm. And hard-nosed administrators were using such phrases as "we're into a new era of education," "the community college has come of age," and "this is an historic event in Canadian education."

Now, what really was decided? The need for a national association was affirmed almost unanimously.
It hasn't an official name yet (delegates showed commendable wisdom in not trying to nail everything down at once). Membership is on an institutional basis for all post-secondary, non-university, non-degree granting institutions, said to number 117. (The new board should come up with a description of this tertiary learning area that doesn't negatively define the community college in terms of what it isn't.)

Each college has up to 4 representatives to the national assembly. It is suggested that this represent administration, faculty, student and the public interest - the latter taking into account the role of college boards, councils, etc., and hopefully, a place for college graduates.

An amendment guarantees that when one of the representatives is a student or faculty, he must be ratified by the constituent group he represents. Significantly, this indicates the incipient mistrust of autocratic administration. Defeated was a student amendment that no one constituent group can be represented by more than 1 member. It's up to an enlightened administration to see that the four groups are represented.

Representation to the 22-member pro tem board was finally decided on a 5-region basis, B.C.-Alberta, Saskatchewan-Manitoba; Ontario; Quebec; the Atlantic Provinces. Each region named 1 representative of administration, faculty, students, public interest. The board then named a chairman, vice-chairman and 3 delegates at large. One of the chief executive officers is to have French as his first language and the other, English as his first language.

(See news story at the front for nature of board and executive and regional representation.)

The fee structure is based on the number of full-time students per institution, as indicated by that institution: 1-500, $200; 501-1500, $300; 1501-2500, $400; 2501-plu$, $500. Associate, non-voting membership is suggested as $100 per organization and $10 per individual. Grants and donations, of course, will be gratefully received. It's hoped that fees will be in by the end of December.

The board and the executive are charged to develop a constitution and bylaws and to start the information service off by sending college a statement of decisions taken at the Assembly, and to provide copies of the Proceedings. The latter will contain two significant statements on the social and learning milieu for the colleges - key addresses by Gordon Campbell and by Roby Kidd.

Aims and objectives were whitewashed down from the Commission's planning committee recommendations which, in turn, were based on a survey earlier this year. They were wisely kept general. The purpose of new association is to: (a) act as a centre of information and documentation; (b) provide liaison between the colleges and between the colleges and other agencies and associations; (c) promote and encourage research related to the community college movement. Voted out of the planning committee's list were two purpose-objections. One concerned "speaking to issues and policies affecting colleges and their mission" and the other concerned development of guidelines for administrative and instructor qualifications and for curricula and programs. They were amicably disposed of when Quebec delegates stated their case for autonomy for each college.

The new association, even in its bare outline, starts off by being inclusive of administration, faculty, students and the public interest. The latter was an interesting basis, because at first the public sector was to be relegated to non-voting membership, or, as someone put it, "an association eunuch".

The student group of about 21 delegates - far more vocal than faculty delegates - wanted parity on the pro tem board of proportional representation. There seemed a consensus there that there are a lot of capable people able to contribute when and where they can, and leave centre-stage when their contribution has been made. Even the statements by provincial spokesmen as they came forward with support for the new association, were generalized. Although there was a marvelous statement from Quebec, quoting Normand Sisco, chairman of the CACAT Council of Regents, which summed up the quickening tempo on decisive Day 2: "Let's not sleep into this association, let's go in with the band playing and money on the table."

Ontario (23 institutions, 4 members): Jack Hazelton, president, Mohawk College, Hamilton; Norman Sisco, chairman, CAAT Council of Regents; Allan Goldenberg, faculty, Centennial College, Toronto; Ed Stromberg, student, Conestoga College, Kitchener.

Atlantic Provinces (10 institutions, 4 members): K. F. Duggan, president, College of Trades & Technology, St. John's; Brent McLaine, student, Holland College, PEI; representatives to be chosen: faculty from New Brunswick; public sector from Nova Scotia.

Quebec (56 institutions, 6 members): Norimand Bumaaylis, director-general, Collège de Vieux Montréal; Reginald Proulx, faculty, Vieux Montréal; Harold Johnson, student, Collège de Ste-Foy; Jacques Charbonneau, faculty, Collège de Hull; Lucien Gagnon, director of studies, Collège de Saint-Augustin, Cap Rouge; Maurice Poirier, director-general, Collège de Marie-Victorin, Montreal.

CLASSIFIED ADS AND NOTICES

Meat slashed to Order — This is not an ad for the Deep Discount people but for our RRCC meat cutting course. Ray Marsh tells me that pork orders can be cut immediately as the students are working on these now. He also thinks that pork prices will probably increase in January. For this month only, he offers the following:

- Side of Pork — 36¢ lb.
- Side of Veal — 69¢ lb.
- Carcass or side of lamb — 65¢ lb.

Staff and Student Telephone Directory -

The RRCC Telephone Directory is now available from the Student Association office for 25¢. The Directory was prepared and printed from computer output. Ray Newman advises that it is not -- repeat -- NOT available from the Staff Services Department.


Ce bulletin se propose de faire connaître le activités du Comité (Comité Associé de Technologie Pédagogique), ainsi que de publier des rapports et des nouvelles sur les applications de la technologie à l'enseignement. Ce bulletin paraîtra irrégulièrement, environ trois fois l'an, selon les besoins. (Sounds like another irregular bulletin that we know!)

One of the main objectives of the newsletter is to keep people informed of developments and activities in the field of instructional technology, particularly in Canadian organizations. The first issue (Sept.-70) has a number of articles on computer aided learning as well as one on information retrieval television. Articles and information about any of the varied aspects of instructional technology are solicited.

If interested, phone local 355 for an application form. If out of town, request a form by mail (A. Friesen, c/o R.R.C.C.). There is no charge for the publication.

Parking Regulations - Ray Newman has asked us to publicize the following additional parking regulations:

"Procedures have now been finalized whereby the Commissionaires on the parking lot in question will assign an alternative parking stall to those persons who find another vehicle in their spot.

The license number of the wrongly parked vehicle along with the number of the stall should be supplied to the Commissionaire so that the offending person's vehicle may be ticketed.

Upon receipt of this information the Commissionaire will direct the aggrieved person to another parking stall for that occasion only.

Until such time as further instructor recruitment occurs the western-most two rows of the staff parking lot west 1 will be open to student scramble parking."

WELCOME OF NEW STAFF-

Lance Fletcher — Assistant Supervisor-Curriculum; RRCC Extension (B.T.S.D.). With such an impressive title, it should be possible to get a whole book on Lance. Suffice it to say that he holds a B.Ed, has taught for two years and played at football with the Blue Bombers!

Program 888 - A number of instructors are joining RRCC for the winter in Program 888. This is a special training program for the unemployed sponsored by Canada Manpower.

Mrs. Dorothy Coulter — will instruct typing. She holds a B.A. from U. of M. and some courses toward the next degree in Business Education. Dorothy has worked as a legal secretary.
Mrs. Raymonde Tascona — will instruct advanced typing and business communications. She holds a permanent certificate and has considerable office and teaching experience.

Marshall L. Lowen — will instruct mathematics. Marshall has had engineering and business training and worked as a business and engineering consultant. His hobbies (interests) are sailing and Rugby Union.

Archie W. Lee — will instruct in the Reading Lab. Archie holds a B.A. and B.Ed. and has spent the last ten years in the English Department of Charleswood Collegiate.

Doug Newton — will instruct bookkeeping. Doug has taken accounting, business and supervisory courses at several Universities and Colleges and spent 20 years in the Navy. More recently he was the Accounting Supervisor with a national transportation company. Apparently he is a joiner and was attracted to the growing "girl watching club" on campus!

INSTITUTE OF ELECTRICAL AND ELECTRONICS ENGINEERS CONGRATULATES RED RIVER COMMUNITY COLLEGE.

"The Executive Committee of the IEEE Winnipeg Section wishes to congratulate ... your school, for the admirable showing made by your students in this year's IEEE Canadian Student Papers Competitions.

It is significant that this year students from Winnipeg Schools gained National honours in both competitions and will represent Canada in international competitions next spring.

Stewart Crampton and Ed Court, 1970 Electrical Engineering graduates from the University of Manitoba, won the Winnipeg Section prize (the Haakonsen Award) last April, for their paper entitled The Linear Induction Motor, and then in competition with student papers from all across Canada, won the Hackbush Award. Ed Mogk, 1970 graduate of the Electronics Technology course at the RED RIVER COMMUNITY COLLEGE, won the Student Association prize in Winnipeg last June, for his paper entitled Computer Graphics, and then won the Jackson Award in National competition. Both papers were presented at the Canadian Symposium on Communications in Montreal on November 13.

The high standards set by both papers reflected well upon the guidance and instruction at these two Winnipeg schools. You have reason to be proud. Congratulations.

Yours very truly,

Bruce H. MacDonald, Chairman
WINNIPEG SECTION

EDITORIAL COMMENT

In our last bulletin we complained that we had run out of news. It now appears that the newspapers had run out on us. These have now been found and we were able to "lift" a number of reports for our readers. We may still run into printing problems in which case the following story from a Nebraska editor will serve our purpose. He reported: "Our paper is two days late this week owing to an accident to our press. When we started to run the press Wednesday night as usual, one of the guy ropes gave way allowing the forward glider fluke to fall and break as it struck the flunker flopper. This of course, as any one who knows anything about a press will readily understand, left the gang-plank with only the flip flap to support it, which also dropped and broke off the wooper-chock. This loosened the fluking between the ramrod and the flibber-snatcher, which also caused trouble. The report that the delay was caused by the over-indulgence in stimulants by ourselves is a tissue of falsehoods, the peeled appearance of our right eye being caused by our going into the hatchway of the press in our anxiety to start it and pulling the coppling pin after the slap bang was broken, which caused the dingus to rise up and welt us in the optic. We expect a brand new glider fluke on this afternoon's train."

Attention all employees. Please do not use the Xerox machine for running off personal Christmas cards. Thank you.
Red River T.V. Studios Soon
To Be Operational

by J. Green
/from Dec. 1/70 issue of Projector

I was having coffee with a fellow instructor the other day and I don't believe we've met: he said, extending his arm.

"My name is Green. John Green, I'm the new Manager Producer in the Television Studios."

We shook hands.

"Television studios? Why I had no idea," he mumbled. "You mean formal television?"

"Soon," I answered, "very soon. It's coming along nicely."

And it is coming along nicely. The past two and a half months have been days of shuffling budget money, hiring new staff, writing endless lists of electronic specifications and talking to every T.V. equipment salesman within driving distance of Winnipeg and Red River College.

The end result? Well, that's a little difficult to see right now, but we do have it firmly fixed in our minds. We hope that by next Spring, two out of three studios will be finished and ready to go into production. These will be the two Mall level classroom studios.

The television done in these areas will be geared to a teaching situation.

An example might be the Creative Communication students seeing themselves on vid- eo tape playback giving a presentation in front of a group of potential advertisers. Or, a group of Industrial Technologists demonstrating basic skills for the camera to be played back at a later date to show improvement on制约s the College. This also means that anyone speaking in one theatre may be seen and heard in all of the others via CCTV. At the same time that individual can be taped for later playback to another group.

Red River Community College has seen fit to provide for its students and staff a fully functional three studio T.V. facility. We are out of the planning stage and into the assembly stage of making our studios operational.

If you have read this far you are now aware that we do indeed have television. Just for a brief space, let's consider why.

Shakespeare had something to say about television a number of years ago. In Romeo and Juliet he says:

"But soft! What light from yonder window breaks?"

"It speaks, and yet says nothing."

"Sad but true: television speaks but sometimes doesn't say much."

With this fact in mind, the question comes up: why bother with it all? Why try to make a seemingly already poor communicator work by turning it loose in the classroom? We must ask this question because that is exactly what we want to do: put T.V. to work in the classroom as a teacher aid.

Television as a teaching aid has been questioned by educators in the regular curriculum in a planned way. They are in no way meant to replace the Instructor in the classroom. Viewed in this respect, programming will be no different than any other visual aid - motion pictures, field trips, slides or overhead transparencies.