

## Business Division

# I'm okay - you're okay atmosphere in classrooms

by JOY DELL

Picture to yourself a classroom wherein not more than fifteen bright students are comfortably ensconced in not less than fifteen bright beanbag chairs. The students are comfortable, relaxed, and - get this - in deep discussion. They are involved; they are interested; they are interesting. Beautiful picture? This is what I call the Beanbag Theory of Education.

The Beanbag Theory of Education operates on the assumption that people who are relaxed are more prone to discuss, and people who discuss are more prone to think. Of course there are blabbermouth exceptions that prove the rule, but usually people start exploring their own views before and when they talk about them, they get a little more information, they consider a new idea, and somewhere along the line the thinking process often occurs.

To foster the thinking process is, I presume, what education is all about. It is to me, anyway, and that's why I ask you to consider the Beanbag Theory.

But just in case there are any readers who

do not prowl Eatons and Simpsons at regular intervals, we had better first have a definition of a beanbag chair. This particular commodity is actually a large sack about three feet in diameter which was originally filled with raw beans. The sack is often plastic but could be canvas or any other durable, pliable material. The beanbag chair started out being an honest-to-goodness, superlarge beanbag, in which a human being could sit. Now however the beans have been replaced with small plastic pellets, though the beanbag name continues. One may cross one's knees or ankles and sit in this plastic pellet beanbag chair in quite an ordinary manner, but one may also curl into, collapse onto or perch on a beanbag chair.

It was really those last positions I had in mind because they help to promote a friendly, I'm-O.K.-you're-O.K. atmosphere which the usual rows of stiff, unyielding desks complete with stiff, omniscient teacher in front of them positively discourage. Martha can tell you all about that.

Martha was told all the way through public school and most of high school that she should

sit down and shut up. You know the position: sit up straight, hands clasped in front of you, and whatever you do, DON'T TALK. Now Martha, who has been sitting down and shutting up for about twelve or thirteen years, comes to Durham College and is expected to galvanize into action giving us her views on politics, the high cost of living, sex, peanut butter and religion, not necessarily in that order.

Now I ask you, is that fair? Poor Martha needs all the help she can get. Why couldn't the Beanbag Theory of Education work for her in order to make discussion easier?

It's true that all classes at Durham College do not need or wish discussion groups, but classes in Sociology, Psychology, Philosophy and Communications certainly do. And what do we have? TWO rooms with round tables for discussion purposes. It just isn't enough, so discussion groups get plunked into non-discussion type classrooms where the highest degree of communication simply does not occur. Solution? Beanbag chairs! Two or three rooms of them! Well, all right, let's try one room for now, just to see what happens.

It is possible that abuses could occur. Occasionally one might run into an enterprising student who views a beanbag chair in terms of a comfortable bed, great gym mat or perhaps a possible trampoline. There might even be the odd hungry soul who sees a beanbag chair in terms of tonight's supper (He doesn't know about the plastic pellets), but these cases will be minimal. Most students and teachers could handle beanbag chairs.

Sooo, let's get back to that pretty picture again - the one with all those intelligent students and friendly teachers perching on colorful, overgrown beanbags discussing and thinking, thinking and discussing. Frame that picture with the words DURHAM COLLEGE because it could be us, couldn't it?

Look around you! Intelligent students and friendly teachers are just about every place you look. What do we lack? BEANBAGS! Nothing but beanbags with a little theory behind them. All non-discussing discussion groups of Durham, unite! Unite in silence if you must, but if the Beanbag Theory ever catches on, you will be heard.

## Administration

# Numerous renovations and additions at Durham

This week, in a column for Administrative staff, we have a report from Keith Fletcher, Superintendent of Plant at the College. Mr. Fletcher reports several renovations and additions this year.

In Technology, one of the drafting labs has been converted into a dental assistant laboratory, which is one of the best equipped in the province. There are five dental stations, two treatment rooms, a sterilizing room, three x-ray rooms, a dark room for developing x-ray negatives, a change room and a reception room.

In Applied Arts, room C117 has been made into a photographic studio, and rooms C122, C244 and C307 have been converted into

drawing labs. Room 21 in the Adult Training building has been converted into a woodworking lab, and room 22 has been made into a print making and a ceramics and sculpture lab.

In the Nursing Department, the practice ward has been enlarged and modernized, and more office space has been made available.

Students will have observed building in progress just west and north of the lecture theatre. We are erecting eight new offices for Business and Applied Arts faculty, as well as offices for Department heads and secretaries for these divisions. There will also be a practice office for secretarial students taking

Office Procedures.

In regard to Athletics, an order has been placed for a softball diamond to be built south of the staff parking lot. A manhole cover in the present playing field has been covered, and will be permanently lowered and covered over next spring.

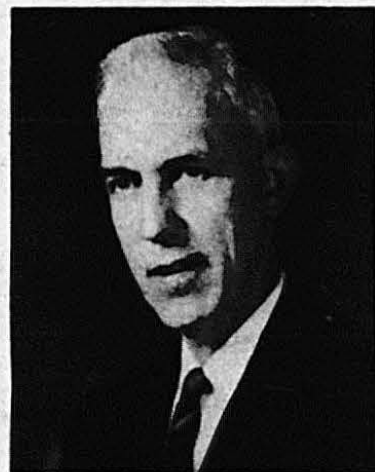
Mr. Fletcher emphasizes that students can assist him in the operation of his department. If they see an area needing repairs they should notify him, Tony Symchych, or secretary Helen Harle in the main office.

Students are asked to refrain from taking food and drink from the cafeteria into halls and classrooms, as this creates extra work for the

cleaning staff.

Parking is another area where students can help out. Please avoid parking on the gravel strip just west of the Adult Training building, and in the College's receiving and shipping area. Parking stickers are now available from Mrs. Harle in the main office.

Keith Fletcher came to Durham as Superintendent of Plant in January 1969. He was previously with the Sault Ste. Marie Board of Education in a similar capacity. He is a graduate electrical engineer, and is married with three children. His wife, Virginia, is Department Head of Nursing at Durham.



KEITH FLETCHER  
Plant Superintendent

## Applied Arts

# Student newspaper to serve as campus media for all

by BILL SWAN  
Journalism Instructor

A young journalist once became impatient when the gentleman he was interviewing paused and fumbled, trying to express an idea in such a way that readers would not misunderstand what he meant.

"Just give us the facts," the reporter interjected, "we'll mix'em up to suit ourselves."

And mixed-up facts and typographical errors are the curse of any newspaper; and it is little consolation to say it has been ever thus.

The perfect newspaper may some day be a reality. Computers, assisting in high-speed data transmission and high-speed type setting, will help; but since we're still waiting for the perfect computer, we have a day or two to wait.

Those who are versed in computer technology may take me to task on that, pointing out that the perfect computer will be a reality once we can teach computers to

build perfect people. These computer-built people can then feed data to their masters and voila!—the future is upon us.

Out of such a future might come the perfect newspaper, since journalism suffers from some of the same source of errors—namely people.

But as long as papers such as The Chronicle are written and produced by people, perfection will elude us. Even on a one-to-one basis (as in an interview) communication is imperfect; communication in groups defies precision; and if a journalist is allowed his own imperfections in translating what never was really clear, one can see the difficulty.

All of which is a long way round of saying that if you search diligently through each issue of the Chronicle this year, looking for errors, the staff guarantees to reward you.

For example, in the first issue this year it was reported that the ratio of teachers to non-teachers on staff was the highest of 22 community colleges in the province. Highest? Nay, it's the lowest. Or best, depending on

what you define as best. The error is explained elsewhere, but it simply shows the kind of thing which can slip through under deadline.

But, you ask, is it really necessary to create such pressure for student journalists? Surely students would learn better to be accurate and precise if they were given time to research thoroughly. To which I will reluctantly concede, only to add that the students would then have missed the one skill which editors insist on in the reality of working journalism.

And The Chronicle is designed first of all as a workshop for experience for journalism students. In order to provide that experience, it is necessary then that The Chronicle provide coverage for the community of Durham College, in the same way that any community newspaper serves the community in which it lives. (It's the difference, really between reality and Mickey Mouse.)

That service this year will include, we hope, thorough coverage of everything that

happens on campus; contributor columns from a multitude of organizations, from the five main divisions to student government and letters to the editor. (Which could mean you, dear reader.)

And since The Chronicle is the pivot around which the Journalism option (Communication Arts, Applied Arts Division) aims to turn out capable working journalists—well, we ask your help. When you find those errors, please let the staff know. Either write a letter to the editor, and deposit it in the drop box in the cafeteria, or better yet, drop in for a visit. Any Wednesday, 9-5 (plus many other hours on many other days) will do Room C118.

By the way, since that line about working journalists college recidivists might be interested in last year's Chronicle staff. Marjorie Thompson is now editor of the Ajax News-Guardian; Ralph Bridgland is Sports Editor at the same paper; Peter Melnychuk is a reporter with the Guelph Daily Mercury; and Peggy Foster spent the summer as a reporter with the North Bay Nugget.

# Student journalists work under deadline pressure

by GISELE SEGUIN

The Chronicle was born on the 1st of November 1973. The original name given to the Chronicle was "The Durham Chronicle." This name caused a lot of confusion with a little town called "Durham", who just happen to publish a newspaper also called "The Durham Chronicle."

Mr. Bill Kennedy, editor of "The Durham Chronicle", tells us, "The Durham Chronicle is one of the oldest publications in Western Ontario." Therefore, he asked us if we would like to change our name in order to ease conflict and confusion.

This dispute is part of the larger fight that the Town of Durham, in Grey County is engaged in with the New Region of Durham. The town was founded about 1838, and was incorporated in 1872. Mr. Kennedy said that the new Region of Durham has never been incorporated giving no legal claim to the name of "Durham". This has caused the residents of the town of Durham to become very upset, and feeling for this region is low in that town.

Pioneer of the Chronicle, Bill Swan and his staff, made a survey to see which name our newspaper would use. "The Chronicle" was the

result of the outcome.

Mr. Swan feels that The Chronicle has two main purposes. The first and the most important one is the training ground for students in Journalism and Public Relations. Also any students in other divisions can get a taste of what newspaper work is like.

The Chronicle acts as a campus news media to serve not only the daytime students but also the night and part-time students as well.

When Mr. Swan was asked if he planned to make any changes he replied: "It's too early to tell but the fact that the students started the

paper six weeks earlier this year is an advantage over the previous years."

The Chronicle has no link what so ever with the Post and Spread.

Last year, the Post, was dropped because of the lack of journalistic training on the part of their staff.

The Post relied on a more-or-less editorial style, as opposed to the Chronicle, which leans more towards hard-news style.

this year the Post will not be published because of the lack of funds as well as staff.

As for the Spread, a somewhat similar situation was on their hands.

There were only two people running it and also because of financial status and lack of staff it also had to be folded. It likely will not return this year.

Getting the newspaper out every two weeks is more than just a little difficult considering the workload on the students involved in the Chronicle. This year the audience is more critical as well as vocal. The Chronicle gets a lot of feedback—both positive and negative.

With the direction of Mr. Swan and the enthusiastic staff, The Chronicle will serve and please you better.