

## Kelso Music Centre moves in

Sheridan College has granted approval for the Kelso Music Centre to use the college facilities for their 1973 summer study session.

College president John M. Porter told the board of governors that part of the college's function is to serve community groups such as Kelso. He called the proposal "excellent space use for a high quality group".

The music group will be given a section of the School of Applied and Liberal Studies for a period of three to four weeks—from mid-June until mid-July.

Now in its third year of operation, the Kelso Music Centre, a non-profit organization, provides in-depth musical study for talented Canadian youth. It emphasizes stringed instruments in the performance of classical music.

The centre held its first summer pilot session at the Ontario School for the Deaf in Milton in 1971. In 1972 the study session was staged at Erindale College.

As the centre was conceived in the Oakville area by Oakville people and members, they were anxious to use Oakville as their base, and looked to Sheridan as a possible site for their third training session. The group's founder and an Oakville resident, Mrs. Louise Thompson, along with Kelso representatives, toured the college and agreed that Sheridan facilities would be perfect for their purposes.

The entire group, comprising 32 students, two chaperones, four faculty members and their families, and three administrative staff will live at the college for the duration of the session. In order to meet all their requirements, Sheridan will also make available 36 practice rooms, five office areas and the cafeteria.

Although Sheridan lacks standard dormitory space, the college will provide the rooms, while the Kelso group will supply the necessary furniture and services for sleeping arrangements. "Because the summer session is operated as an intensive musical-sharing experience," said Mrs. Thompson, "it is imperative that the group live, practice and learn together."

A piano teacher and life-long lover of good music, Mrs. Thompson has always been aware of the need for an establishment where promising young Canadian students could be given the instruction, support and encouragement they needed to achieve the highest standards in the art of music.

When students, drawn mainly from universities and secondary schools, apply for the summer session they must undergo rigorous auditions with the Orford Quartet. From the many applications, only 32 students, aged 14 to 27, are accepted.

During the three-week training session students are taught performance practice, rehearsal techniques and music polishing. The schedule consists of private practice in the morning, quartet sessions in the afternoon and lessons in the evening.

The training culminates in a series of community concerts, when students have the opportunity of performing for the general public. However, during their stay at Sheridan, Mrs. Thompson plans to increase the number of formal concerts in order to create greater community awareness of the Kelso Music Centre's work.



6  
Sheridan  
Style



Painting and photography tour boards bus at Oakville campus.



Barry Smith, member of the camera crew, captures the welcome Sangria party on film.

## Capturing Spain

BY CHRIS MORTON

Spain captured with canvas and camera that is! A pair of metal wings and it was off to Spain, for 60 persons taking part in a premier art tour, arranged through the Continuing Education Division of Sheridan College.

The assemblage had the unique opportunity to render in paint or immortalize on film, the historic, Costa del Sol, Spain.

The eight-day tour featured excursions to Granada, Seville, and Cordoba. This modest \$330 package, included hotel accommodation and a daily menu that was guaranteed to please the most disagreeable palate.

Speaking of palattes, Gery Puley, a prominent Burlington artist and exhibitor, was on hand to assist burgeoning talent and provide helpful criticism to the more advanced.

Photographer Doug Boulton, an instructor at Sheridan's Oakville campus, also accompanied the tour, providing expert guidance in the proper use of the camera.

Any dormant or unrealized talent was sure to awaken in this wondrous setting, that seems contrived for artistic inspiration. All the works will be evaluated by the same instructors, back at the college.



Some of the painters and photographers assemble around the pool at the Hotel Tropicana in Spain.

## More student control goal of experimentation

The year 1972-73 at Sheridan has been a year of widespread experimentation with a variety of teaching techniques. If there is one common goal underlying all of these new approaches it is the search for methods that will give the students greater control over their own learning process. If there is a common characteristic it is the recognition that the instructor must take a more informal position in the teaching-learning process; perhaps the well-used label of "consultant" might apply here.

There are several assumptions involved but foremost is the belief that the greater the control and

responsibility on the part of the student, the greater the commitment; and the greater the commitment, the more effective and meaningful his or her learning will become.

Devising methods and systems of learning are no easy feat. Stephen Arvay, instructor of Sociology in the School of Applied and Liberal Studies division, has spent two years learning about the principles of "Systems". Convinced that he must stop "teaching" in the traditional way, he finally began to devise his own modified approach.

Approximately 180 day and continuing Education students have almost completed his Introduction to Sociology course which is based entirely on audio-tutorial techniques. Although it will take at least two more years of assessments and revisions to bring it to an ideal form, Arvay claims "great success" has been achieved and that the majority of students have only "positive things to say about it".

Basically it is a radical approach because there are no traditional classroom meetings or formal lectures. All of these formalities are taken care of with Arvay's personal tapes and printouts and the student can listen to him and read whenever he/she feels like it in the specially designed Liberal Arts Hall. The students are responsible for 30 units of work and, although there are deadlines, it is now possible for the energetic students, as individuals or groups, to work ahead and complete the course out of schedule.

So what does the instructor do now that he has no formal teaching duties? He still teaches, and is just as actively involved. In fact he becomes even more crucial in the learning process than ever before. All of his time is spent in informal discussions with individual students or small groups on whatever problems they may be having at any given time in the course. He must be available upon demand because it's the only way the instructor can guarantee individualization throughout the year.

Stephen Arvay has been so impressed by this year's results that two more courses—Anthropology and the Sociology of Criminality—will be prepared audio-tutorially in time for next year's students in both the regular and continuing education programs.

## One more time now . . .

The Wednesday evening classes in Popular Organ Playing, conducted by Chris Lovett of the Ontario Conservatory of Music, has been very successful this season. Here Mr. Lovett checks the performance of one of his students.

Members of the class are drawn from Halton and Peel communities and their knowledge of music ranges from advanced to none at all.

The next course starts April 23 and will run every Monday and Wednesday for 16 weeks at a cost of \$60. Anyone wishing to attend the new class should contact the Community Services Division of Sheridan College, Oakville Campus.