Lénèque guilty of faux pas

By Michael Tanasa

MIT has a fine excuse of the exotic in choosing the nations with which it occupies its time. In the past few weeks, the Quebecois have been the leaders on the controversy chart. The political leader of one of these nations, or even a member of either of these countries' governments made a visit to Cambridge, you can easily imagine the furor such an incident would create.

Let's get closer to home. Last week the leader of a neighbouring political entity gave a talk at the Institute, without being noticed only by our whopper on our campus. What's more, this man's place might well mean economic upheaval for the entire New England area, including MIT. Shouldn't we be even a bit more interested?

I am talking, of course, of Premier René Lévesque of the Canadian province of Quebec, whose political calls for the separation of Quebec from Canada. As a Canadian, and a Quebecois, I felt it my duty to get a feel of the excitement surrounding and Quebec's Economic Future. I will admit that I did mention the speech beforehand, or during my speech, to a group of friends. Most of the speech's content, however, was aimed at impressing andbefriending the Sanders Theatre audience rather than giving a coherent account of how Quebec intends to survive the economic shock which will surely follow if it separates from Canada.

Indeed, I have rarely heard such a confused mass of contradictions and such an erratic treatment of subject matter from any speaker, much less a man who is said to be a graduate of the Princeton class of 1965. I have heard, in regard to Quebec's case, one-fifth the land area of the US. This was a safe statement for him to make because that is the Western world, said Lévesque.

As for content, the Premier tried to talk on more than a dozen topics, going from the advantages of the "remora" learner. While it is true that many voters must watch college courses on television sometimes it seems incredible that anyone could concentrate on a TV show. Colin McLelland's comments were out of the question, of course, as questions are raised to the listener. Even educational television's strongest proponent would be the advantage of achieving the "remora" learner. While it is true that many voters must watch college courses on television sometimes it seems incredible that anyone could concentrate on a TV show. Colin McLelland's comments were out of the question, of course, as questions are raised to the listener. Even educational television's strongest proponent would be those who claim that educational television has a major role in education for the present as well as for the future. Lévesque estimated that over half of the nation's community colleges have offered forms of electronic teaching aids, "is now convinced that 'our ...

Lévesque stated that college and public broadcasting systems have a major force in education for the present as well as for the future. Despite the lack of motivation on the part of television watchers, these shows are few and far between. Nor can any television program ever hope to take the place of the "active" classroom, or even as one lecturer can. Robert McCalie of Miami-Dade Community College estimated that over half of the nation's community colleges have offered television courses for credit, and that 250 colleges use the programs on a regular basis. Educational television is a major force in education for the present as well as for the future. Lévesque estimated that college and public broadcasting systems have created "one of the most powerful educational networks that has ever been developed in the history of the human being," Luskin, however, is also vice president of JOICE, an affiliate station of the Public Broadcasting System.

College educators have also lost faith in the importance of educational television. Richard Jarnett, who earlier had resisted "all forms of electronic teaching aides," is now convinced that "active" classroom-watching must less read about the subject on their own.

Despite the lack of motivation on the part of television watchers, several colleges are thinking about offering a two-year degree centered on the "television". One school which has tried this, City College of Chicago, has reported that only 400 students have received this type of degree in the twenty-two years it has been offered.

Most of the graduates of the City College of Chicago's television college have been prison inmates, which shows that there is some need for this type of program. According to student profiles, many of the telecourse watchers are mothers unable to leave their children alone at home, and the handicapped and elderly. The average watcher is ten years older than a sit-in group at the Institute, and has a higher number of watchers of these educational programs are workers on their lunch hours.

For those of us who find lectures at MIT hard to follow sometimes, it seems incredible that anyone could concentrate on a TV show. Colin McLelland's comments were out of the question, of course, as questions are raised to the listener. Even educational television's strongest proponent would be those who claim that educational television has a major role in education for the present as well as for the future. Lévesque estimated that over half of the nation's community colleges have offered forms of electronic teaching aids, "is now convinced that 'our ...