



Bishop's University Scholarship Exchange Program

Bishop's University is a small, predominantly residential university located in Lennoxville, Quebec. Its academic programmes (arts, sciences, business administration) are broadly based and stress the inter-relationships of disciplines rather than their specializations.

The scholarship includes remission of tuition and fees at Bishop's University for the 1985-86 academic year.

Qualifications:

- must have completed one year of a 3 or 4 year degree
- must return to the University of Alberta for final year
- be a full time undergraduate student
- be a Canadian citizen or landed immigrant and have lived in Alberta at least 5 years

Applications are available from the Student Awards Office, 252 Athabasca Hall.

Application deadline: Monday, 25 February 1985

For more information contact the Students' Union Executive Offices, 259 SUB

CABARETS

DINWOODIE • 2nd Floor SUB • DOORS: 8 pm

Tickets are available from the SUB Box Office (2nd floor SUB) and various club members.

NOTE: These events are open to U of A students, staff, and guests. Absolutely no minors admitted!

20 feet

UNDERGRAD SCIENCE SOCIETY

presents

**ALBUM PREMIER
CELEBRATION
Friday, March 1**

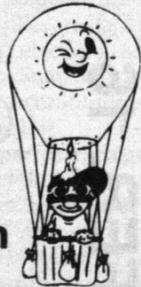
ADVANCE TICKETS: \$5.00
CAB, HUB, M-142 Bio Sci (DOOR \$6.50)

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MORE LETTERS

Israel: Another view

Dear Carol:

I was very glad to see that you are so sensitive to people's suffering. I share many of your concerns; however, I would like to remind you about some obvious points that somehow had escaped your attention. You may perceive the events in Israel today in any way you wish, but you should not forget that the country is in the state of war with most of its neighbours. The fact that you did not notice this war can not in any way be attributed to peaceful intentions from across Israel's borders. On the contrary, the governments of those neighboring states have made their animosity towards Israel quite evident.

During the war any country will take measures that are not all that humanitarian: it will fight off its attackers, perhaps killing some of them, as well as inflicting number of civilian casualties. It also will introduce certain internal measure for maintaining security such as imposing curfews in some locations, and internment certain elements of its population. If you do not believe me, look back at a recent example when thousands of Japanese Canadians and Americans were put in the internment camps across our continent, by the Canadian and U.S. governments, which are quite humanitarian by all standards. There one difference between the North American and Middle Eastern situations: while most of Japanese North Americans were loyal to their governments and their countries, the Arabs are openly hostile to the state of Israel's existence.

It is not unnatural, that after forty years of animosity, many Israeli Jews do not have much brotherly feelings towards Arabs. It is not surprising, that some may even show it. Yet, the Arab members of Israeli parliament, constantly vowing for the destruction of the state, are allowed to voice their opinion inside the assembly, and there is at least one exit from the refugee camp Dehisheh. NO, THIS IS NOT AUSCHWITZ. This even beats the conditions under which Jews are kept in Arab countries. Syrian Jews, for instance, remaining in much smaller and definitely less threatening numbers, are kept in a ghetto, where the police does not spread pieces of paper, but smashes windows with clubs and sends in drunken mobs to loot. People are not 'convinced' by anybody to leave the country or the camp; they do not have freedom in travel inside Syria or to attend university, let alone to go abroad. Most importantly, Carol, foreigners like you can not visit them as you can visit Arabs in Dheisheh camp.

When the war declared by Arab states on Israel is over, then, I suppose, Israeli government could issue an apology to the Arab Israelies.

Until this war ends, however, your letter bears no sense, other than indication of your close-mindedness or ignorance (or both) as it fails to mention either the reason for, the score of, or the solution to the problems of the Middle East.

Alex Khazanovich
Engineering IV

Elections are weird

Why I chose not to vote.

My reason for not voting in the SU election is very straight forward: there is something very important missing in the SU election process—the (hopefully objective) evaluation of the statements and promises of candidates.

In general elections this role is played by the media. Reporters evaluate issues and personalities. That role needs to be filled by someone. I do not claim reporters are unbiased, but they can afford to make their biases known without losing credibility. I do not know any of the candidates personally, and I hate to depend in my choice only on their promises. What do you suppose I would tell you if I was after your vote! This is not to doubt the candidates, but I do want verification. Sure, I could do the evaluating myself, but I must confess a week before mid-term exams (sic) I have more pressing things to do than to visit with 29 candidates.

A candidate only tells me his promises and his good intentions. But I need to know more before I make an intelligent choice. Yes, I do want to know details about their academic programs and achievements. I also want to know about their future goals and how a turn on Student Council relates to that. I would like to ask questions like: Have you ever worked on a Board or for a Board or with a Board, and if so what were your experiences. Some candidates have presented various ideas about SU finances. But nobody bothered to offer any considerations for credibility. I would like the financial promises evaluated and put to the test by a financial expert.

I wonder whether the candidates consider a term on Student Council a practical course in leadership and business administration, with learning provided by trial and error. It may be a valuable experience, but it may well be the most expensive course on campus with the tuition fees paid by the rest of the students. I

want to know the business and management attitudes of the candidates. What do they know about employees-management relationships?

Candidates claim that they will talk with Government representatives on our behalf. What are their credential, their experience, their expertise in this regard? If they approach Government with the same kind of rhetoric that they offer me to get my vote, they won't have much credibility.

I appreciate the few presentations made by some candidates before classes, but I must say the public speaking abilities did not impress me. In fact, if such presentations would have been made during a job interview, I would not have offered them a responsible job.

If the SU expects me to take the elections seriously, I expect more than promises from the candidates as an issue. Perhaps as a mature student I expect too much, or perhaps with the increase of mature students on campus the SU needs to adjust its profile. Would the newly elected council consider some changes in the election process? Or perhaps *The Gateway* could find two independent students for each candidate to evaluate their platforms and their promises. Such evaluations published independently of the statements of the candidates would certainly raise the quality of the election process considerably and would help other students to arrive at reasonable choices.

Karl Trabold
Rec. Admin. I

Thanks, guys II

We would like to thank all those who contributed to our campaign, and thank all those who believed in us enough to vote for us.

We would also like to congratulate Mike, Gayle, Rob, Caroline, Scott and Floyd, and wish them all the best in the coming year.

Peter Seseck, Business III
Joan Watz, Rehab Med II
Doug Boivin, Business III
Earl Smith, Science II

An apology

The initiatives '85 pamphlet released on Monday, Feb. 4, contained an error. David Keufler did not quit his job as Deputy Returning Officer after two days. I have been misinformed and would like to apologize to Mr. Keufler for erroneously stating that he had quit his job after two days. I am very sorry for any inconvenience this may have caused.

David Koch
Initiatives '85 Campaign Manager

Creation: Another view

A book (*Science and Creationism*, Ashley Montagu ed.) I bought (at Weinlos Books, a great science bookstore), and read makes me wonder whether attempt of the fundamentalist fringe to get creationism into U.S. school biology curricula has a Canadian equivalent.

What do I find in the Alberta Education's 1984 Biology 10-20-30 curriculum guide (in the Education library)? The statement (on page 41), "Both evolution and creation can be discussed to assist in explaining the origins of life on Earth."

Creationism is "to assist" in science classrooms? What the hell is going on here? Genesis isn't science, it's religion, with no place in biology. Or should we next discard astronomy because, contrary to Copernicus, the (flat?) Earth is the centre of the universe? Or jail Galileo again (at our peril)? Or should I demand my church preach religion ("The first reading, dear people, from the book of the Theory of Relativity...")?

It seems the religious peanut gallery has infected Canadian science curricula: "organized knowledge has come into open conflict with organized ignorance" (Montagu, 95).

But biology teachers who present the organized knowledge of evolution, alone, can keep the light of scientific enlightenment burning in the present darkness of doctrinaire religious stupidity. Don't belittle my plea or understate the perverse power of the creationists: they've an official Alberta association (defended by one Ron Ballamy, which is more than enough Ron Bellamy's, whom my sister and I refuted on *The Journal* letters page last spring; anyone else want a fight?) My plea, like Isaac Asimov's (Montagu, 193), is that we not let creationists succeed lest we "raise a generation of ignoramus ill-equipped to run the industry of tomorrow, much less to generate the new advances of the days after tomorrow."

In my first year at U of A (1979-1980), a Christain group televised (in Microbiology of all places) a debate between U.S. protagonists on this subject. In my last year (1984-85), creationism rests like a cancer on Alberta's science curriculum (Dave King strikes again). Biology teachers (mainly, but not only), please "rage, rage against the dying of the light" (Dylan Thomas) by teaching evolution alone, by teaching science.

Michael Wynne
Business IV