

casserole

a supplement section
of the gateway



editor

dan carroll

photo editor

terry malanchuk



It's law and order time in the old corral kiddies.

This week, Casserole devotes its pages primarily to the Student Christian Movement's severe criticisms of the Law and Order Committee established at the U of A last spring.

And also on C-4, ex-student rep on the committee, Steve Hardy analyzes the situation in more general terms.

"It's here, it's there, it's everywhere, repression can strike you anywhere."

You might note a strange resemblance between the quote on Steve Makris' cover photo from our friend and yours, Adolph, to those of a certain American politician whose name we shall not mention for fear of embarrassing Mrs. Nixon. Well, imagine that!

On C-6 is a lighter glance at those nasty university loan sharks.

And a tip of the hat to ailing Dan Carroll. Just remember old bean, even if they won't let you drink for six months, you'll never have to face the blood donor's needle again. Besides, there are worse things than hepatitis—like the Black Plague.

Misrepresentation of classroom reform

By DAVID HANNA

reprinted from *The Gazette, University of Western Ontario*

"Well class, we are going to try an experiment in participatory democracy," the classroom liberal loudly, and proudly declared. Some students snickered contemptuously; some smiled with glee at another chance to vote on something, anything; most students simply allowed the pronouncement to flow into their brains—no emotion, no reaction.

"However we can't spend the whole year haggling over how the class is to be run when we could actually be getting right into the content of the course, so I will give you three choices; you may either write two tests, or three essays, or one large paper for the year." The man at the front quickly added a footnote, "Everyone must do the same, so vote!"

Student demands for reform of the classroom have been grossly misrepresented by faculty, administrators and even certain students. Many of the problems concerning the interpretation of student demands can result from a lack of understanding of the purpose for the "student" being in the "classroom." More basically, there is a lack of understanding of why there is a "classroom."

Private domain

Many professors are entrenched in the belief that the classroom is "theirs," the professor's private domain, however, a large number of these university faculty members realize that if students are to be kept "in their place," the "little darlings" will have to be led to believe that they are actually taking part in academic democracy. Thus a new breed of exciting professors have sprung out from behind cobwebbed podiums, the (trumpet fanfare) "classroom liberal." This man is a democrat, he allows choice. But, it must be made very clear that it is not because he believes that students are able to make decisions for themselves but because he is "AFRAID." Fear, students, induced, not by the whimpering mass of Western students but induced by the thought of what these students could do if they were ever in a position to actually "think" about why they are in that classroom.

The game

The facade of democracy could work or students could become concerned about the game they play called "going to university." Those who haven't noticed that they are playing a game probably haven't noticed many things about the university. They may not have noticed that the most important function of the university is to sort, stamp and give a mark or standing to every student. Some professors have realized that you cannot enable students to learn, criticize, discuss, create or otherwise develop themselves and society in an atmosphere of competition and judgment. But even these well meaning souls can't avoid their true purpose in life—turn in a stamped, sealed and verified grade on every single student in their classroom domains.

A few faculty members have actually decided that the classroom belongs to the students and that free inquiry can develop into a humanizing, interesting and even academic experience for everyone. However the number one point on the agenda for "free inquiry" is "how do we satisfy the registrar."

But how does free inquiry take place in a classroom where there are two strata of beings—those who have the right to judge and those who are being judged. The student may not always be conscious of the relationship but it is always there, lurking in the columns of the computerized class list.

What can one do about the situation? You can play the "new game" of liberal democracy in the classroom. You can reject that and ask the teacher to please just teach and stop adding more complicated rules to the game. Or the student can ask why he is in the classroom? Why education is bound almost inextricably to evaluation?, who benefits from the stamped and labelled student?, what alternative is there?

Pressure needed

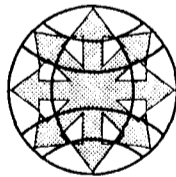
No, you can't stop there. Now you have to pressure for change.

When the student realizes that it is his future employer, not he, that needs the grading system, he may want to ask for change. When the student discovers that only a "scared" professor needs the authority of the marking system to function in the classroom, that student may want to pressure for change.

The existence of a system of marking and grading a student has many implications. The system creates a student dependant upon someone else's evaluation of his worth. This dependancy produces a student who is not capable of motivating himself to learn. He is not in a situation where he has a choice between being creative or regurgitating material; the student becomes a dehumanized being, capable only of salivating or regurgitating in hopes of satisfying the professor.

Student-regurgitator

The marking system is symptomatic of the entire authoritarian relationship of the professor-judge and the student-regurgitator. A large barrier is dropped between student and professor; both recognize the barrier but neither tries to remove it. Because the professor is judge he also can define class structure and course content without anyone challenging him. The professor feels this power and begins to realize how lost he would be without it. Therefore the teacher-judge cannot give any "real" freedom to groups of students who are attempting to learn. The student is also trapped—in the comforts of the student-regurgitator roll. It is much too easy to spend your time in the classroom passively taking notes, knowing that he can get by. Write an exam, plagiarize an essay and the student moves another step towards the degree. The student can hardly afford to do otherwise because he has to get a job. Don't you?



Representatives of
**THE INTERNATIONAL NICKEL COMPANY
OF CANADA, LIMITED**

will visit the university to discuss career opportunities
with graduating and post-graduate students in

ENGINEERING ■ mining ■ metallurgical ■ chemical
■ electrical ■ mechanical ■ civil
CHEMISTRY GEOLOGY and GEOPHYSICS

Also, interviews for Summer Employment will be held
with Geology and Geophysics students in 3rd, 4th and
post-graduate years

November 27 & 28, 1969

We invite you to arrange an interview through the Office
of Student Personnel Services

INTERNATIONAL NICKEL

The International Nickel Company of Canada, Limited
Copper Cliff, Ontario; Thompson, Manitoba