

before the whole council to sent to a committee. It also sets priorities for the council's agenda.

The relationship between GFC and the administration is a tricky one. If GFC is the House of Commons of the University, then the administration is technically under the authority of GFC.

But in at least one case discovered last year by a student rep, a member of the administration acted exactly contrary to a decision of a GFC committee.

Again, the theory is nice, but in practice, it's likely that the control the GFC can exercise over the administration is limited by how many things members of GFC can keep their eyes on at any one time, and on how honest the president, as chief administrator, is with GFC. (In all fairness to Dr. Wyman, he seems super conscientious, if his subordinates are not in respecting the direction of GFC.)

A more subtle difficulty in determining how much power GFC has is the whole problem of the control of information. You'll remember that, incertuous as the arrangement may be, the administration has 24 reps sitting on the council. They spend their entire working day on issues which at some point come before GFC or its committees.

The ordinary student rep or prof must inform himself about those same questions while catching a coffee between classes. It's pretty obvious that administrators are able to flatten any opposition under the sheer weight of their "facts" unless other representatives are willing to seem unreasonable and say, "no, in spite of these 'facts', students should not have to bear the burden of registration" or whatever.

The pre-registration decision is a good example, because in that debate, a GFC committee dominated by administrators prepared a report which said that student opinion on the old registration was "unclear" (did they ask anyone?) and the alternatives were "too costly."

But some people said "no...." and pre-registration was voted in.

Board of Governors

But let us not linger on the small predators like administrators--on to bigger game: The Board of Governors.

The Bored, er . . . Board, of Governors has two undergrad reps, one grad student rep and a gaggle of fat-cat businessmen and lawyers.

This group is the real leash-holder of GFC, for the B of G controls the university's budget and fee structure. As much as GFC might urge that a department be created, or programme be started, if the B of G says no, it's no go.

This was made frighteningly clear in their decision about Student Health. In spite of a GFC committee recommendation that the service be strongly supported by the university with no extra fee to students, the Board first decided to scrap the service altogether, then relented to charge students "only" a \$10 fee.

It's not worth spending much time on the arrogance and pomposity with which the Board conducts its business--you've really got to see it to believe it. And you can--they very generously allow seven members of "the Public" to attend any one meeting.

A couple of years ago the Board made a big show of opening up their previously all closed meetings to the press and public (-a really radical move for a public decision-making body, don't you think?)

But this seems to have resulted in a shift of important business into committee meetings which are still closed--or the placing of an issue on the "confidential agenda."

So good luck in trying to see them do anything besides rubber-stamp motions at their "open" meetings.

Personal p.s. on the B of G: I've tried to balance my cynicism about other institutions because I think with a few of us off our butts here, this place could be made more responsive to student needs.

But I despair when it comes to the Board. Only a radical change in its membership could ever change it. And that won't happen because the government uses appointment to the board as a political plum, and because organizations with reps on the Board (like the alumni association) will always appoint fat-cats, and because no one in power would risk giving students parity--and because even if we got parity,

some student reps would be overawed and intimidated by the super-slick business types, splitting the student bloc. It's pretty glum.

Dept. of Advanced Education

And speaking of glum, we finally reach the dark at the top of the stairs--the heart of darkness--the Department of Advanced Education.

It's here that the real - i.e. money - decisions are made. The Department tells the Board how much money the University can spend this year, the Board tells the president, the president tells the deans, the deans tell the department chairmen, the department chairmen tell the profs, and the profs tell you that's the reason there are only two staff members to teach the 300 people in intro-biology or whatever.

Until last year the Minister of Advanced Education simply gave the bag of money to the Universities Commission which handed it out among the four Alberta universities (counting Athabasca).

But last year the Minister scrapped the Commission, which also used to pass final approval of programmes (will we have a school of architecture or not?) and the minister will henceforward make those decisions himself, with the advice of various committees he appoints.

Already this has made university policies open to political horsetrading. If you promise a Faculty of Law for the University of Calgary, in return you elect an MLA in Calgary Foothills.

"And think what kind of political mileage you could get in Lethbridge if you promised to move the Med faculty there! Peace River wants the Faculty of Agriculture?--but there's not enough money for one there and one at the U of A?--well, we've got Edmonton salted away anyway, let's give it to Peace River." Pretty scary for the U of A.

So there it is--we've finished our safari into the depths of the university's power structure and seen the ferocious beasts that inhabit the place.

to be concluded. . .

Next issue--the third and last in this series--we'll look at the big game guns we students have at our disposal.



MARKING SYSTEMS

Do you prefer:

the non-graded system (pass-fail)

. or the graded system:

four point

nine point

100 point (per cent)

Or would you prefer some other marking system?

Contract system (students and profs determine the amount of work required for each grade.)

Comprehensive system (students write final exams set by the government or industry)

Please feel free to add any comments.

Burp into print

Gateway Staff Meeting

love it

room 282 SUB X ← here

why are you reading this? are you coming?

6:30 pm Thursday

special meeting for staff writers

after regular meeting

crayons not provided

oops

graphics by alf the whip

Our letter this ish:

Floundering educational system

The education system on this continent is continuing to flounder further into the depths of disorder and confusion. The ever-changing demands of society on education are constantly increasing the state of chaos which currently reigns in administrative offices.

In an effort to control the size of the labour market at a time when technology is decreasing the number of jobs, the business world has implemented the necessity that the average person must first put in the appropriate length of time needed to gain that coveted degree before being allowed into the higher echelons of its ranks. Without even looking at the problems created in the institutes of higher learning, we can see tremendous confusion resulting. The high schools today have no idea as to what their purpose is; whether it is to prepare its "students" for life in general or to prepare them for further "education" in universities. It is valid enough to say that presently they are achieving neither.

The modern collegiate curriculum has been formulated with no clear objectives in mind. As a basic education serving to provide a solid foundation of knowledge to those who will be ending their formal schooling at its completion, the schools fail miserably. Typing, home economics or driver education do not provide a very strong ability to reason intelligently in situations perhaps a bit deeper than discussing the latest Eskimo loss. And as far as being an institute providing a concrete abyss for more thorough learning in colleges and universities, not many educators would fail to admit that there is much room for improvement.

It is time that educational theorists and administrators got together and seriously regarded what the whole purpose of education is and to then decide how to go about creating the system they have conceived without letting such influences as current public whim and graft-oriented financing modify those ideals.

Sandy Campbell
Education III

Vote!!

The Gateway

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editor-in-chief.....Allyn Cadogan
news Brian Tucker productionLoreen Lennon
arts Walter Plinge photographySandy Campbell
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STAFF THIS ISSUE Scott Ballentine, Peter Best, Satya Das, Terri Jackson, Paul Jones, Harold Kuckertz, Jr., Doug Moore, Greg Nieman, Kent Richardson, Nadia Rudyk, Margriete Tilroe, Gordon Turtle, Alf the Whip.