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Students' Union
Position Available

STUDENT ADVOCATE

Functions To investigate, advise upon, and, if necessary seek redress for legitimate student grievances and concerns of both an academic and non-academic nature. Will work in close contact with the Students' Union Executive in carrying out these responsibilities and will report annually to Students' Council.

Qualifications - The Students' Union needs a responsible and concerned student who has a good knowledge of University regulations and procedures and who is empathetic, discerning, and able to interrelate well with others.

Duration of Appointment - Until April 25th, 1977 with the possibility of re-appointment in September, 1977 for an additional eight month period.

Honorarium - \$250.00/term.

Deadline - Monday, January 17th, 1977.

For more information contact the Vice-President (Academic) at 432-4236 or Room 259D, Students' Union Building. Applications available from SU receptionist.

Quick, differentiate...

Getting the

Following, is an essay on education. Some thoughts, ideas, and a few ramblings on where we are, have been, shall be, and could be ... unless, of course, it's too late. No by-line - the writer prefers to remain anonymous:

As an introduction, I should mention that I am not a pleased member of our society; but as of now I only complain, I can offer no viable alternatives, only ideas that have emotional value to me. By this I mean that I believe in certain things that feel right to me, they fit good, but they are really just trappings, or as an Aldous Huxley character once said, "I live a very good theoretical life." But for me that is a start, and I guess that now is the time to get started on this paper.

I would like to talk about my reactions to your class. A lot was decided on the first day when you walked in and stated what you were going to try to make this time become. The next day there was half as many people in the class. I think they left because you didn't hand out a syllabus, or maybe the topic of sex differences scared them or maybe they dropped out of school altogether. Who knows? Anyway, my first reaction was, yeah, this sounds alright; I read the books right away and then did absolutely nothing for two months. You see, by this time I had been in the school system too long. Even as I am writing this I'm thinking, is this irrelevant, you know, shouldn't I turn in something with a bit more substance, you know; quotations and elaborate factual clarifications of theory. But something deep down in my

positively rebels at the thought, I have turned in many such papers in the past few years, I know I can do it, so why do so again? And yet it has been so deeply ingrained in me that what a student turns in should follow such and such a formula; therefore, I feel a compulsion to explain to you what I am doing. This thing before you is not a term paper, it is more a written bitch session. Valid to me. Maybe not to you, but I am not doing it for you, I am doing it for the fucking mark. You see, my transcript must be filled with fifteen little sevens. I am not cynical as such, I still hold a sort of perverse reverence for the school system, after all it has got me to where I am today, which is in school. My feeling could more aptly be described as dismay; dismay that I have spent so many years doing what until a few years ago I never even questioned. At the same time, I feel good for the things I have learned and for the teachers I have admired. So, as I see it, you offered us an alternative to the traditional way of university, and, with all my reservations, I am taking you up on it. I know I would feel much more comfortable expressing myself orally, then there would at least be a give-and-take operating. Right now, I am not giving you a good paper, what this will probably end up to be is a lousy term paper: I don't really care.

But I might ...

Last September, two friends and I were just sitting around talking about how positively awful it was to be back at school and how blatantly irrelevant the whole process is. Then we started playing games. One of the games was this. We would take five minutes and write a five-line, rhyming poem about university. I am assuming that because what we wrote was spontaneous, that it was more or less expressive of ourselves. I will include my effort, not because it is a technical masterpiece, or even because it is a coherent expression of thought, but simply because I like it. It goes like this:

College is a life of brick and forced green,

And saying and thinking what we've never seen

I'm merely curious, I'm supposed to be keen,

Why do we always strive for the mean?

And all it is really is a place I have been.

This paper is about schooling, and what I feel to be a discrepancy between schooling and learning. There are so many justifications for the present school style, and not all of them

are invalid. I think the ideal of education for everyone is sound; the failure lies in having a unilateral foundation. That is, people, in every classroom in Canada are supposedly taught much the same curriculum, it is a standard procedure with few variations. But what perhaps was not counted on when whoever it was (the Fathers of Confederation or the writers of the American Constitution) put forth the basic ideas, is that it doesn't work for the equal benefit of all. It was a democratic ideal in that everyone would be given a chance to attend some sort of school; but not everyone's needs are the same. There seems to be little account taken of individual differences. I think that our present school system lacks provision for an adequate milieu for all but the few, and these few are those who have adjusted to the structured classroom form of lecture-type learning. I am making a guess that the ability to cope with the present school system and to succeed and excel is something learned; and that if this learning has not occurred, the school structure offers few, if any, viable alternatives to the

child. Of course, he can try to be a progressive school, but are not many of these areas particularly in rural areas must somehow remove their reverent attitude toward schools if they are not good or even

Is schooling as we know it really good? Maybe it is not. Maybe it is really damaging to children. If it is not good, it must not continue having it if it is good, that is, if ways are found to innovate some changes that must be done. Unfortunately, it is not quite straightforward as that. The primary obstacles in changing philosophy about teaching methods are the bureaucracy involved, and the value-structure of the school that says that people must be prepared to work in this school and that to be able to do so productively they must be educated. Certainly, to live needs an education, that is, needs and wants to know about the world, but it is being more and more difficult whether this is taught in school sometimes facetiously saying that I learned everything on the outside, through books I read. This is, of course, not true. In grade twelve I learned some geometry, and last year I couldn't solve a problem in subject without consulting a review. So, how much did I learn and really what did I learn enough to pass the division I do not want to be pessimistic. I learned a few valuable things in school, but the point is that the learning process is that the learning process

