

The Gateway

Member of the Canadian University Press

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STAFF THIS ISSUE—Fee, fie, fo, flunk, I thought National Student Day stunk. Apart from that, mass producers for this issue were Marg Penn, Jan Sims, Guy Joly, Lee Morrison, Lorraine Allison, Ralph Melnychuk, Andy Rodger, Geddes Wilson, The Atom, Marion Conybeare, Marilyn Fix, Valerie Becker, Sheila Ballard, Marcia Reed, Monica Ulrich, and yours for better poetry, Harvey Thomgirt.

The Gateway is published twice weekly by the students' union of the University of Alberta. Opinions expressed by columnists are not necessarily those of the editors. The Editor-in-Chief is responsible for all material published herein. Final Copy Deadline (including Short Short items): for Wednesday edition—7 p.m. Sunday, advertising—4:30 p.m. Thursday; for Friday edition—7 p.m. Tuesday, advertising—4:30 p.m. Monday. Advertising Manager: Alex Hardy. Circulation: 8,000. Office phone—433-1155.

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FRIDAY, OCTOBER 29, 1965

an ill-considered move

Students' Council has accepted in principle a brief which calls for student representation on the University Board of Governors.

The brief, written by a student committee on university government, calmly suggests that twenty-five per cent of the Board's authority should be vested in students.

The committee brief says in part: "... a single delegate would not be capable of presenting the student position on the wide range of matters which are dealt with by the Board, further ... the student body has a right to that number of seats."

We suggest Students' Council members look seriously at this ridiculous proposal before they decide to submit it to the Board of Governors and the provincial government, which are now preparing the final draft of changes proposed in the University Act.

One aspect of the act which may be under review, is the status of faculty and students in the management of university affairs. It is not known whether sweeping changes in this area are being considered, but it is rumored the faculty will probably receive representation on the new Board of Governors.

At the present time, Dr. Walter H. Johns, president of the university, represents the faculty, the students and the administration as a Board member. Also, his membership there is determined by persons whose membership is automatic and at least partly political.

In other words, Dr. Johns' position on the Board is presumably maintained at the Board's discretion, and also at the discretion of those who hold political power in this province.

We do not believe this situation in practice is intolerable, but it does leave a tiny loophole for government less tolerant toward the principle of

academic freedom than the present one, to remove Dr. Johns from the Board. Presumably, this loophole will be plugged, and the administration position on the Board made more definite when the new University Act is brought before the Legislature in February.

But what about the faculty and students, both of whom have a considerable stake in this university's future? These two groups, without which the university could not function, should have the right to make their views known in the running of the institution.

The University of Alberta is beset with the problems of bigness: a growing impersonalization and a breakdown in communication among faculty, students and administration.

Somehow, the faculty and students are being governed more and more by the computers and directives of a well-meaning, but barely-coping administration.

It seems reasonable then, that these groups should express themselves on the Board of Governors.

But how much of a voice should they have? How much weight should their ideas carry in university policy decisions?

Frankly, we think their ideas should be given token expression only, as long as faculty members and students are allowed to engage in an unimpaired search for truth and knowledge. The present regard for academic freedom must never be disturbed.

It is both arrogant and irresponsible for Students' Council to suggest that students should hold twenty-five per cent of the Board's effective power.

What, may we ask, have students done to deserve the right to govern the academic community here, when fences still must be erected to keep them from walking on the grass?

stop and consider

A senior University of Alberta student has been fined and had his Students' Union privileges suspended for attempting to steal a cup and saucer from the Students' Union Building cafeteria. He was evidently collecting a souvenir, a common practice nowadays.

Earlier this summer, the locker room in the Physical Education Building stopped issuing towels, also because of losses to souvenir hunt-

ers. Students without lockers must now bring their own towels.

Whether the situation reflects a general moral decline and lack of student responsibility, or simply the great souvenir or aesthetic value of these valuable items, we would not venture to guess.

But stop and consider the implications if the cafeterias cease issuing cups, saucers, knives and forks, and each student is required to bring his own.



cus abandoned by quebec.
canada next?

the acid test

by bruce ferrier

Plans for this year's Evergreen and Gold include a section called "test week". One can only speculate as to the contents, but here are some possible vignettes of student exam life:

Page 1: Preparation for test week. Head and shoulders shot of student, bent over a table, look of intense concentration.

Location: Games Room.

Caption: "But I thought you had the Ace of Clubs!"

Page 2: Weekend before test week. Series of photos, showing students going into library, coming out loaded with books. Wide-angle shot of Hot Caf, deserted but for a few students.

(Note to photographer: the library shot can be made up by pasting front on to Bookstore photo. Get Hot Caf either at 6 a.m. Saturday or after the bus leaves for the football weekend.)

Page 3: "While students prepare industriously for their exams, the finest minds in the university are drawing up questions to test skill and understanding."

(Shot of lounge in Faculty Club. Only place to catch professors together.)

"When complete, the exams constitute a comprehensive survey of all aspects of university learning." (See copies of old exams, past fragments into arty montage.)

"PHYSICAL SCIENCE 341—Answer all questions. Be specific. Marks deducted for every third error. Question 1: How is the eye like a camera?"

"ENGLISH 200—Compare and contrast the animal images in any three of: Mother Goose (Rev.Ed.), Dick Tracy, or Kant's Critique of Pure Reason."

"PHILOSOPHY 240—Should I answer this question? Discuss."

Page 4: Actual tests in session. Avoid shots of crib sheets, students being sick all over the floor, torn up test papers.

Note to photographer: no pictures available Nov. 8, except perhaps at polling booths or pubs, by reason of national election fiendishly contrived to separate students from tests they love so well.

Page 5: More tests. Use clippings of actual answers where possible. Otherwise make some up, which is what is done during test week anyway.

Copy: "Every mid-term test is an opportunity for the student to express his knowledge and grasp of the subject, to demonstrate his ability and skills."

Page 6: Sample answers. Delete psychology answer sheets with unsightly smudges from electrographic pencils. For essay-type answers, use only significant parts—ten words or so.

"THE CRUSADES"—"The crusades were a series of English armed interventions in Europe around the middle of the Middle Ages. The First Crusade came first. The Second, Third and Fourth crusades came later."

"disassociation constant"—The disassociation constant is the term relating students' union club membership to number of parties held. Varies inversely as the fourth power of women and booze."

Page 7: Optional. Pictures of professors grading papers, being taken out screaming. Pictures of students receiving papers, being taken out numb. Possibility of cross-burning ceremony on President Johns' lawn.

Note: Above suggestions valid only if yearbook staff still around to make up pages after they get their own midterm results.