

more on protests. more on education. more on treasure van. more on radio. we welcome and will print all letters, but they must be signed or they will not run.

letters

protests

This has been called the "Age of Protests"—an ominous sign, especially for North Americans.

The increase of illegal opposition to government policy, the increase of the talk of violence and the violence itself should serve as a warning to the disciples of democracy, wherever they are, if they are: Democratic citizens are finding the machinery of democratic government increasingly inadequate as an outlet for dissent.

The voice of opposition is becoming increasingly militant: Black Power, Student Power, White Power, Hippy-dom all forms of discontent locating themselves without the conventional political structures within which they should be finding expression. (In order to be fair to campus leftists, SUPA, UAVAC, and NDY should be included in this list: They try harder.)

The twentieth century is discovering the ineffectiveness of intense minorities as a means of opposition. "I Like Ike" buttons are being replaced by "Viva Che" buttons. It is something to think about, or in the words of Ivor Bulmer-Thomas, "There is an air of great tragedy about these events . . ."

It's happening.

Bill Callaghan
arts 2

education

I am moved to comment on the remarks of Dennis Johnston regarding educational blackmail as they appeared in the Dec. 5 issue. While agreeing with Mr. Johnston's criticism of professors who deliver perfectly boring lectures, I must take exception to his criticism of programs established by the Faculty of Education.

There are several relevant points which I feel have been overlooked in his presentation. My comments are based on more than ten years experience in industry where I functioned as both a systems engineer and a project engineer on several of America's largest missile defense systems.

First I point to the fact that when holders of arts, science or engineering degrees take employment with the larger industrial firms, they serve what amounts to internship from a few weeks to several months. During this time they are expected to learn the trade jargon, company policies and the basic concepts of the program or project with which they will be associated for an indefinite period of time. All too often the tasks performed during this period are both unimaginative and routine, but they serve as a preparation for more autonomous roles in the organization. While it may appear that the employer is assuming the cost of this orientation it will usually be found that this lack of experience on the part of the new employee will be reflected directly in his paycheck.

Unique among occupational areas in this respect, the Faculty of Education prepares the graduate to assume an autonomous role in a functioning school system with the least amount of disruption to operating programs in the system. The

teacher in the school is independent and as such is expected to perform a social role with a minimum of assistance or direction from outside.

Internship, as a way of preparing teachers, is very expensive. There is the added cost of the intern in the school system for a year as well as the division of the regular teacher's attention between the class and the intern, to the disadvantage of the class. It can also be argued that it would be a rare teacher indeed that could offer assistance, in the myriad ways of encouraging learning, comparable to that offered in the Faculty of Education.

Arts and science courses have both high interest and high content levels but the practical aspects of the occupational roles are left for acquisition off-campus. Education programs on the other hand offer both courses of high informational content and those of a practical nature, thereby eliminating the need for extensive field experience prior to engagement in the actual role of teaching.

It follows that educational blackmail would occur if teachers were allowed to enter the profession without adequate preparation in the methods of teaching and without the means for measuring their accomplishments. Similarly educational blackmail would occur if society had to tolerate the trial and error approaches of neophyte teachers struggling to find effective ways of educating their young charges.

Warren E. Hathaway
ed 4

plucked

Last year, Treasure Van made \$17,059 during the five days it was at the University of Alberta. This year Treasure Van hopes to exceed its sales of last year.

The students of this institution are to be congratulated for their charitable and philanthropic natures. Kudos to those who donated their energies to act as salesmen, barkers, hustlers, shills, and cashiers, but their contributions must only be of a minute nature when compared with that of the student consumer.

This paragon of the rational and sovereign consumer, wandering from table to table with his mouth open, trying to decide which treasure to purchase—perhaps a chunk of painted wood; a camel saddle for your favorite camel jockey; a stuffed cobra—slightly used by the neighborhood snake charmer; a pair of sandals worn by a genuine rice-picker, just the thing for Alberta winters; or a nice tin sword, any shape, any size—only one price: expensive; a matador's hat, just the thing to wear when you're shooting the bull; how about a small bag of red seed, only half a buck—terrific!

Just how unsophisticated, naive, and provincial can the U of A student be? How long will Treasure Van be permitted to pawn off various and sundry junk on these poor, ignorant unfortunates. How much longer can it charge these ludicrous prices for such useless trivia?

If you purchase something from

Treasure Van, sit down and look at it for a few moments and remember what you paid for it. After a couple of minutes, ask yourself, if you are unsophisticated, naive, provincial, uninformed, ignorant or just plain stupid.

Go downtown to the various import stores and see how their prices and quality compare with that of the Treasure Van. By God, the "Art Mart" had some identical Scandinavian objets d'art of much higher quality and of a lower price; and realize that the "Art Mart" has a 150 per cent mark-up on many of their articles. It may also be relevant that the "Art Mart" sells mostly junk. Wise up, people, you're being slickered like a typical bumpkin when the carnies get ahold of him.

It will be a dubious achievement indeed, if Treasure Van leaves campus with a new sales record. "Treasure Van" is a misnomer; "Junk Wagon" would be a much more appropriate epithet. The volume of its sales reflects the general level of dullness and lack of sophistication on this campus—a campus of suckers and marks with full pockets waiting to be plucked. Did you get plucked?

Glen Harper
grad studies

good cause

Gee, I must sure be gullible. I was "led" to believe that the Treasure Van was something just out of this world. There would be lovely, well-constructed objects that any person would love to purchase.

I'm sorry if I'm easily deceived. The Treasure Van has got to be the "greatest collection of junk" that I have ever seen. The craftsmanship of those "precious gifts" is strictly non-existent.

My, our new SUB is being cluttered up by this junk! Oh, of course, it is for a good cause.

Earl Hjelter
ed 1

foundations

The letter entitled "educational blackmail" sounds very interesting and positively "humble". Of course, nobody has a right to force their lordships to undergo a year of rot. What else could it be except "educational blackmail" since any old "eager individual" can do a good job as a teacher.

There is only one small hurdle. Rightly or wrongly, teaching is said to be an art. It is not a set of rules—no matter what some so-called administrators might say—that one can learn and apply to construct a "perfect" human being. So, one cannot really blame these education "lecturers" if they have not "poured" it into the head of our friend.

Teaching being an art, all anybody can do is to lay a foundation; the rest comes when the actual classroom situations are tackled. And what better than a philosophy or psychology course for laying the foundation?

I am not trying to polish an

apple—though I cannot help if it gets polished—so, let me say that not all lecturers are equally good (of course, I cannot very well talk about art courses as I do not happen to be a member of the "in" group). Also, there is a lot of wide open space for improvement in many courses. I, however, am of the opinion that in some classes anybody would feel like saying goodbye, and some people would like to quit any class.

As to justification for the year, there is none unless one is in a frame of mind to listen and think. Education, as such, is in a state of flux. No two authorities quite agree on the qualities of a good classroom teacher. And this may well be so, as human children can develop into a wholesome personality in several ways. A rub of this concept on a perceptive individual is a worthwhile achievement in a year.

Baldev Abbi
grad studies

radio rock

At the risk of sounding as if I had to defend myself, I feel I must reply to Mr. Saidman's discourse (attack?) on "rock" of Thursday last.

Although nothing is as "obvious" to me as to Mr. Saidman, I can't help but parallel his (and apparently U of A Radio's) attitude to that of the segregationist. Just as he generously allows rock its daily hour, so the other segregationists relegate their undesirables to the ghetto. If I were the type of person prone to speculation (indeed rash generalization) I might even suggest that he fears stimulation of his "staid CFRN type" mind.

It's true, Mr. Saidman, if you half close your eyes and drown out reality with Lawrence Welk, the world is indeed a wonderful place; suitable for "a policy moderation and good taste". After all, bubbles are less "savage" fare than philosophy. Perhaps you have tried to comprehend Dylan and his peers and failed. But does this rule out the hope that other (more perceptive) minds frequent SUB? As I say, this is mere speculation on my part, and perhaps I shouldn't even presume this much, not having met Mr. Saidman.

Most students realize I knowingly overstated my case in my original letter, just as I'm sure you overstate yours. I, for one, am not familiar with the mandate allotting second year students mental powers superior to those of we frosh. Perhaps, however, this is just a good example of our general ignorance.

For your personal education, Mr. Saidman, may I suggest that music has at least two functions. One (and apparently your only) view, sees music as a means of relaxation; the other, and I think more important function, sees music as a means of communication. Yes, Mr. Saidman, there are people trying to tell you something. Please be so mature as to listen.

Personally, when it comes to relaxation, I prefer Beethoven to Benny Goodman.

Ian Coull
arts 1

more radio

After reading Mr. Saidman's letter in the Dec. 7 Gateway concerning the music played on U of A Radio, I find it necessary to comment upon such prejudice and disregard for the individuality of others.

Mr. Saidman's obvious dislike for "rock" music has led him to believe that he knows what is best for the students with regard to the type of music aired on student radio. I find it hard to believe that Mr. Saidman would be so bold as to prescribe student dress, recreational activities or choice of friends, and yet he is attempting to prescribe the type of music we should listen to.

Student radio has the obligation to play the music that the majority of students want to hear. It should

also attempt to satisfy any large minority groups as not only one type of music is desirable all day long. Keeping in mind its obligations to the student body, I am sure student radio will disregard Mr. Saidman's erroneous advice and instead feature a wide variety of music with emphasis upon the type of music desired by the majority of students. Such a variety will no doubt include "rock" music as it should not be confined to any one specific time of day or any particular afternoon.

Such a music policy is of course essential on a fairly large campus and I am sure Mr. Saidman after careful consideration will agree that any attempt to satisfy the majority of students with careful attention to the wishes of minority groups is a desirable effort and is to be commended.

It is my belief that every effort is being made to carry out such a policy on student radio and only the prejudices of individuals on the announcing staff remain to be overcome.

Greg Moore
ed 1

radio's responsibility

We would like to reply to the letter of Larry Saidman regarding the music policy of U of A Radio.

He mentioned that the radio has a "responsibility to the university". Is this being fulfilled? One would think that an "institute for higher learning" would have music of a far higher calibre.

He criticizes CHED's "teeny-bopper" music of today, but the radio plays mostly rock music of yesterday. This is just as distasteful to us as our music appears to be to Mr. Saidman.

How about a compromise? What is wrong with classical music? We are sure that the majority of listeners would prefer to hear more Beethoven or Strauss selections, instead of 1940 hits. Music of this type, that is classical or semi-classical, always provides a pleasant background for sitting or talking in the SUB. May we hear more of it?

Heather Jenkins
arts 1,
Terry Sheppard
ed 1

radio replies

May we take this opportunity to reply through your media to Mr. Coull and Mr. Saidman.

First, we would like to thank them for the interest shown in U of A Radio.

Secondly, may we suggest that instead of writing to the editor of The Gateway, that you present your comments, critiques, and, we hope, suggestions for improvement to either the Director or the Program Director at U of A Radio, Rm. 224, SUB.

In order to make best use of your time and ours, may we also suggest instead of blanket criticism that you, and any others who dissent with U of A Radio in any way, will offer specific and valid (in your opinion) points and suggested alternatives.

Third, U of A Radio program policy is based on the results of a listeners preference survey compiled during the 1966/67 term.

U of A Radio listeners must realize we are in a unique situation in that we must try to please all of the people some of the time, as all of the people own an interest in the station.

May we conclude by saying that your interest in U of A Radio is greatly appreciated, and we will be glad to discuss this and any other matters pertaining to U of A Radio at any time.

Jack Feka
Director,
Don Spence
Public Relations Officer
U of A Radio