

LETTERS, from page 4

years now and during that time issues like admission requirements, tenure for profs, the marking system, quota faculties and plans for parking on campus have all been discussed and decided. These are the main issues that affect the students on this campus.

Why then are Students' Council positions full when GFC (the most effective and important body) is always lagging in student representation?

I was, until today, arts rep on Council. I found that for some strange reason there is more prestige surrounding Students' Council positions.

This shouldn't be!

Students' Council can often be likened to a circus. In GFC, however, the level of debate is disciplined and intensely thorough. Decisions made in GFC are more sweeping and require more input than those made in Students' Council.

Within the university structure there are always important committees crying for students!

What about Students' Union then? Well basically the SU is a service organization. It was created in the old universities act as the only spokesman for the student to the university.

This old purpose is now almost completely diluted. The students' Union must be reorganized.

Last year the Students' Union would have gone bankrupt but the Provincial Government came up with \$750,000 to bail us out. Its unfortunate that the forces of a free economy weren't allowed to demonstrate how inefficient and inadequately the union represents its students.

Now this campus must have at least four offices in housing doing exactly the same thing. It is a large waste of money for the government and for the students. We should have a central housing authority (including HUB) to regulate and plan housing on this campus.

This integration process should happen on many other levels. The highschool visitation and Freshman Orientation programs along with university publicity should be combined;

the two directories should get together. Food services around campus should be combined under one office and improved.

For example, combining them would allow one or two student reps (instead of many on 4 or 5 different committees) to speak for better foods. This is the type of reorganization our students' union and the university needs. This type of more efficient more democratic procedure may even enable us to lower students' union fees.

The Students' Union political representation should be drastically reorganized. Faculties should elect in terms of representation by population and these reps should be responsible not only for the Students' Union's now drastically reduced administration but they should be primarily concerned with representing students on these other integral and most important committees like GFC and Housing and Food Services.

This system would allow more adequate representation, might lower student union fees and would make many university programs more efficient and effective. After being a member of many of these committees and councils I make this recommendation to the students, staff and the administration. Stop this over-bureaucratic and expensive waste!

Jim Tanner
Continuing on GFC
AND NGMC

Florida North?

I once heard of a university in Florida which offered a course in sea shell gathering. I often wondered who got to keep the shells. I recently experienced Alberta's own version of "Florida North" attending a course entitled Ed. Psy. 421. My response to a course which profits its instructors more than its students is one of outrage!

If one wishes to venture to the fifth floor of the new Education Building, one might have

the dubious pleasure of viewing, in action, an "Orwellian," or (Nixonian, if you prefer), equipped "classroom", complete with microphones, one-way glass, and T.V. cameras. The subjects in this laboratory

are not the usual rats and chimps, rather they are bonafide, card-carrying, fellow university students, who each semester donate their time and dignity to the whims of Larry Eberlein, and his associate, Don Ehman.

These "Skinnerian", data merchants arrogantly admit that no student will probably appreciate what Ed. Psy. 421 is all about until the end of the semester. (By that time fellows, it's too late!) Their "nice guy,"

"tough guy" charade, in the guise of instruction should be exorcised immediately before more future teachers become totally disenchanted with this whole concept of observing group dynamics in the classroom.

It seems to me that the minimum requirement we should demand from our instructors is that they, in fact, instruct. No student should wonder when a particular course is going to begin half way through the semester. I think the criteria for deter-

mining whether a particular course remains in existence or not should rest with the students it teaches, or purports to teach. If a course is totally without redeeming value students should have the power to demand and effect curriculum changes.

Far better that, than to see our money wasted and our entire university experience tarnished. We demand competency from our tradesman, and from other professionals. Why should we demand less from our very own faculty?

Danny Greene
PDAD 74-75

Hank, are you there?

A mysterious tape recording was left in our mailbox last week. The cassette box, though bloodstained, scratched and battered, still contained its magnetic tape intact.

The following is a transcript gleaned at great effort from the tape we found. The voice is believed to be that of Hank, close friend to ace Gateway trouble shooter and dung digger Berry Westgateway.

This message is a warning to all of you out there who may believe that the man running this province with an iron hand is Peter Lougheed. But I have uncovered evidence that may expose this man as a fake and fraud. I ... (unintelligible) ...

While perusing the 1951 Evergreen and Gold, at one time our illustrious yearbook, I noticed that Peter Lougheed was in attendance here and was in fact president of the Delta Upsilon fraternity. What was peculiar however, was the fact that there were no pictures of Pete in that book. Being the curious type, I went back in time and examined every E & G from 1947 right through to 1953, and although his name was mentioned numerous times, I never did find a photograph of the man.

It is therefore my contention that Peter Lougheed was kidnapped by Hottentots at an early age, and another man took his place. Cleverly disguised as Peter, and knowing that a good photograph might expose him before he became established, he refused to be recorded in any picture for ten years. We must ... (unintelligible) ...

Again, I warn you - seek out this man you call premier and confront ... (loud background noise) ... What do you want ... (unintelligible) ... Get away from me! ... (loud background noise) ... Oh my G ... Auuuuuuuugh! (loud background noise then silence)

An open letter to all professors

This letter may or may not have any significant value to you. But from the viewpoint of a student it becomes necessary to express the thoughts of how one feels about a course completed recently. The course itself is taken from a conglomerated mass called the humanities. It pertains to mankind or the state of being human or humane. However, the subject under criticism does not concern the course but the teaching profession as a whole.

In the teaching profession one often does not realize the lack of communication between teacher and student, especially under the university system where the possibility of knowing the course instructor is almost nil. This lack of understanding between student and professors is sometimes more important than the course itself, and the value of the course in which the student had interest in becomes in fact, one which he dislikes.

It is up to the student to do well in a course but does the responsibilities lie entirely upon him? Is it not HALF and HALF? What about the teacher's responsibilities, are they not to the students or are they displayed towards the hierarchy of the department.

If there is no communica-

tion between student and teacher who grades who? Would the teacher know how to judge or what to grade a student? A grade is a judgment, isn't it? But a judgment of what? A student's work, his ability, his personality? His enthusiasm? How does the system of grading operate? If you are supposed to judge a student's mind and its potential, then you have failed if you don't know one single thing about him. How would you know what's happening to him in your courses? How would he know for that matter?

I know, however, one very simple thing - that a good grade helps and a bad grade hurts. That it not to say that every one should not be getting bad grades, but the effects of one should not be ignored. Many a time, I have walked into this office trying to be at ease but knowing deep down that you have the upper hand. (That is not to say that every professor gives me that same reaction). This uneasiness is felt and cannot be controlled. It is a natural response elicited to the situation which I feel uncomfortable in, and is an unpleasant sensation. Do I know this person I am about to talk to? Could I penetrate him, or get him to see that this peice of work is actually my own?

It becomes even worse when words are thrown directly at me as to question whether I know the meanings of them. I find it virtually impossible to resist against this type of action and what I wanted to say becomes a mass of tangled sentence fragments. Tears were also an emotional response and trying to control them was also impossible for the feelings of anger, frustration, and hurt were there and they were all too great to be held back. I let it all out, and what was suppressed was explained in a manner which still cannot be described. Although the mark was boosted, the matter was not settled. There was still the final to consider.

I will still remember what was said before I walked out. At the time I found it useless to say more and no doubt the lack of understanding between me and you is still there.

I, for one did not participate in class discussions, not because I did not want to but am not motivated by the attitudes set forth by the class on the whole. That is not to say I didn't know what was going on in class because I understood the points put across.

On the contrary many of the issues discussed were put forth again on the essays that were

assigned and my views were put down and expressed in that manner. I guess one may call it an indirect method of trying to indicate to someone who does not know you, and at the same time trying to prove that what was mentioned in class is understood. It was repetitious but the parallels of the class discussions with my views in addition to it was worth it because it gave me more insight on the subject matter.

I am hesitant about this letter and several times this summer have delayed mailing it. But since upon entering my second year, I find that you are not among the few who react to students in the same manner.

The intention is then to bring some light to the teaching profession particularly to the branch of humanities, also with the hope that the relationship between student and teacher would become better. The trouble with the teaching profession is that it invites a man to play God, but underneath all that superiority you're just ordinary people like me and every bit as human. Is it so blind to see how a profession could harden one so much? Think about it, that is all I ask.

A student
Name withheld by request

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