



(elio dolente/ dal)

Gazette editor Dorothy Wigmore presents Student Union president Brian Smith, on behalf of the Students' Council, with a trophy for receiving the Devastating Digit of Disaster three times this year. Treasurer Ian Campbell looks on, just before he receives his personal DDD plaque.

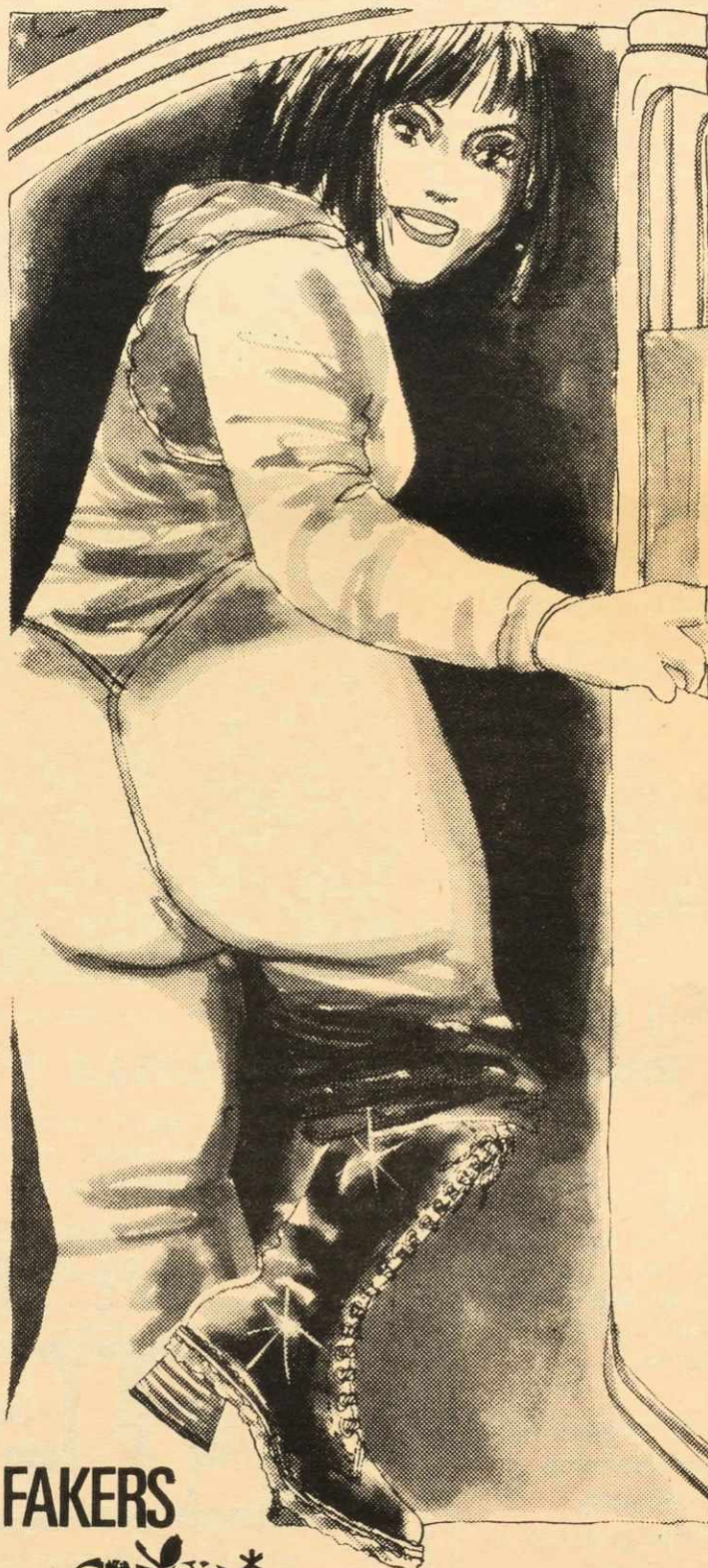
Election changes

Anyone who wishes to make complaints or suggestions about the Students' Council elections

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Who is to blame?

More classrooms needed

(cont'd from p. 3)

and lectures.

Elliot indicated he was not comfortable lecturing to so many people. He called it "one-way teaching" with little, if any, opportunity for interaction between professor and student. Several times during one class he asked if concepts he had presented were understood. No one answered, so he had to assume they were understood, and went on. Students also appeared reluctant to take up his offer of help after the lecture.

Tutorial sessions in groups of fifteen are scheduled once a week, an improvement over previous years. Designed presumably to promote discussion of the lectures, they are generally a satisfactory means of feedback.

Several tutors reported the first lectures were too theoretical and advised professors to attempt to be less abstract and use more examples, after students complained during tutorials.

One problem with the

tutorials is that a few tutors fail to co-ordinate their sessions with the lectures and tend to go off on a tangent exploring some other sociological topic. This is understandably confusing to the student who wants to make sense of the lectures.

Despite the mentioned improvements and attempts to deal with the situation, the class definitely leaves much to be desired. The large number of students forced to sit in one room for one hour three times a week is the biggest problem of all.

It is almost impossible to learn anything in such a large lecture hall. And the accompanying anonymity does not encourage students to ask questions or see the professor when they have problems. Tutorials do help, apparently, but would they really be necessary if the class size was cut down?

As the NDY pointed out in their letter to President Hicks during the 1969 Sociology 100 crisis, the university can hardly be taking its function of

education seriously if it allows students new to the university to undergo this type of atrocity.

Where does all the money go? With \$403,080, the university should be able to afford to provide classrooms for smaller classes. The new buildings on campus were constructed to provide more classrooms, but they aren't helping out the Soc. 100 students. The Life Sciences building has many small classrooms that could be used. The Library also has small rooms that could easily accommodate classes.

In whose interest was the decision made to herd these 1200 souls into one room — the students and faculty? Or do outside interests, which use the university as a place to get research done and as a source of highly trained but not "educated" manpower, take precedence over the needs of students and faculty?

These questions must be answered before we get to the root of the reason why some students get a raw deal and others don't.

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