

casserole

a supplement section
of the gateway

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We greet thee, brethren,
with an holy kiss and best
wishes in this the sixty-
ninth year of the twentieth
century. Within these pages
you will find at incredibly
low prices new and used
Casserole items representing
our humanitarian policy.

Centre spread and front
cover are the works of
enterprising Gateway photo-
grapher and connoisseur of
women, Steven Makris, who
eagerly pounced upon an
opportunity to do a photo
feature of Orchesis, the
modern dance club. Ap-
pearing on the cover are Bill
Malmo, phys ed 3, and
Louise Macmillan, ed 1.

Page two is an example of
what went on in the minds
of U of A students 30
(very) odd years ago.
Groovy fashions.

Set a former student loose
in Canada for a couple of
years. Then send him out
to the Kootenay plains to
find out what Robert Small-
boy's band of Crees is really
doing. The result is our
page three story, devoid of
pictures because he honored
the chief's request.

Hoping you find the first
of '69's Casseroles palatable,
we once again bestow multi-
tudinous fond wishes upon
you, and a pox on the black
monkey crapping on the
chip on your shoulder.

It was my rather vindictive in-
tention to draw and quarter the
professors, on paper, in a lady-
like fashion of course. But there's
some rather exquisite violin music
coming over the radio, and I've
just eaten an alarming number of
gingersnaps—in which case it
seems palpably absurd to do any-
thing but pat them on the head.
The gentleness of the pats, how-
ever, are not guaranteed.



DIRTY THIRTIES

Profs reviewed - - 1934 style

In my brief, but alas! far from
checkered career, I have acquired
the disgusting habit of making
sweeping generalities with nothing
to back them up. For once I can't
make a general statement. For
instance, to say, "All our profes-
sors are lambs (adults or other-
wise)". Hence, I will content my-
self to classify them thus:

1. Those who may be described
as "darn good heads".
2. Those who must forego the
slang and be just "good heads".
3. Those about whom we
wrinkle up our nose.
4. Those at the mention of
whose name we make rude noises.

In this way each one may be-
long to two classes, because
wrinkling up a nose may mean
several things and rude noises
may be made very charmingly—
but it is almost a physical im-
possibility to belong to three
classes at once.

First let me pat the "darn good
head's with benign tenderness (I
wish I could literally?). They are
professors who have personality,
ease of lecturing, sympathy with
the students both in and out of
class, and a genuine interest in
their subject—enthusiasm is the
word I'd like to use there, but it
smacks too much of the gushing
Freshette. There are quite a few
of the staff who fall under this
category, but I blush to mention
any such demi-gods and goddesses.
I may add that they all have a few
faults (thank heaven), but these
seems to enhance the personality,
even if they dim the halo. So for
this first class I can do not better
than to point to the classics de-
partment—whom, of course, I
might have put in class four if a
saxophone had been playing in-
stead of a violin.

Secondly, the good heads. The
keynote of this group is sincerity,
a note that is sometimes lacking in
the first. Sometimes this may
make a boring lecturer, but not
often—at any rate, it always
makes a human one, not above
appreciating a pretty face, or ex-
tremely juvenile wit (not Casse-
role). These profs are always
given to rambling hither and yon
in class, in consequence making it
a rather thrilling game to get
logical or coherent notes from
them. Their exam papers must

be interesting to mark. I'm rather
afraid to identify these men
though they make up over fifty
per cent of the staff. Besides, I
thought if I said they appreciated
a pretty face, you could guess that
it might be the engineering faculty
and the language department.

Such is the effect of the ginger-
snaps that I am very loath to make
faces at anyone. Still I have one
bugbear. Why do professor read
their lectures; or in other words,
dictate notes for a solid hour? It
is understandable that the course
may be very heavy, and the lec-
tures may not cover it, but why
not cut down on the course, or
take you as far as the lectures
take you, and place your exam on
that? No one with an average
mind can possibly enjoy to any
extent a dictated course, let alone
afford one; for at the end of the
year there is a stack of notes that
is appalling even to the best stu-
dent. I refrain from pointing out
those professors—we know them
too well.

Are you a professor who feels it
is a tedious task to lecture to the
students, and hence inspire them
to nothing more than slumber?
Do you arrive at the classroom
nine and a half minutes after the
second bell and edge towards the
door at twenty minutes past the
hour? That's the fourth class,
and the less said about it, the
better.

The students quite realize, of
course, that the university in-
sisted on being plutocratic in spite
of the approaching depression, and
the government was so absorbed
in other matters it didn't even see
it coming, but when the fees were
raised this year (and salaries cut),
we stop to think of what we are
getting for our money.

—F.J.W.



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