

athletic's department were invited to attend. We would have changed the day, time and/or location for their convenience. But it would not have made any difference, for Mr. Steadward and other members of the "cutting crew" did not show. This should not come as a surprise since there was no student input in these decisions. Is this an indication of the value put on students' opinions by some staff members?

Kirsten Madsen

**Part-time clarification**

Re: "Part Time Problems" (Nov. 5)

First of all, I must express my gratitude to the Gateway for doing an article on the part-time students and the Canadian Organization of Part-Time University Students (COPUS). This is the first time that a Gateway journalist has written an article on COPUS. Unfortunately, I was misquoted and certain points must be clarified. Before I elaborate, I must state that I do not intend to discredit the journalist. The problems of these students are many and varied. It would be difficult in a 45 minute interview for any journalist to totally appreciate the plight of these students. Although I must admit that I was somewhat distraught upon reading the article, I have resolved myself to the fact that any exposure is positive. So, with respect to the Article, I must make the following comments:

The University of Alberta has a differential fee structure for tuition. When I state that in most faculties the part-time undergraduate student pays \$18.60 more per half-course in comparison to the full-time student taking more than four courses, we are not talking about a meager \$18.60. A degree consists of 40 half-courses so I am therefore arguing about a difference of \$744.00 in tuition alone to complete a degree part-time.

Theoretically one can pursue a BA degree by evening studies at this campus, but in actuality there are an extremely limited amount of second and third year courses available. Unless evening students are able to make arrangements with their employers to attend day classes, it is nearly impossible to complete a BA degree in the evening.

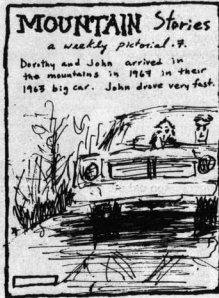
I did not state that there are a "small number of part-time students" at the University of Alberta. There are approximately 25,000 full-time students and 5,000 part-time students. Therefore part-time students constitute about one-sixth of the student population. This is not a small amount. Where I believe the misinterpretation occurred was when I talked of COPUS' aim to form a part-

time student association on this campus. One needs a certain amount of students to form such a group and I cannot acquire the list of these students from the registrar's office. Therefore, it has been difficult in the past to reach out to these students. We have contact with a small amount of part-time students on this campus.

When I referred to these students as apathetic, I did not mean it in the typical sense. These students, especially the evening students, are very busy people. Surveys show that the majority of them work and attend university. This leaves them with little time for student involvement. What I must state is that to start and to maintain an association does not necessarily require a great deal of time for everyone involved. Even letters to myself that explain negative or positive encounters by these students are encouraged. Feedback is crucial for me to fully represent the part-time students. In order to rectify the problems that part-time students experience, these students must utilize their provincial representative. I, as the Alberta Representative for COPUS, represent their time. I encourage replies and can be available to meet with students.

In retrospect, I cannot help wondering as to the reason why I was quoted as saying that there are so few part-time students. Perhaps it has to do with our preconceived notion of these students as being such a small percentage of the university population.

Maria Johnson  
Alberta Representative of COPUS



**Between the Lines**

As the University of Alberta prepares to raise entrance requirements, colleges around town are preparing for a dramatic increase in enrollments. Their already crowded programs are going to be even more crowded.

It's all in the latest round of the government against educational institutions against people. And people are losing. You see, people have no huge organized bureaucracies ready to do battle with legal and political jargon. They merely rely on the former two contestants being reasonable — an assumption that has since gone out the window.

Last year, in a ludicrous move, the government bean counters decided that they could balance their beans by trimming educational funding. Never mind that this would be counter-productive, that it would rob future generations of informed intellect, they did it, and we let them.

Now, the University is passing the buck — by raising entrance requirements. Instead of making an education available to as many people as possible, albeit an underfunded one, they choose to provide a better education to those who did well in high school. This in effect shuffles off some of the students who received marginal marks to other institutions, or forces them to forgo an education they really wish to have.

Not so long ago, universities used to be places of intellectual elitism. Only recently, as we have grown more knowledgeable, have we recognized that elitism works against us.

The University is again going to make

an arbitrary decision on who deserves to learn. This time it won't be based upon social status, but on high school marks. We all know high school marks are a perfect measure of intellectual worth, don't we now!

How many of your first year professors do you remember ingraining in you that "How well you did in high school will bear no influence on your success in university."? I remember more than one.

Which high school you went to will matter a lot now, it could even be the turning point of your life. You remember, a 60 effort at some schools is worthy of an 80 at others. Some had choices of schools, others didn't.

I consider it a heinous crime to turn someone who is willing to learn away. In our often ignorant world, we should be trying to educate as many people as possible. How can we hope to evolve without education?

We might as well cancel all the special education programs right now. Those people are not as bright — they don't have a right to an education. This is the kind of statement being brought down by the administration of this university.

Instead of having the moral conviction and foresight to oppose the government cuts, they chose the easy way out. Politically this is the short cut.

No-one can take them down on the carpet for it. It shows the government that they don't like their cuts. It avoids major internal bickering over allocating scarce funds. It is a relief — for the bureaucrats. It makes it all someone else's problem.

It makes it our problem. Who can be called upon to see that this narrow-minded behaviour will hurt us all in the long run?

Sadly, nobody. There will be no clear losers; nobody that you can put on the seven o'clock news. But be sure, we will all lose.

All people have a right — no, an obligation — to learn. To hope to make this world a better place. Not a world filled with petty bureaucrats and rule makers.

Dragos Rulu

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