

The Gateway

member of the Canadian University Press

The battle in the Gateway office raged loud and fierce as Rick (male chauvinist) Grant laid it on the line to the female staff members of the paper. Those caught in the crossfire were Beth (it's not so bad) Nilsen, Colette (really?) Forest, Dawn (he's not serious) Kunesky, Elsie (oh yes he is) Ross, Dennis Zomerschoe, Pauline Mapplebeck, Dave McCurdy, Bob (count me out of this) Blair, Bob (he's the editor?) Beal, Winston Gereluk with his fond memories of Real Caouette, and I Harvey G. (for grunchy) Thomgirt.

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Ness Commends Gateway

Dear Mr. Beal:

I have read with interest the articles in the Gateway published November 16, 1971 as they relate to the breakdown of negotiations between the Students' Union and the CUPE Local 1368. As indicated in our discussions, the differences in interpretation are difficult to isolate, and I wish to commend you on your efforts to fairly present this situation.

There are however, areas in which I wish to clarify my position:

1. You state that I feel that "the relationship between the union and management is one of conflict", however this is certainly not my attitude, and although differences of opinion may arise from time to time, if both parties enter negotiations in good faith, a mutually acceptable agreement should be reached in most instances.

2. It is also stated that I feel "it is not incumbent upon the Students' Union to provide a decent standard of living for its employees but only to provide jobs that people may fit into if they wish." This statement is not correct as in practise I feel it is the responsibility of management to provide staff with very comprehensive benefit

programs and equitable financial remuneration, and if one were to compare the salary schedules and benefit programs agreed upon in our recent negotiations with those of other organizations in the community, I have no hesitation in stating that the Students' Union is a leader in these areas.

In conclusion, and despite the difficulties presently being experienced in the negotiations, it is my personal feeling that an amiable solution, can and will be achieved.

Yours truly
D.H. Ness
General Manager

P.S. I was amused by the statements which indicate that I live in an expensive house and drive a new Camero, and would appreciate it if the source of this information would advise me of the address of this expensive house and the licence number of this new Camero so I may enjoy what is obviously mine but of which I am not presently aware.

Editor's Note: Darrel Ness lives in the Oliver Place apartment building and drives a 1969 Camero. The former error is ours-we misquoted Percy Wickman. The latter (error?) is Wickman's.

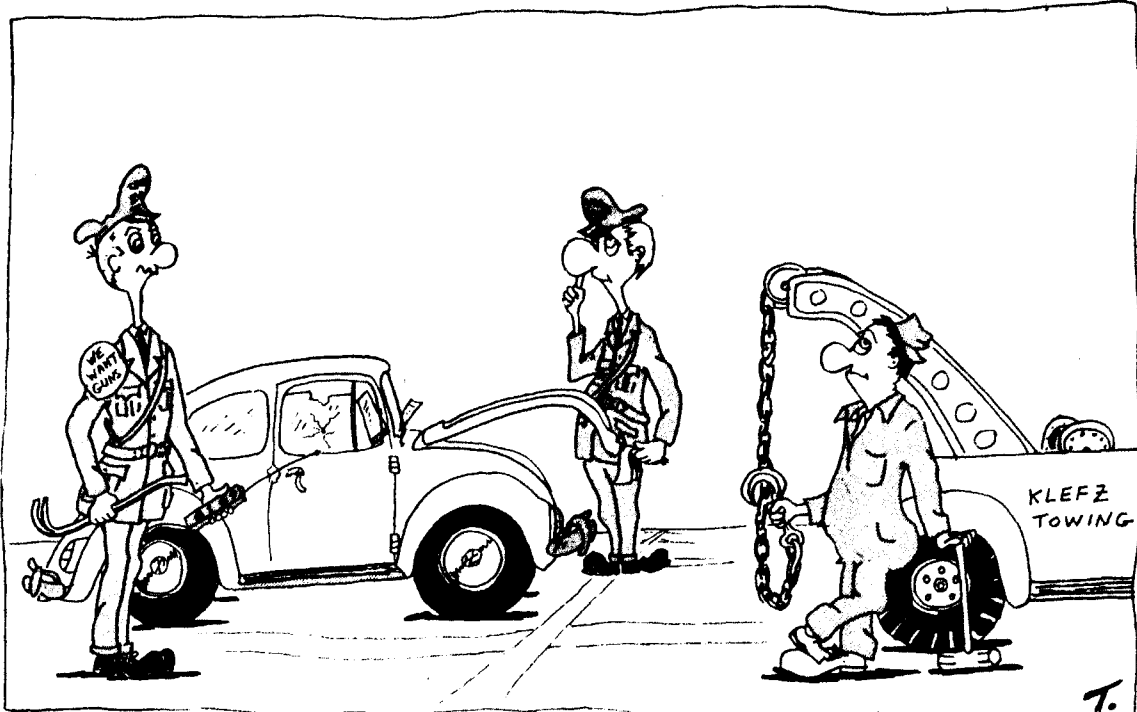
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in his discipline. Sure, the very highly motivated student could pick his own way through the literature, eventually separating the chaff from the grain, but is it not of the greatest benefit to the student that the professor, who has been doing just that for however many years, pass on the benefits of his experience in a coherent, organised lecture?

It hasn't been my observation that education courses have significantly improved coherency or organisation. As I see the goals of modern education, they are to bring the student as quickly as possible to the frontier of knowledge in a specific discipline or to give him something in the scope of the human ethos which can be of life long benefit, or both. Decidedly in the first case, less clearly in the second, the fact that a professor has had a course in educational psychology will not be of preemptory importance in determining the quality of his course.

Most graduate students work their way through the programmes as teaching assistants, and as a result, most of the students in large university situations are quite familiar with their function in the educational scheme of things. It can involve class presentations, preparation of exams of some sort, and almost invariably grading with all of its ambient hassles. Because grad students tend to be closer to the students than the professors do, they are in a position to evaluate the validity of a course from the undergrad's viewpoint. They can (but don't necessarily) give feedback to the professor, and change their own opinions of testing, etc. so as not to perpetrate the mistake.

Thus, by the time a student has earned her Ph.D. the odds are that she's had to do this sort of thing for at least three or four years. What is significant, though, is that virtually all of the class contact is at the junior level where it is most important



Judas Priest! That's MY car.

by Rick Grant

It seems to me the present hysteria surrounding Women's Liberation movements and the position of the female in our society is placing the male of the species in a very serious position.

The Women's Lib people say the women have the same rights as men and should be treated accordingly. That would be fine except for one serious problem. Women are not the same as men and will probably never rise to the same level of development as the men in this world occupy at the moment.

The female of our species is built for one and only one purpose-child bearing. Their bodies are exclusively the product of millions of years of evolution devoted to the purpose of providing the race with male successors. The female body, as most have realized, is drastically different from the male, hips are wider, breasts are enlarged enormously, and their bodies are generally weaker.

Until now, the men of this

COMMENT: Male's Viewpoint

world have put up with the repetitious prattlings of the frustrated females who have not had the skill or ability to snare a mate. But the time has come to put the female where she belongs-chained between the bed posts. The women are not and do not have the ability to compete with the male in a world which is devoted to progress and advancement.

True, the men do need the female, but only to the extent of raising his young and looking after his home. The female should be concerned with those areas alone not with how the world is run.

Just, for one crazy minute, imagine what would happen if women were allowed to participate in the day to day running of the earth. We would have Declarations of War printed on perfumed notepaper, bombs with pink ribbons tied to them, the stock exchanges would have

soft music played in them and deep pile carpets throughout, there would be no swearing or dirty jokes on construction sites, and the Gateway would be devoted to health secrets and articles on "How to Get Your Man and Subdue Him".

No. Seriously, the time has now come for the man to assert his God-given rights and put a stop to the insane idea that women have a place in the day to day running of this world. Women do not and will not be able to help the men make a better place for their male children until Mother Nature decides they have the capacity to grow up.

One final word, I hope that the female (deceived and frustrated as she is) does not take offense from this article, because after all, I too will have to have a mate someday for the purpose of training a male successor to follow after me.

to teach. Since many of the students may be in a given course due to a required option, there is an ominous challenge to the graduate student in teaching people of greatly varied motivations, and an even more ominous challenge in evaluating fairly the students' work in view of their varied reasons for taking the course. I contend that three or four years of this is far more valuable than such courses would not substantially improve a graduate student's ability to teach.

My greatest fear of the spectre of required courses for university professors is of what it would do to the quality of the kind of people teaching in university. So many of our people are here because such a requirement does not exist, and many of the best would be gone before the social theoreticians on 87th Avenue could pin one of their seven-word-gobbledygook labels on the phenomenon. I think that this is fairly obvious, and to make things worse, those who remained would be composed largely of people unable to do anything but teach. There is also the problem, and let's face it, that many of the professors in our universities could not be helped, even by a truck load of

education courses. Please, let's not be so bloody naive as to fill any more of our professorships with such people in the name of improving the present situation.

Fourthly, and I realise that in approaching this subject in this manner I shall incur the wrath of the people in the massive white building, the teaching of teaching has become so inbred in recent years that many people question its utility at any level of education. I won't go that far, in part because I don't know enough about the subject. I would hasten to add, though, that my parents each have about forty hours in Secondary Education and are among the severest critics of education courses. This is probably because they each had thirty years experience in their respective fields before they decided to teach high school.

The complaint is often heard, and I believe validly, that the academicians of education have been teaching nothing but education for many years; as a result they have certain set ideas, not necessarily correct, about what education entails. They read articles by other academicians, and form their opinions accordingly. I would cite one incident in which a class of people, of various ages and

levels of education, were being taught the psychology of first graders. After two weeks of jargon, they rebelled, and decided to act like the first graders they knew. The education prof simply refused to believe that first graders really behaved like that. An isolated incident? Perhaps, but it does point out the dangers inherent in leaning too heavily on the theoreticians for advice.

Practical experience is far more useful than theory, especially inbred theory, and most especially at the university level. Certainly now, perhaps less so in the past, people going the Ph.D. route to university professorships gain sufficient experience in the tools of the trade that they will need as professors. One or more courses in theory, often peripheral to the details of teaching in a given discipline, can be of little additional value. I might be somewhat more inclined to see the validity of Mr. Stickel's suggestion if the education professors themselves were required to teach something, other than education, one year in five. Until then, I'll stand pat with the present setup, thanks.

Bart Hall