

# The Gateway

member of the canadian university press

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**STAFF THIS ISSUE**—From the right of SUB and left of the students' council (we love you Liz), from the top of the heap and the bottom of our little red hearts comes this issue. The illustrious crew includes: Beri-Beri Carter, Orest Rusnak, Beth Winteringham, Eric "Fox" Hameister, Ina van Newkirk, Janice Macphail, Bob Anderson, Jim Carter, Beth Nilson, Jerry Lewisky, Dan Jamieson, Ron Ternoway, Cathy Morris, Chuck (the Establishment) Lyall, Peter Johnston, Dave (chip-off-the-old?) Block, Terry Donnelly, Ann Beckman (American import), Forrest Bard, Terry Malanchuk, Lorna Hayne, Shirley Jacobson, Winston Gereluk, and the memory of Harvey G. Thomgirt (Harvey came home—signed, Emma Thomgirt).

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TUESDAY, SEPTEMBER 16, 1969

## Editorial

# Reject tokenism

Western delegates to the CUS Congress were virtually unanimous in their stand that students should not accept positions on university governing committees unless three conditions are met:

1. Parity
2. Open meetings
3. The students agree with the purposes and powers of the committees concerned.

The recent actions of the General Faculty Council's law and order committee have acted as dramatic counterpoints to the democratic concepts behind the westerners' decision.

And in view of the actions of the committee here, while nothing was formally decided outside the western CUS caucus, we can only hope students' council and students here will adopt that policy.

In short, student representatives should resign the token seats they now hold on several governing committees. As one example, what earthly good can students' union president David Leadbeater do for his constituents through his one vote on the Board of Governors, particularly when his lips are sealed shut in forced respect of the board's closed-door policy?

But back at the let's have some-law-and-order-here hassle, the need for openness, parity and agreement on purposes and powers becomes especially apparent.

Graduate student representative Steve Hardy says the committee, formed last April to revamp disciplinary procedures and policies, has consistently rejected the idea that the committee consist of an equal number of students and faculty.

So much for the effectiveness of a minority student voice.

Parity seems the only way.

Mr. Hardy says a report, albeit only an interim one, passed by the committee in late August, will probably go before GFC before students have had time to consider it.

Open meetings would solve that problem. Even though the committee did work over the summer when

few students were about, press reports would almost certainly filter down to many more of the affected parties (students and faculty) than has been the case.

Mr. Hardy finally implies that the report, if implemented, would impose more stringent regulations on students.

Obviously Mr. Hardy does not agree with the purposes of this committee. Yet, he and the other student representatives will be implicated if the decisions it makes become immoral laws of the university.

When a minister disagrees with the basic policies of his cabinet, he resigns. So we find Mr. Hardy in the awkward position of being in deep disagreement with his committee but with a mandate from students to fight for what can be gained.

However, it is not our purpose here to tell Mr. Hardy what to do. In fact, the students' councils are in general agreement with the purposes and powers of the law and order committee, if not with the track it seems to be taking.

It is our intention to suggest that all student representatives should make serious evaluations of just what effect they have had on the actions of their respective committees.

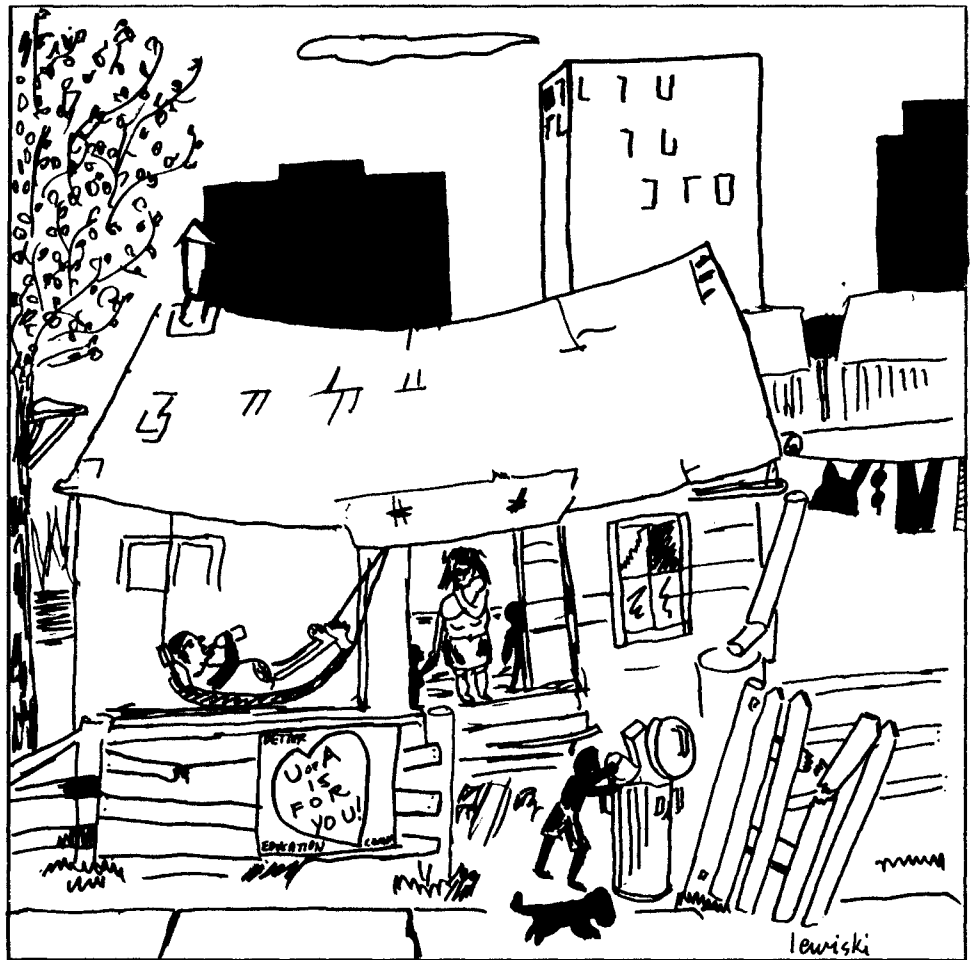
If they decide that their voices have been heard and acted upon and that their presence on committees will continue to be a strong lobby, then they should remain.

But we seriously doubt they can, in good conscience, make that decision. And the students face that same decision.

They might find students' union vice-president Bob Hunka's reply to Provost Elmer Ryan's comment before the law and order committee illuminating.

Student members of GFC speak much more often and are more effective than most other members, said Provost Ryan.

Their effectiveness is severely limited when votes are taken, replied Mr. Hunka.



Universal accessibility?

## A fantastic way to administer scholars

By Winston Gereluk

Should 30 per cent of the course mark be allotted to term work and 70 per cent to the final? —or would the kiddies prefer if the ratio were 70-30? Perhaps 10 per cent should be given to class discussion, 30 per cent to term work, and 60 per cent to the final.

How about multiplying the term mark by three, adding one-half of the final mark, dividing the sum by 1.7, and adding two to get the final mark, then calling the whole year a disgusting mistake and going quietly home?

Whatever scheme was decided on, from all available evidence it seems that most professors have taken it as their sacred first-day duty to impress upon the students that the most important thing that they will receive this year is a mark.

This was just to set the record straight. The university is still the giant sifting agent for a corporate society, and a good mark is a pass to the economic elite.

Only this year a curve was thrown. Many professors approached their classes with a 'liberal' air, asking their students, "Which scheme do you prefer?"

And this question has provoked vicious debates among the students. Really, there is no basic difference. The real question, is the one that professors rarely ask, is, "apart from teaching and learning, should we judge you students at all?"

If the answer is "yes", then any one system which adds up to 100 is as good as any other.

The question is not asked because people in the University Establishment are satisfied that judgment of one part of the community by another is desirable.

And make no mistake; testing and marking does result in a judgment of your total person, not just your ability to memorize. It seems that administrations do not let the moral problems this entails trouble them at all. It is right to test and mark because—

Such things as radical student movements have gotten to them.

In response to recent criticisms, they have hurriedly thrown together a rationale for practices that up to this time have been operating largely without one. Perhaps this is the basic reason why 'status quo' people have always found radicals so troublesome. They are forced by such people to justify what they have been doing.

The university should be challenged by students, and those professors who care, to justify all of its important policies. They should be asked at the same time why it is that they provide reasons only when forced to do so. It seems that up to now only one honest apology can be offered by administrators for their running of the university.

That is, with September comes thousands of students who have to be somehow accommodated, and the resulting mammoth has to be somehow gotten through until May—a fantastic way to administer a community of scholars.