

Professor's view on course evaluation continued

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that most people realize that the student fees provide a very small part of the revenue that a university needs to function. The students pay a very small proportion of the expenses that must be incurred to educate them, and the society at large must get the credit for their education. If they must think in monetary terms, university education is the best bargain they will ever get throughout their life! Personally, I think that the tuition fees should be abolished completely and competence should be the only criterion for university education.

While it might be necessary for governments to supply funds to universities on the basis of number of students enrolled, a university cannot and should not be regarded as a factory producing students. The basic core of a university must be maintained regardless of fluctuations in the number of students enrolled. Pursuit of knowledge cannot be equated to any other human activity. It is unique. One cannot become an academic overnight, nor can one stop being one.

The cost to society for maintaining academics, if compared with other services, is minimal. The society spends much more to insure its physical existence (defence), and health, through soldiers, doctors and dentists, all of whom are directly dependent on the basic training provided by the academics. A university and its professors are basically responsible for the intellectual wealth and well being of the society as a whole. They need and deserve respect, material comforts, physical security and freedom.

Student Indiscretion
I noticed that one of the student politicians advertised his ambition to make car parking on a first come first served basis on the campus, implying that the students can park anywhere they wish to as long as there is a free parking space, which at present is many times that of professors, it can be safely assumed that under his scheme, a professor will almost be certain to run around looking for a parking spot at a university which is his place of work. And if he were to visit the future offices of our budding politicians, business executives, doctors and engineers, who are his students today, he will have to do the same, while their parking spots will be guarded with sentries and barbed wires! The audacity that this represents is hardly a sign of educated behaviour.

Professors Make a University
The upheaval of the sixties on campuses has left some of its muddled philosophy behind, and seems to distort the relationship between a student and a university. Some of them do not realize that the very fact that they come to a university is an admission that their education up to high does not provide them the expertise that they need in some specific field, or their intellectual horizons have not expanded enough to make them feel at ease with themselves. At a university, the buildings do not teach, the administrators do not impart knowledge. Only the professors can and do.

What is Teaching?
Teaching is not like selling goods. Learning is not buying. To

the extent that factual information can be transmitted through books and machines, a professor can now be dispensed with. But machines do not transmit attitude, a machine cannot discern a question from a facial expression and answer an unasked question, it cannot add a word of cheer to remove boredom, or change plans in the middle of a discourse. The machines and books cannot give encouragement to the disheartened, allay the fear of the unknown, bring a smile on a worried face, or foresee the problems of a novice. Books and machines cannot create a desire or lust for beauty, in form, words, relations or equation.

Teaching is to transmit something of oneself. It is not a business transaction, it must be voluntary. Usually it is giving rather than bartering. A word of advice at the right moment which might change the course of one's life, cannot be paid except in terms of appreciation and respect. Teaching even in the most technical and apparently feelingless subjects, brings human emotions into play.

Not every professor is a born teacher, but assuming that he is interested in intellectual pursuit and is dedicated to his work, he is liable to transmit, in spite of his idiosyncrasies, a love of learning, if he is content and free.

Why Some Professors Are Not Good Teachers That They Can Be
The reason for some professors to "look down" at undergraduate teaching, or lack of concern for the students, is a simple one. He is not rewarded for good teaching and is threatened for not publishing regularly. While a compromise is possible, to achieve excellence in both, is very difficult and rare.

The universities have increased their enrolment to teach different trades to students who are usually of low calibre, and not motivated for intellectual pursuits. These students can be taught, perhaps better taught, by teachers whose primary interest is teaching and not creating under pressure. Instead the universities insist on professors motivated for research, tell them that their motto is "Publish or Perish", and of course to teach, as if teaching was a side business.

Since it is difficult to evaluate teaching qualities (student reaction is a small part of such evaluation), and much easier to count the number of papers published, on which is based promotion, tenure, and other conveniences for scholarly life, an average professor is willing to take a chance on doing the minimum to keep the students (some of them want less than minimum any way) happy, and spend most of his time on something which will insure his physical and intellectual well being.

At universities where "university service" and "community service" can be substituted for publication at the time of tenure and promotion, a professor is tempted to concentrate more on things that can be easily ascertained like the number of committees served, and things that will put him in the limelight, rather than teaching which is almost taken for granted.

Excellence Both in Research And Undergraduate Teaching Is a Dream!

It must be said that it is physically impossible, in terms of time and energy, to achieve excellence in teaching courses that

one is not particularly interested in, and also conduct research to produce papers at regular intervals to satisfy the present norm for excellence as a university professor. Assuming 9 hour teaching load per week, 18 hours for preparation of lectures, only 13 hours out of present standard of 40 hour week, are left for making and marking of papers, counselling for helping students, attending meetings, and doing committee work. The time required for self study, experimentation or meditation and research must come from beyond 40-50 hours per week.

What Can Students Do?

What can students do as students to change the situation? Not very much, except to make the best of their own time and energies, to learn as much as possible from good and not so good professors, from books, libraries, labs, and contact with other students. I believe, that is exactly what good students do. To reform professors and universities is somewhat like reforming one's own parents. It is too late for one's own benefit. By the time, a student can meaningfully reform the system, he would have already passed through the educational process, been a graduate student, a non student, or a professor himself! And the prize label of being a student will not be his, and according to the current philosophy he would not be aware of the "real" problems of the students, which only students know, and supposedly he would have lost all his concerns for the students.

Administration - Not Best Use of Student's Time

The best use of a student's time is not to worry about whether the administration of the university is perfect from his point of view, or to contribute his time and energy in doing administrative jobs or in attending meetings of administrative bodies, no matter how impressive their names and titles, rather his university years should be marked by intellectual thrills which are so numerous that the allotted time of 4-5 years is barely enough.

In my opinion, the students have been misled in believing that they can really contribute anything substantial to the running of a university by being on some administrative decision making

bodies. To visualize a university as consisting of 3 power groups, faculty, administration and the students, is a folly, and is most harmful to the students: to study, learn and absorb as much as they can, not passively, rather actively. In spite of possible poor professors, they have a variety of possibilities for intellectual achievements, which may not be available to them in the rest of their lives.

Let Us Cooperate To Unravel Nature

It seems to be a part of the human nature to criticize the past generation for everything that seems to be wrong with the present. A little reflection will show that it is not a correct judgement. The past is essential to

build the present on. Ignorance makes youth fearless which sometimes conquers the impossible, and creates a brighter future. But we must not forget that our past was someone's cherished present, and our present will be someone's forgotten past. In short, we are dependent upon each other, and life is and should be a cooperative venture, not a perennial confrontation among ourselves. Nature has provided an unfathomable universe to match our wits with, and conquer if we can. The professors of today were students yesterday, and today's students will be (at least some of them) the professors of tomorrow. And tomorrow comes sooner than one realizes.

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Council chairman appointed

By DERWIN GOWAN
News Editor

George McAllister has been made the Student Representative Council Chairman.

This motion was moved by SRC President Warren McKenzie and Vice-President Gary Stairs, who both said that he is involved with student affairs and was concerned enough to ask for the job.

On being questioned, McAllister said, "I've been actively involved here for some time, ever since I came to University, and I just want to continue that."

The motion, requiring a two

thirds majority, passed unanimously.

SRC Assistant Comptroller Rod Doherty was appointed to the Student Union Building Board of Directors for one-half term, beginning in February.

Warren McKenzie was appointed to the SUB Expansion Committee to give the SRC president some direct input.

A motion was passed eliminating the SRC president's ex-officio position on the SUB Board. He said that this is of secondary importance to him, and he needs more time for important activities.

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the registrar faculty of education queen's university kingston, ontario



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is coming!

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Tickets on sale at the Playhouse Wed. from 12 noon 'til curtain. Just present your student ID and any seat is just \$1.