

Gateway

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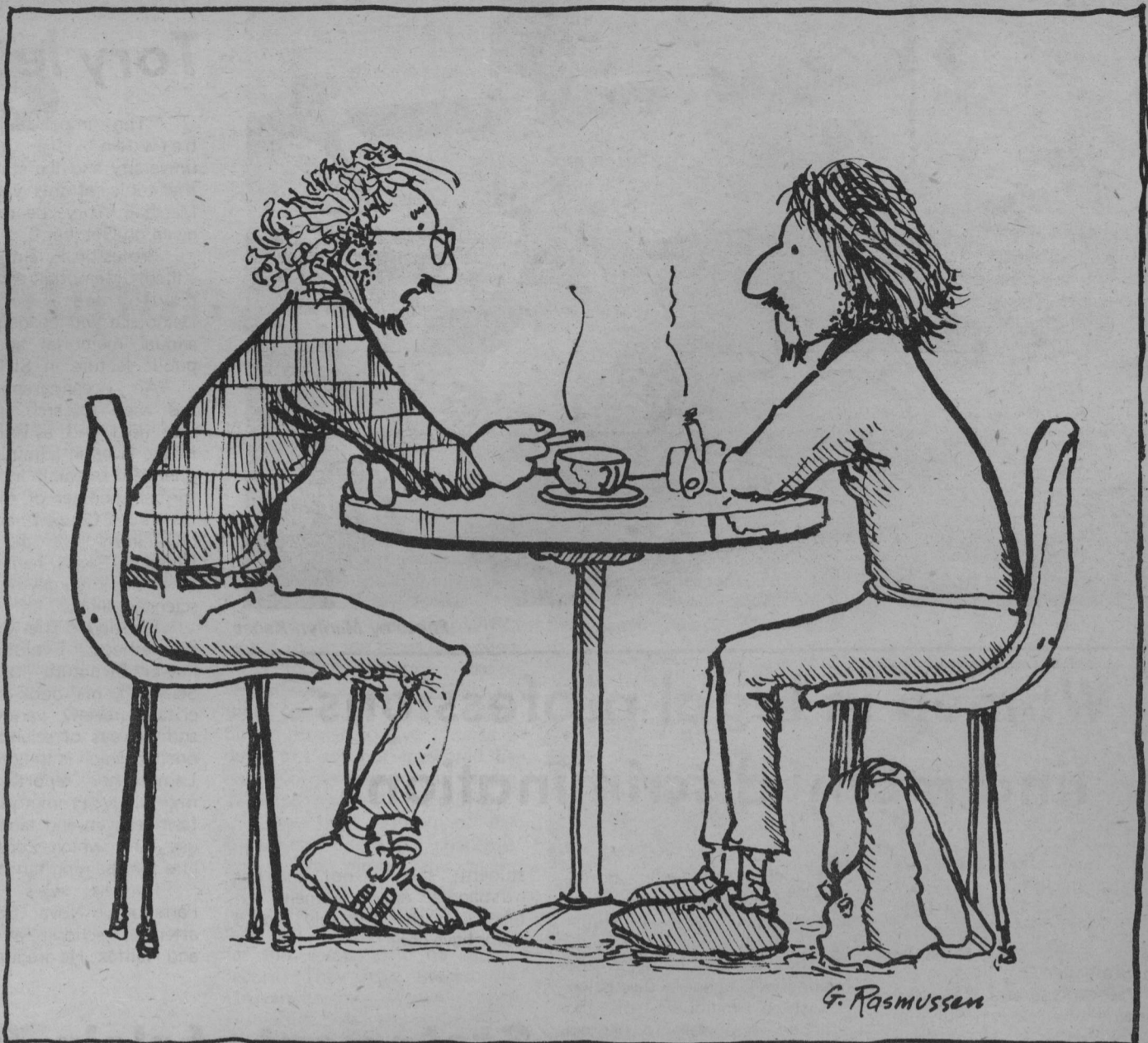
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TELEPHONES

Editor's office
432-5178
All departments
432-5168
432-5750
Student Media
432-3423

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I FIGURE I'LL HAVE ENOUGH MONEY TO LAST THE REST OF THE YEAR...UNLESS I WANNA BUY SOMETHING.

letters

Last word

Since Mr. David Nock sees fit to 'prod my conscience' with a bit of history, I would like to prod his intelligence with a bit of thought.

Mr. Bissell and I did not deny that wrongs had been committed in the past. What we did deny was the principle of collective, inherited responsibility or guilt. Each of us refuses to feel guilty for the sins of others—including our ancestors or present government.

As we stated specifically in our letter, we think that the Anishinabe should be compensated -- by those who have wronged them -- for recent wrongs. However, we do not think that this should extend to wrongs committed nearly five hundred years ago. (If Mr. Nock thinks his guilt does extend back to that time, how far back does it extend? To his ancestors who committed genocide against the Neanderthals?) To admit such opens the door to a new brand of racism.

As I reject racism, I reject the notion of inherited or collective guilt. This would have

been clear to Mr. Nock if he had read the letter in full instead of brazenly choosing to remain selectively ignorant of its contents.

Sincerely,
R.S. Nimmons

Sacred 7th

This year there seems to be scads of required books that are not available. Therefore, the instructors have placed them on reserve in their respective sections of the libraries.

But, lo and behold, the powers that be have seen fit to close the reserve reading rooms on Sundays.

Phooey

Bob Miller
Ed 4

Shattered illusions

I have waited full two years, and the embarkment of a third year before writing this letter which has weighed so heavily upon my conscience. I am loathsome tired and ashamed to be a member of a once great faculty. That faculty is Education.

What great folly it is in our present day to misunderstand the great potential of creative young adults. What great folly it is to preach high expectations and never, ever allow them to become real.

In all my life I have never witnessed such blind, inconsiderate practice of deceit, which is increasingly characteristic of my faculty. In one classroom of approx. twenty people, the eyes of whom are rarely focused on the instructor, the dissemination of knowledge consists of listening to the lengthy discourse of a math teacher discuss elementary math problems. (245-34=?) in a repeated fashion that would make even a fool wonder why he was taking the class. But apparently that is the implication of my faculty. When I ask my fellow colleagues why they have taken such a course for the embarrassing duration of one year, they reply simply that it is a requirement of their B. Ed. program, and shrug their shoulders in disgust. And this is not the only class which bears the markings of abhorrent and disgusting nonsense. For our beloved faculty appears to run harmoniously throughout, with this not too well concealed display of ignorance.

Let me put you to a test. When you have nothing better to do aside from anxiously

watching the clock, listen, yes, listen to what your so called professor or instructor is actually saying. If you don't find it too naive, absurd or immature, go back to sleep, it will probably be better for you. But if you can hope to listen, and perhaps understand and eventually sympathize with your instructor, I suggest you do one of two things:

1) Go to the nearest library, continue your course from there, and only return to the class for assignments and examinations, or:

2) Demand from your lecturer, if at all possible to desist from further babbling and engage forthwith upon a course outline consistent with your years of learning.

I realize that I ask a great deal and perhaps too much. But in the final analysis I will always give first consideration to the children I will hopefully one day teach; for them I only hope for as great a love for learning as I hope for myself.

In finishing I feel I must apologize for those people within and without the Faculty of Education who have served in the very best interests of learning, as their professions surely imply, and to them, I humbly say thank-you, and I will forever remain in your debt.

Keith Murphy
Ed. 3

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