

## This is page FIVE

We lifted an article from a metropolitan daily. This is not common practice with The Gateway but we thought the article was more than just pertinent to this university. The feature is, of course, the one on the right.

Other letters concern the course guide and the student council meeting which discussed a student bill of rights.

Students should remember that the course guide here is just an opening effort and David Leadbeater, editor, would be the first to admit it needs improvement. But the first one is gone and with suggestions from the letter by Jim Anderson, there is hope for an improved course guide next fall.

About the bill of rights—well, they'll be talking about it for a long time. So keep cool and get your two bits in at the next meeting—if they let you.

—The Editor

P.S. Keep the letters coming. Bring them to room 282 SUB or mail to The Editor, The Gateway etc. Keep the material less than 300 words in length.

### Course guide could do more

The Editor,

The student course guide is undoubtedly an excellent aid in avoiding incompetent professors, but it gives only part of the way towards solving the problem.

One of the major problems is that there is no convenient way for the student to determine who is teaching the particular courses he is interested in. The students should therefore insist that the university bureaucracy include the name of the professors teaching each of the courses listed in the calendar. The names of the instructors should also be listed in the timetable used at the time of registration.

The course guide itself should be improved by included evaluations of all professors at the undergrad and grad levels. Teaching assistants and lab instructors should be included.

Even the professors newly appointed on staff should be subject to evaluation. In the case of instructors coming from other universities, an attempt should be made to get a copy of the course guide of that institution which would carry an evaluation of the newcomer (most North American universities now have some form of 'course guide'). If no data is available on the new professor,

the guide should at least list some of the more obvious information e.g., first year teaching, academic qualifications, etc.

It would certainly be advisable for the students' union to publish regular supplements of the course guide.

These supplements would help these students choosing a new class during the second term as well as the summer school crop. The publication of a midterm evaluation would have an additional benefit. It would give the instructor concerned a guide by which to improve his performance in the second term.

It has been my experience that the competent professors welcome the honest type of student evaluation set forth in the course guide whereas the less competent pretend to ignore and de-emphasize its value.

The continuous and competent evaluation proposed would encourage and reward good teaching and at the same time prod the less effective prof either to improve his methods or leave the profession. The result can be a pronounced improvement in the general teaching standard at The University of Alberta.

Jim Anderson  
Grad studies

## The real objective of radicals is not academic reform but . . .

"A free university is a free society." This, according to Martin Loney of Simon Fraser University, is the slogan of SDS, the radical Students for a Democratic Society movement which is 30,000 strong in the United States today.

This movement and others similar in motive are shaping the program for university reform throughout the world. The parallel Canadian organization (SDU) is meeting regularly on the UBC campus now.

These people seek a great deal more than mere academic reform in the universities. Their objective is social revolution. They would change our universities to become the training ground for radicals who would work towards sweeping international social revolution. The ideological tone is unmistakably Marxist and the attack is against our entire social order.

These students wish to control the universities financially and academically to the extent that their philosophy and ideals will shape the entire educational programs of the institutions.

The revolutionary tactics and philosophy of the student power movement are clearly set out in an article by Carl Davidson, Interorganizational Secretary of the Students for a Democratic Society, entitled "The New Radicals and the Multiversity," which, I believe, appeared in *Our Generation*, a student radical magazine.

The intellectual roots of the student movement for university reform are planted firmly in the new Marxist writings on social revolution. Even the more moderate liberal students draw their strength and support from the radical socialists.

The two groups differ not so much in their ideals or even their political philosophy as in their methods. The more militant radicals believe that confrontation politics, that is, sit-ins, strikes, demonstrations and the like will bring action on their demands.

The liberal student does not go this far, but prefers to work to-

wards acceptance of his ideas by discussion and negotiation.

There are two rather simple reasons as to why the confrontation is taking place in the universities. The people who are thinking deeply about social injustice tend to be concentrated in our universities. This is where we find a large number of young people not committed to defending status

the area where this belongs—the political arena.

As to the university or academic reform itself, I believe there is undeniably work to be done. The students ask for a greater say in the academic and financial management of the university. In many areas they have a good case.

We must recognize, however, that many of the other student complaints can only be eliminated if the universities receive adequate financial support.

At present our universities can barely keep pace with the demand. UBC's enrolment will be over 20,000 this year, more than double what it was only 10 years ago. There is not much possibility of a slackening in the demand.

Our universities are not being given the chance to adjust. There is no breathing spell. It's simply a constant battle to keep the doors open to all young people in B.C. who qualify for entrance.

To expect academic excellence and widespread university reform in the midst of the confusion and tension of meeting such ever-increasing needs every year is to expect nearly the impossible.

We must bear in mind too, that the faculty is not completely satisfied with the current state of affairs. The system of rewards for academics recognizes far more readily proficiency in research than in teaching.

A young academic is under great pressure to direct his attention accordingly. A further complaint in some academic circles is that the sciences, in training young people for jobs in business and government, receive a disproportionate share of financial support.

The humanities, traditionally at the heart of our universities, have to get by with a great deal less and the quality of education suffers. This complaint is voiced by the student activists as well.

University reform to bring about academic excellence within the context of our present social and economic structure is completely overshadowed by the intent of the radical activists. Our universities must and will accomplish reform to achieve a higher quality of education. But it is hoped that they alone will not be expected to deal with the demands for sweeping social reform.

This is the task of society as a whole.

### Council's motion on phys ed

Our account of the discussion and the motion at students' council meeting Sept. 23 has raised a bit of dandruff.

People, students and members of council are saying we our report was not accurate. And they also say students' council does not think compulsory physical education for first year students is 'bad'.

Here is the motion.

That council approve the present program of compulsory physical education for first year students and suggest that senior students be allowed to take phys ed on a voluntary basis.

This motion received 17 affirmative votes. There was one negative vote and an abstention.

## Quit pretending students have rights

The Editor,

Surely no sensitive and intelligent student of this university could have helped being disturbed and disillusioned by the proceedings of the students' council Monday evening.

Motivated by a concern to meet "Dr. Johns' memorandum" with a firm statement of students' rights, and perhaps with a view to appearing not too far behind other major colleges, the council attempted to rewrite "The Complete Draft Text of the 'Student Bill of Rights'": a serious, imported document prepared to meet the contingencies of the American situation.

The observer's concern for participatory democracy was well preserved as the council divided into three committees to discuss various sections of the draft with an open invitation for all observers to take part in the committee discussions. (The commit-

tee I was in also allowed observers to cast a vote on suggested changes.)

The hopelessness of the task was immediately evident, however. How could a handful of students proceed to revamp a tightly-constructed document when they had little or no knowledge of what principles were implicit in the American draft that they were dealing with, and when the limitations of time they had set upon themselves offered no opportunity to discuss principles appropriate to the Alberta situation?

Two hours of word-changing later, the committees of the council reconvened and the spirited observers were read a students' council bylaw advising them that the chairman of the council could no longer accept comments from the gallery unless a specific motion from a council member requesting such was approved.

The arts representative pleaded

that many observers had made valuable in-depth studies of the subject now to be taken up by the whole council and that such knowledge could be lost to the council because of the bylaw now in force. This same representative's motion to allow observers to speak at this particular meeting only, also failed to receive a majority vote.

Hence, while dealing with a foreign document and in an area the council members by their own admission know very little about: with time of the essence; council deliberately further hamstrung itself by cutting off the comments of informed observers since individual motions of a right to speak for a particular observer were the only procedural recourse now open.

The damnable thing about all this is that there are no rights for students, as students, on this campus and it does not make sense to pretend there is. Conse-

quently there is no purpose in hurriedly trying to rewrite some unrepresentative, imported document for appearances that Alberta does have an effective and considered list of rights which merely requires xeroxing.

Perhaps the only way a student bill of rights can be formulated, while having any semblance of validity and power, is for the students' council to invite briefs from all interested quarters of the student population and to sponsor, or better still, encourage discussions and debates on some of the principles and issues involved in students' bill of rights—all this to take place over a period of months so that a truly educational process may take place. As far as I can gather such procedures come close to representing the very positive approach advocated by members of the SDU.

Larry J. Fisk  
poli sci