

lectures, learning

in drawing up the curriculum

ture is unimportant with respect to involvement.

Kemp strongly dislikes grades and exams. "If a subject isn't interesting in its own right, nor can it be made interesting, how can you make it valuable by assigning it a number?"

On student power Kemp said "students have been put down too long". The change to student power is inevitable, and the only question is whether it will come easy or hard. If the Administration doesn't bend more than half-way to meet students' demands, stated Kemp, the change will come hard.

Actually, said Kemp, the students do have power and the professors know it. The professors are scared of students because they (the profs) don't teach properly. What the students must do is use the power they have effectively.

Whereas Prof. Kemp felt the most useful form of education is discussion, Prof. W. E. Harris said "discussion is not a very effective method of teaching science, because there is not much room for discussion in this discipline (chemistry)".

Harris feels that the purpose of the student is to acquire competence in the area of his choice, and he said that in the field of chemistry there is not much choice for anyone in terms of what you learn.

Talking on the question of specialization versus a liberal education, Harris said "the B.Sc. student is normally broader educated than the B.A. student".

When asked about student power Prof. Harris stated that to his knowledge there is at

present effective student representation on the necessary councils and that within his department students have the chance to voice any relevant criticism on any specific course.

He said it is unfortunate there are from time to time groups that can't remain within the limits set by society, and who try to disrupt the present state of affairs.

Talking of these revolutionary groups in society at large he used the following analogy: "entropy is a measure of disorder of a chemical system. If the disorder increases the entropy becomes larger. Any spontaneous process (analogously, a revolutionary movement) increases the entropy".

Prof. R. R. Hett of the history department agreed with Prof. Kemp, saying "it is preferable to have students learning in discussion groups always, if possible". But, although "the lecture system is always second best," he feels any other form of teaching is utopian due to the economic and size limitations of the university.

Are universities turning out technically qualified morons? That is true to some extent, said Hett, but the problem lies not only within the university. The demands of society and the present school system, which places too much importance on fact, are also to blame. "We must have student participation at much lower levels of the educational process."

Hett said that one of the problems arising from this factual emphasis in high schools is the degree to which students, when they get to university, WANT to decide

education questions for themselves. He finds that too often when he gives the students an open field of study, they actually ask him to be more specific in terms of the subject matter. "The majority of students find they want to be judged."

Prof. Hett would like to see all students go through a general programme before being allowed to specialize.

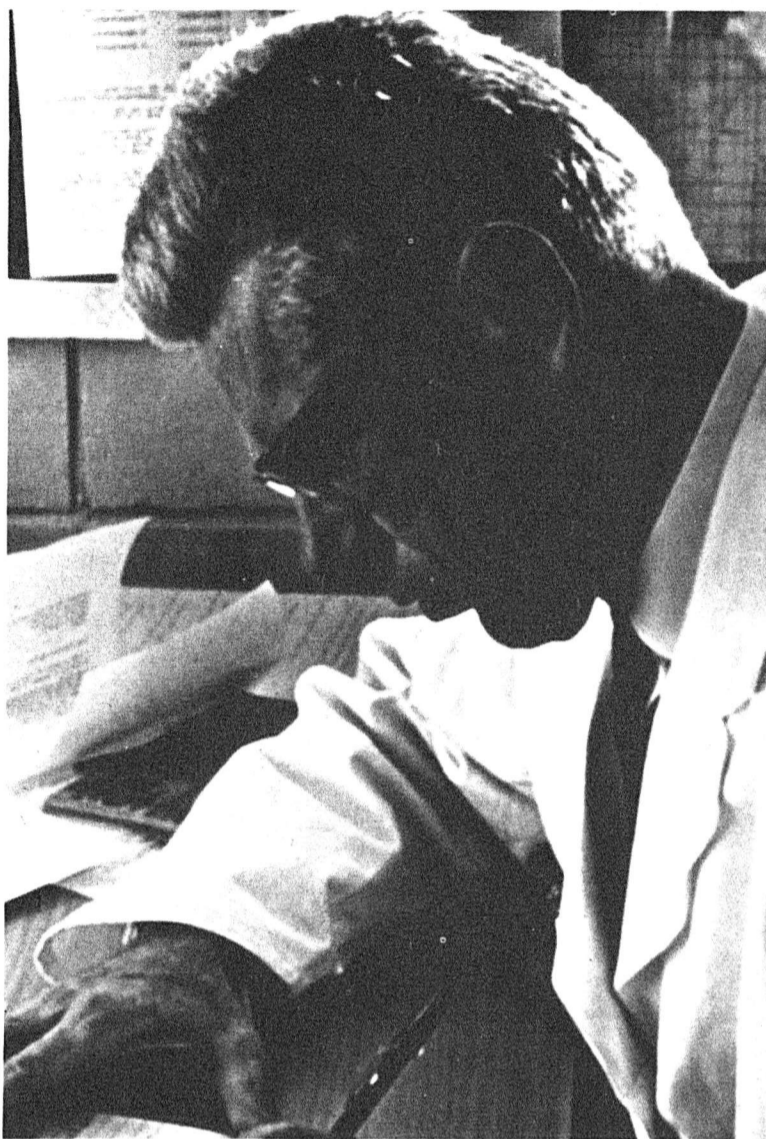
Asked whether he felt groups which involved both the student and professor at an emotional as well as intellectual level (T-groups and encounter groups) had a place in the university, he replied, "I react against emotion. I think the intellect of the person is the part that should be employed."

Prof. Dick Weaver feels differently. He is interested in "the student as a totality." Learning, he said, not only entails knowledge but also an awareness of oneself. In order to become a complete person the student has to become emotionally involved in his subject.

Prof. Weaver said that lectures fail to fulfill the fundamental purpose of learning. They are effective to the extent that they can put over general concepts but they bring the student no closer to self-realization.

He is concerned with 'being' rather than just 'knowing', and his classes are geared to this goal. His classes are based on the type of human relationships groups called "encounter groups."

Prof. Weaver feels that student politics are by no means the only effective vehicle for change. Students who drop out of university because they disagree with it, are making



PROF. W.E. HARRIS

as significant a social act, in the long run, as are those who try to change the institution by political action.

But the important thing, stressed Weaver, is not the social significance of the act, but whether or not it is completely true to one's set of values.

There are two sorts of experience, said Weaver, the first being "authentic" experience and the second being "inauthentic" experience. The first is the individual's sphere of action and the second is society's.

You cannot sacrifice the authentic (individual) experience to society's demands. You must make one choice from the many aspects of any situation, and the validity of that choice is taken only in terms of its consistency with your own conscience. You cannot compromise your own ethical standard, said Weaver.

It is self-deception, said Weaver, to go along with the system in practice while inwardly feeling that that system is corrupt, but without acting on this belief even if only in personal terms.

Profs are judged on their research and teaching

By CATHY GOVIER

There is no ideal university professor, according to Dr. Max Wyman, academic vice-president of the university.

There are not many professors outstanding in all areas of their work.

"I could see a division where some professors could be responsible for nothing but research, and some for nothing but teaching," he says.

"But the large majority of employed professors would combine both activities."

He refers to the students' union course guide as "the students' Bible".

"The quality of teachers and teaching method is too strongly emphasized," he says. "At this level, the student should have the responsibility for his own education."

Dr. Wyman believes a poor professor can sometimes stimulate a student to discover the subject by individual effort.

He could be more effective than a "good" professor by ordinary standards.

"This is not to say that professors need not be judged on their teaching abilities," he adds. "A valuable qualification of a professor is a sincere love and enthusiasm for his subject. He must be able to communicate this to his students."

The method of communication between professor and student should vary with the subject considered, Wyman feels. While some courses, such as English, benefit by discussion and by question and answer periods, others do not.

The professors are relatively free in matters of method and marking. The stanine is only suggested as a common classroom system of evaluation.

At present the university has no provision for the training of professors as teachers.

The tenure committee is the university body which evaluates professors.

This committee is formed by the dean of the faculty, the head of the department and two members outside the department.

A professor comes before this committee after four years of employment at the university.

During these four years he has been judged by his department and has advanced through the ranks accordingly. He is then considered for a permanent position.

The committee investigates four areas of performance: teaching, research, contribution to the university as a whole and contribution to the profession.

His teaching is evaluated by other professors. Student questionnaires may be submitted, but the professor is not obliged to give them to the tenure committee.

"Whether or not the students' union course guide will be taken into account will be determined over the next few years," says Wyman.

If a professor is denied tenure, he has a year's notice. He then should move to another university.