

Passing the course

My Dear Editor,

It seems to me that the Students' Handbook distributed this year did an adequate job of informing students about the many extracurricular doors open to them but it neglected to offer advice and counsel to those students whose interests revolve primarily around successfully running the academic race. To those freshmen who aspire to that elusive "8" or ethereal "9" in every course; these comments are for you.

One of the first things you will have noticed during the first class of any course is a ghostly figure floating in the general vicinity of the front of the classroom. He and/or she is the professor. The professor's appearance offers several tell-tale clues as to what kind of person he/she is. Some important points to look for:

If he/she is;

a) sporting any manner of meticulously trimmed facial hair,

b) ceremoniously adorned in tweed - down to the underwear,

c) puffing on a black or brown pipe weighing in excess of 14 oz.,

d) licking the blackboard, twitching nervously, or whimpering by the heat register, you may safely assume that

he/she comes from across the sea and is to be address as "sir", "madam" or simply "professor". No familiarity allowed here.

On the other hand, if the professor is:

a) wearing jeans or sneakers,

b) prone to the use of words like: shit, bullshit, fuck and anal sphincter,

c) constantly making irrelevant references to Chikahgo, Neeew Yowak or any other American city,

d) picking his/her nose and saying things like: "Well, c'mon, whaddya wanna do? Yew guys gotta decide what kinna course ya want, man, not me!" You may assume that he/she is either a local or an import from the States. The instructor is therefore very progressive and will try to become "one of the gang." It is very important to find out his/her first name and then use it as often as you can. No formality allowed here.

Your ability to perceive a professor's type could spell the difference between a "2" or an "8" depending on how easily you can adjust to his/her respective expectations.

Another area which has been studiously avoided is the area of term papers or, if you like, goddam term papers. The problem is that most of the rules having to do with writing are unwritten. You have to be able to "feel" them intuitively. There is no rule spelled out forbidding you to quote at length from "Reader's Digest" or "Mad Magazine" in a term paper, but do it and you're guaranteed a "3". There are a thousand snares that lure the unsuspecting freshman to his stanine doom. Let me outline some of the more common cardinal sins that are to be avoided at any cost:

a) if you're writing a paper about any aspect of Canadian history you're pretty well home free. You may quote from any book published in Canada, from Saturday Night Magazine, MacLean's (everybody loves Pete Newman), and even from the first three pages of Time provided it carries an ad by CN. The only source your professors might take exception to is Charlie Farquherson's "History of Canada" but even here, if it looks like it was thrown in for comic relief, it will pass.

b) Any paper about any topic in European history must never, under any circumstances, contain the slightest reference to William L. Schirer (the guy who wrote "The rise and fall of the

Third Reich"). Should anyone be stupid or unfortunate enough to mention Schirer in class (prefaced by words like, "But, Schirer says..."), that student is advised to transfer to another section - quickly before word gets around.

c) Students doing sociology papers must carefully avoid mentioning the names McLuhan, Vance Packard, Alvin Toffler, and anyone else whose books sell. You're safe just to throw in a few Durkheims and Goffmans. If there is still some doubt, toss in a Schramm and you're flying. Above all - stick to the big names! Avoid the topic as best you can, concentrating instead upon the astronomical number of variables that must be taken into account before anything can be said to be said. The more the merrier.

d) Those unfortunate enough to be writing a psychology paper must, above all, find out where the professor is at! Is he a behaviorist or a believer in humanistic psychology? Or is he (gasp) of the Freudian, post-Freudian, or neo-Freudian persuasion. To find out, just raise you hand in the next psychology class and ask the professor, "Uh, whaddabout Freud?" If the question is greeted with oud guffaws and raspberries, you'll know what you can do with your ids, libidos and anal retentiveness. On the other hand, if your professor talks a lot about relating to one another, self-actualization, self-realization and so forth, you know he's a Third Forcer - a humanist. All you have to do is walk to the front, touch your professor softly on the hand, and smile warmly with tears in your eyes. The message will come across. If he's a behaviorist, just eat lots of cheese and tell him you can run any maze in two seconds flat. As for quotables: anything published in southern California will do and thrown in a few B.F. Skinners to balance things off. You must not quote from Psychology Today, National Lampoon, Chatelaine or Popular Mechanics.

Letters



e) All of which brings us to philosophy. It is of the utmost importance that you make the language in your paper as nebulous as possible. If you don't, the professor will get wise to you and fry your brains with seminars. Anything goes as far as quotes and references are concerned as long as you're able to weave them in some obscure fashion. A word of caution: stay away from Coles notes, anthologies, Will Durant, and those infernal Philosophy-Made-Simple garbage collections. Your in-class performances may be enhanced

by leaping to your feet occasionally and asking probing questions like, "Well, howd'ya know it's true? Howd'ya really know?" Should the professor be foolish enough to attempt an answer, counter with, "Yeah, but what is TRUTH then, eh?" and the chuckles of your classmates will tell you that you have him!

Well there you have it. I trust that my comments will help some poor struggling soul make his way on the academic treadmill less hectic. I know that there those in other faculties who are waiting anxiously for some advice about math, dissecting and slide rules, but space does not permit me to do them justice here. Let me draw to a close by stating one last truth: The con who out-cons the King con can con all save the original con... can't he?

Chile

In response to the seizure of power by the military junta last week in Chile, a huge wave of protest on an international scale mounted. Tens of thousands of people demonstrated in Mexico and Argentina.

In Canada protest actions were held in Montreal, Toronto, Winnipeg, Edmonton and Vancouver.

In Edmonton, more than 200 people gathered at the cenotaph in a candlelight rally on Saturday night.

The military coup was the culmination of a long period of deepening social crisis in Chile.

In the months before Allende's regime was deposed, severe economic problems, exacerbated by big business sabotage aided large and aggressive right wing groups to instigate waves of violence in Chile's capital, Santiago. Clashes of the police and army with demonstrators occurred almost daily. Santiago workers occupied 50 factories to ward off the right wing attacks on their unions. In the countryside, peasant land takeovers erupted to their highest level. The military junta was an all-out effort by the big bosses and landowners to smash the struggles of the workers and peasants.

The immediate aftermath of the junta brought severe repression by the new government to all left-wing groups and workers organizations in Chile. Warrants for the arrest of the leaders of the Communist Party and Socialist Party were ordered. The approximately 2000 political exiles granted asylum by Allende were ordered to report to the army immediately. Reports indicate that any resistance to the junta is being met with severe reprisals. These people facing imprisonment and even death are the immediate victims of the coup. It is necessary to build a campaign right across the world against the repression and in defence of the political prisoners.

In Edmonton, the Saturday night rally was an important step in that direction. The turnout of over 200 people shows the widespread opposition to the recent events in Chile. The possibility clearly exists to extend the campaign in opposition to the policies of the military junta. Such a campaign can be instrumental in defending the rights of the workers and peasants who today are under attack by the regime.

How can this campaign best be organized? While persons who oppose the junta are bound to have varying views on the character of the Allende government and the

Surviving the onslaught

Dear Editor,

Being as yet relatively unfamiliar with the specific environment at U of A myself, I believe I can identify with the large number of students most affected by the usual onslaught of solicitation for participation in various functions available on campus.

Acting in this capacity and inspired by recent conflict within this column between the Angela Davis Club and certain individuals, I seized the first opportunity to further insight into the question which happened to be 'Inflation - The Capitalist Crisis', sponsored by the A.D.C.

Contrary to the impression conveyed by Mr. Cadogan concerning this club (*Gateway*, September 13, 1973), I found their presentation informative, stimulating, and above all, non-dogmatic. The discussion which followed was equally rewarding and indeed, it was only that overwhelming majority

which didn't turn up that stood to lose.

True enough, social gatherings can serve to break down barriers and bring people together initially but the Students' Union has a much more vital role to play in promoting the interests of the students in more relevant matters.

The amount of energy devoted to social functions is usually totally out of proportion and as such contributes to the general apathy illustrated by the pointless polemics expressed so egotistically by Mr. Cadogan.

Groups like the ADC have an indispensable function here even for those who find themselves in opposition to their convictions so rather than sinking to blatant attempts at suppression, how about offering some viable alternatives to compliment the ostrich-like tendencies of social events?

Chas. Faust
Economics 2



Chile's Salvador Allende

developments in Chile, it is nonetheless necessary to unite the broadest forces possible in defence of the workers and peasants in Chile. An effective defence means that no person or group can be excluded - irrespective of their characterization of Allende. We must unite to demand an end to the arrests, victimizations and murders being organized by the regime.

End the repression!!
Free the political prisoners!!

Carl Austin
Arts 2

An emergency meeting of the Provisional Executive of the Constitutional Socialist Party of Canada has given in depth attention to the illegal seizure of power by the Chilean military. At this meeting the Chilean crisis was analyzed and its relevance to Canada was investigated. The coup was perpetrated by only one segment of the Chilean military-- a fascist element not representative of the patriotic Chilean soldier. It was supported by a small clique of reactionary land owners and capitalists whose loyalties are not to Chilean democracy but to American Imperialist interests.

The Chilean coup was of particular concern to Socialists in Canada. It is our contention that socialism can best be established in a country through free democratic elections. This was also the contention of Salvador Allende and the Socialist Party of Chile. The coup in Chile does not disprove

this fundamental assertion. It only demonstrates that Socialist Democracy has every right to punish traitors and enemies of democracy who would conspire to overthrow democratically established institutions.

Socialists do not advocate violence. Salvador Allende did not advocate violence. Violence in Chile stemmed from reactionary, counter-revolutionary elements who acted out of desperation in an effort to perpetuate their property interests and their privileged position in Chilean society.

At the emergency meeting of the Provisional Executive of the Constitutional Socialist Party of Canada it was resolved that full solidarity be extended to the workers, farmers, students, and democratic intellectuals of Chile. We are confident that the Chilean people will successfully resist the fascist-military coup and will restore democracy and constitutionality to Chile.

We are willing to ally ourselves with all concerted efforts to mobilize public opinion against fascism in Chile and those U'S' interests which have aided and abetted the temporary ascendancy of fascism. An united front is a prime necessity for the mobilization of Canadian public opinion and we shall spare no effort in the movement to create such a united front.

Provisional
Executive Committee
Constitutional Socialist
Party of Canada