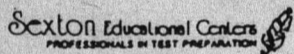


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**CORRECTION**

**Please Note:**

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 November 18 & 19



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**PIZZA TUESDAYS**  
 at the North Power Plant  
 Restaurant and Bar  
 6:00 p.m. - 11:30 p.m.

# Lack of child creativity discussed

by Tracey Rollins

Dr. David Feldman, professor of Tufts University in Massachusetts, and a renowned leader in the field of education, gave a lecture on Wednesday, October 11 on "Why Children Can't Be Creative."

Feldman's focus was to convince his audience that children are not naturally or innately creative, as many of us like to think.

According to Feldman's definition of creativity, not only are children unable to be creative, neither are 99 per cent of the world population.

According to Feldman, creativity involves "a mastery of a body of knowledge and a self-conscious effort to explore this body of knowledge into the unknown, the consequence of which stands the test of time and changes this body of knowledge."

Feldman recognizes that children are "wonderful," "delightful," "spontaneous," "original," but creative? - No.

Feldman uses an example of a child who, upon watching it snow, asks, "Who squeezed the sky?" "Is

this creative? Poetic?" asked Feldman. "No," he answered, "it is we who have the poetry in mind - not the child."

According to Feldman, as children are not innately creative, a heavier burden is placed on those around the children, and they are left with a "challenge to communi-

cate to children the things they understand to be significant."

During the question period, Feldman was asked if there is a practitioner anywhere who is using his theory. "No. I don't think so," he replies. Feldman believes that his argument is theoretically and conceptually clear but admitted that it is "not necessarily right."

Feldman's lecture was the third of a six lecture series of the Alberta Colloquium on Giftedness. The next speaker, Dr. Daniel P. Keating will give his lecture, "Curriculum Options for the Developmentally Advanced," Wednesday, October 25, 7 p.m., Education N-2-115. Registration is required. Phone 492-1154, Dr. Carolyn Yewchuk for details.

# CaPS hosts ed career fair

by Fiona Cameron

Are you an education student suffering anxiety attacks about the great post-graduate job search? Do you have questions about the "real world" of teaching? If so, Career and Placement Services has good news for you. CaPS is putting on an Education Career Fair in Dinwoodie Lounge in the Students' Union Building on Wednesday, October 18th from 10:30 a.m. to 5:30 p.m.

Brenda Bodnar, a Student Placement consultant with CaPS said, "we want first, second, third and fourth year students to come. We're also encouraging students from

Faculte St. Jean to attend CaPS first career fair of the year."

Thirty booths will be set up, each one representing a particular Canadian school district. They will come from distances, as well as close to home, ranging from Ontario to British Columbia to the Yukon. The representatives of each school district will be there to distribute literature and answer student questions and will be given the opportunity to make presentations to students.

"I'd like to go," said second year Education student Linda Russell. "They'll give you an idea of what it's

like, what it's really like out there."

Third year education student Rob Wall has seen posters around campus advertising the career fair and says he is planning on "going and spending a couple of hours talking to the people" there. "Everyone I've talked to about it is planning on dropping by," he said, adding "I suppose it will give me the opportunity to meet representatives from school boards across the country who are going to be doing the hiring."

Each school district attending is being charged a participation fee. The faculty of education is contributing by holding a breakfast for the potential employers.

In addition, CaPS is compiling a student's guidebook that will give a brief description of each school district involved with the career fair. Among other things, the guidebook articles will contain information on each school district's history, size, benefit programs, support staff and extra-curricular opportunities.

Bodnar said that education students should realize "they can choose" because "there are a lot of school districts out there." She said she would encourage all education students to come out to the fair "because it's an invaluable opportunity to speak with the employer for whom they may wish to work."

For more information, drop by CaPS on fourth floor SUB or look out for the booth set up on the main floor of the education building.

# No req'd English in foods

by Carolyn Routledge

U of A students struggling with junior level English courses may wish to take up food and nutrition.

Only students in the faculty of nursing and in the food and nutrition discipline of home economics currently have no English course requirement in their programs of study. Next year, however, food and nutrition students will be unique in this respect.

Louise Tod, faculty of nursing coordinator for undergraduate student affairs, said that next year will see a "total change of curriculum" for nursing students. A new program is being developed in coordination with the U of A hospital school of nursing. Under the new curriculum,

nursing students will be required to take a three-credit course in English. Currently, nursing students are required to take the equivalent of 1 FCE in the humanities; a requirement which leaves the study of English optional.

Tod remarked that the change is "due to new program development, not a result of the cancellation of the Writing Competence Test."

In the faculty of home economics, the demise of the WCT has similarly had little effect, as food and nutrition students will continue their program of study under a curriculum with no English course requirement.

Dr. Marlene Cox-Bishop, the associate dean of home economics, said that 95% of students in this discipline are transfer students from

either arts or science, and so the majority already have taken a junior English course when entering the program. As well, the number of courses required of these students in order to meet dietetics standards leaves no room for English.

"Writing is like taking piano lessons," said Cox-Bishop. "You don't get better by taking just one course." Accordingly, it is the policy of the home economics faculty to maintain a writing component in most courses. Cox-Bishop suggests it may be more beneficial in the long-run for students to learn to write about what they are learning, combined with better university orientation to the libraries and such facilities, than to take a generic junior English course such as English 210.

## Student S.O.S. Ombudsperson Service

**Need Help? Consult the Ombudsman...**

- If you require information or assistance in appealing a grade, academic decision, or admissions decision.
- If you feel that you have been unfairly treated or discriminated against by a University or Students' Union employee.
- If you are unsure about which University policies, procedures, or regulations apply to your situation.
- If you want advice on any other University related matter.

**Room 278 S.U.B.**  
**492-4689 (24 hours)**

Terri Mann  
 Tues 1:00-4:00 p.m.  
 Thur 1:00-4:00 p.m.  
 Fri 1:00-3:00 p.m.

Carsten Jensen  
 Mon 12:00-3:30 p.m.  
 Wed 12:00-3:30 p.m.  
 Fri 12:00-1:00 p.m.

*If you are unable to meet during these times, please leave a message to set a convenient time.*

# Everything you never wanted to know about campus . . .



Certainly the most colorful landmark on campus, this mural graces the north side of the Education Center and was painted by U of A Art and Design prof Norman Yates. Entitled "The West and the North", it consists of 204 individually painted 4' by 8' plywood panels that cover an area 64 ft tall and 138 ft wide. It depicts his view of the Alberta landscape.

The project was a combined effort of

various University faculties. Engineering designed the hangers that hold the mural to the wall and also provided the facilities to subject a single test panel to a simulation of years of Canadian weather. The department of chemistry developed special pigments with UV inhibitors that could withstand the constant exposure to the elements the mural would be subjected to. The mural is a unique combination of art and science that passerbys will be able to enjoy for years to come.