

The Gateway

member of the canadian university press
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STAFF THIS ISSUE—Dees ees Stanislaus Putskin niyete at dee old Gatvay an dees here place she ees fool ov veeesetors tooniyete. Firs der vas all dem der science nuts who come see how ve do an tell fer all of us dere sad but true shtorie. An den dere vas dos two leetle, aaah, nice gerels, Karen Platten an Sharon Gray, from The Highlights (dats de leetle ol paper from dat der school called J.P.) An off course ders all dos guys who are alwees here like, Elsewata Nilsen, Yakim the candidate, Alsie Ross, Weenstone Gereluk, Tomas Abele, Danilo Carroll, Roonald Dutton, Brian Campbelski, Barry (in English) Nicholson who ees wit us in shpirit but vee are sad to say not een bodie, goot ol Stanislaus, an me, Harvey G. (for going broker every day or god, dat vas a lot of copy from Handehun) Thomgirt.

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PAGE FOUR THURSDAY, MARCH 5, 1970

Kemp shouldn't risk a good thing to become a martyr for students

Referring to your editorial in yesterday's (March 3) Gateway, I feel that your vision has been partially clouded. I couldn't agree more with your opinions of and disappointment with Uncle Max's back-room politicizing. The university being the petty, irrelevant factory that it is, must, by definition, have a president who is highly skilled in such matters, probably at the expense of a genuine concern for the concept of a "university."

Ted Kemp is a different story. He is interested only in teaching—that is what the original issue was all about. Ted Kemp has decided that his "bag" was to help open the minds of some students. Good luck to him. He is not interested in fighting for a cause. Yes, the cause is just. Parity and openness are desir-

able. And so the "students' union" has demanded them. Whoopee Shit.

But Kemp has decided that this whole idea is irrelevant now. He has not let the students down. Rather the students couldn't really give a shit. They're willing to voice an opinion but that is all. Why should Kemp risk a good thing to become a martyr for a union of students who are not willing to back up their

demands by taking any effective action?

I feel, Mr. Scarth, that in condemning Ted Kemp, you have suddenly switched into that petty political absurdity that characterizes our council. If they were half serious and God knows, the fight for openness and parity does not have to stop.

Leonard Baltin

Kemp defends his stand against "cliches"

Al Scarth accuses me of deserting the guns manned by my students who were willing to go to the barricades for me and of selling my supporters down the river to make my own peace in back room meetings with President Wyman. Let me reply to this barrage of clichés.

It is true that my original request was for student parity and open hearings of the tenure appeals committee on my case, and it is also true that I have accepted a proposal from President Wyman which does not give parity and does not guarantee open hearings. I accepted this weaker proposal because I judged (as I still do) that it was made in good faith and if it were accepted by the bodies concerned (the Board of Governors and GFC) it would secure the principle that good teaching should be recognized by tenure, even if it failed to yield a victory in my own case.

So far as the principles of parity and openness are concerned, it appears that President Wyman and I are in a degree of agreement. He has no objection to parity and openness, and I am in favor of them. Indeed, I am enough attached to these principles that I'd rather see them won than lost. It was and is my judgment that a direct confrontation on these issues at this time would be lost. The cost of such a loss would be setting back the day of achievement for a considerable time, to say nothing of the cost to "my" students, many of whom might indeed man the barricades in a losing cause. One uses one's judgment, and one does not use students' trust.

I may have been mistaken in that judgement. It may be the case that all the parties concerned with the issues of parity and openness are now willing to grant them without incurring such costs as would make the winning not worth the fight. If Mr. Scarth has reasons to doubt my judgment in this matter, by all means let him set them forth. But I deeply resent his intemperate and continued imputations of cowardice. As matters stand now, his position appears to be that the war is going so badly that we need a heroic but futile gesture, preferably performed by someone else, while Scarth stands on the sidelines hurling his deadliest weapon—the cliché.

Supposing that I am mistaken, and sufficient reasons can be produced to show it, then there is absolutely nothing standing in the way of resolutely joining the issue. My own absence as "hero" can no doubt readily be supplied. And if not, why, then perhaps Brecht was right when he replied to the claim "Unhappy is the land that had no heroes" by saying "Unhappy is the land that needs one."

But my judgment is otherwise. I don't think the battle is going badly. So far, it is a victory. If President Wyman succeeds in winning the principle of good teaching as a sufficient ground for tenure it will be because he has the backing of concerned students, faculty, and members of the community at large. I believe that can be the beginning of a community of interest which will yield parity and openness in their turn.

Ted Kemp
 Department of Philosophy

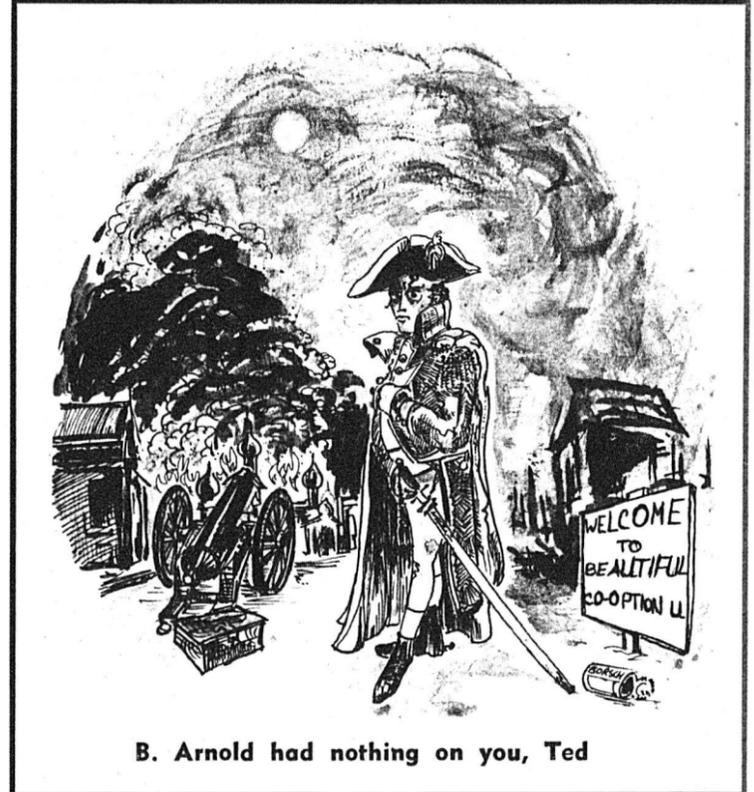
Editor's note—The column accused Mr. Kemp of co-option, not cowardice. We do not need a "heroic but futile gesture." We need a man who will stand on his principles, not a "hero." The "war" is not going badly and if Mr. Kemp actually had the faith in his students he purports to, he should have known they would go to almost any length to win. No one can say The Gateway stands on the sidelines. Certainly, Mr. Kemp didn't seem to think so when the paper took the part it did in presenting his case. It was not the "cliches" which hurt Mr. Kemp, it was the truths. The extent of Mr. Kemp's attachment to his principles is made very clear by his statement about parity and openness: "Indeed, I am enough attached to these principles that I'd rather see them won than lost." Well rah de rah. There's a principled stand for you. Mr. Kemp also said Wednesday his stand in the Murray-Williamson tenure case of 1966 remains the same. Just how much he thinks of students becomes apparent from a portion of a letter he wrote to The Gateway (it appears to the right, bold face ours). Has Mr. Kemp castigated any of his supporters because they haven't taken "at least ten philosophy courses, no two from the same professor."? Not likely. To risk a "cliché," pull up your socks Mr. Kemp. Students aren't looking for a martyr. They need a leader. So lead. And that doesn't mean selling out while the outcome is far from decided.

Excerpted from a letter by Mr. Kemp in The Gateway, Feb. 18, 1966.

In J. A. Brook's letter, he makes the claim that 55 students have signed a petition attesting that professors Williamson and Murray are first-rate teachers. This petition was vitiated because it contained comparative claims that the majority of the signers couldn't possibly have attested to. Since the existence of this petition has been introduced as evidence, I think it is appropriate that students (especially those who signed it) should know some of the things it contained. There are three comparative claims used, unnecessarily, to support the teaching abilities of professors Williamson and Murray: (1) that they are as good teachers as any in the department; (2) that they put across important philosophical ideas as clearly and concisely as any two equivalent philosophers in the department; (3) that in two courses now taught by professors Williamson and Murray which had previously been taught by Professors Mardiros and Schwyzer, Williamson and Murray taught as capably as their predecessors.

The author of the petition points out that professors have serious difficulty in assessing the work of their colleagues, but fails to point out what is equally obvious, that students themselves are not miraculously provided with a mysterious ability to assess the competence of teachers under whom they have not studied. Now, supposing that students are not going to judge on hearsay, and supposing further that they have adequate standards for making a judgment, those 55 signers would have each to have taken at least ten philosophy courses, no two from the same professor, in order to support the first claim . . .

It is easier to excuse the signers of the petition than the author. They wanted to support the competence of professors Williamson and Murray, and the author presented them with a means of doing so. But it was a bad means because it raised issues that were beside the point, and because it condemned the signers to being either fools or knaves—fools if they signed the letter without understanding what it contained, or knaves if they signed the letter knowing that they had no legitimate grounds for doing so.



B. Arnold had nothing on you, Ted

Arts exams re-examined

Last week The Gateway presented a series of final exam questions for arts students. They were fake, and funny. The following questions are taken from a group of exams given in Psychology 383 over the past two years. They are neither fake nor particularly funny.

Sounds impressive. And worthwhile. But students taking the course including representative theoretical points of view and research relevant to the major problems of the study of personality. Prerequisite Psych 202."

Sounds impressive. And worthwhile. But students taking the course describe the frustration they feel when forced to write exams consisting of little but multiple choice or true and false questions. In one section of the course, these exams are graded right minus wrong answers, with unanswered questions counting as wrong, simply because "It helps establish a curve quickly and easily." Several of the more inane questions are printed below, with their answers.

Fall '69

- 10. The Goldstein-Scheerer test of?..... attitude
 a) Abstract
- 13. You strive from a felt?..... situation
 a) Minus
- 23. What is innate, but must be developed?.....
 a) Social Interest
- 34. 'The crisis of psychiatry and?.....'
 a) Religion

Fall '69

- 1. Pavlov did not reinforce the?..... stimulus
 a) Oval
- 2. Maier studied position?.....
 a) Stereotypes
- 3. Masserman opposed food with?.....
 a) Noxious Air Blast
- 4. Neurotic cats preferred milk and?.....
 a) Alcohol
- 5. Complete Drive?..... response reward
 a) Cue
- 6. Miller used a?..... compartment box
 a) Shock
- 13. Wolpe claims that neurosis is?.....
 a) Learned
- 19. A 7-1-1 somatotype is?.....
 a) Endomorph
- 23. The F scale tests the?..... personality
 a) Fascist
- 25. An important dimension is?..... mothers
 a) Warm

Spring '69

- 19. Maslow speaks of self-actualization
 a) True
- 47. Boris had a?..... physique
 a) Mesomorph

Fall '67

- 15. What was used as a reinforcer for the little girl?.....
 a) Candy
- 63. Give a number for a fat man?.....
 a) 1-1-7
- 64. Give a number for a thin man?.....
 a) 7-1-1
- 69. Cognitive?.....
 a) Dissonance