

The Gateway

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Editor - Kevin Gillese
 News - John Kenney
 Features - Lindsay Brown
 Arts - Beno John
 Sports - Darrell Semenuk
 Photo - Don Truckey
 Graphics - Craig McLachlan
 Advertising - Tom Wright
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 Circulation - Jim Hagerty
 CUP Editor - Cathy Brodeur

STAFF THIS ISSUE: Mina Wong, Sue Michalicka, Keith Steinbach, Brent Konstyniuk, es Sheldon, Allan Filewod, Saxby Phillips, Randy Reed, Andrea Stines, D. Schaeffer, Brian Gavriloff, Gary Van Overloop, Stan Mah, Gail Amort, Nancy Brown.

editorial

If some people have their way, we'll soon be the first North American university living in the Middle Ages. Students will have little say in what goes on at our university, staff will have to subordinate their interests to the interests of department chairmen, and the president and three vice-presidents will be given enormous power within the structure. The upset, if it happens, will come from acceptance of a proposal being advanced by a committee on campus composed of department chairmen. The changes which the committee recommends can only result in decreased power for students and staff and increased power for administrators in an already bureaucratically-overloaded and administration-heavy campus.

The committee argues that the academic power structure right now is cumbersome and inefficient. And I suppose in many ways it is. But their recommendation to "streamline" the system by reducing the number of people having input into the system is like trying to streamline democracy by putting a dictator in power. All the hard-won student representation on campus will be lost. No longer will there be student representation at every level of authority. Instead students will have to attend departmental meetings to have any say (and there, obviously, it would only be mild recommendation power instead of a clearly representative power).

Likewise, instead of having students who could be elected to hold a full-time political job and represent students on the powerful committees around campus, we'd have to find hundreds of students who would be devoted enough to learn all about the political structure of the university and then devote many hours working within that structure.

It's much the same as saying people would have more democratic input if they were on government department committees rather than voters electing representatives to the Legislature. The chairmen's committee recommendation doesn't make sense, it isn't workable and what it's intended to do is stifle student input.

Not that the streamlining only affects students. Academic staff, too, will be "streamlined" from the system which presently gives them a large say in what happens around campus. The committee points out that a large amount of research and teaching time is impinged upon by staff having to serve on various committees. But at least this way the staff can still assume partial responsibility for the way in which the institution is now run.

Most people on campus would agree that the current academic power structure is clumsy. There have to be changes made to it and its committee system. But we should not change it by stepping backwards to the position where people "in the know" make the decisions for everyone else and the "common folk" live with those decisions. It seems the chairman of the chairmen's committee may have tipped his hand when he commented to a Gateway reporter that some people "might interpret this proposal as a move by some particular group of people to gain power." I think it is. And I think the "particular group" is the department chairmen, themselves.

by Kevin Gillese

We admit to being fir from the truth

We the undersigned Forestry Students wish to express our extreme dismay of your almost total ignorance of tree species. The tree individual which resides at the east side of SUB and is decorated every year is not a spruce (*Genus Picea*). The individual which you have grossly insulted is an Inland Douglas fir (*Pseudotsuga Menziesii* var. *galuca*) which is a native of the Rocky Mountains of Alberta. We hope you will correct this error and apologize for your misinformation.

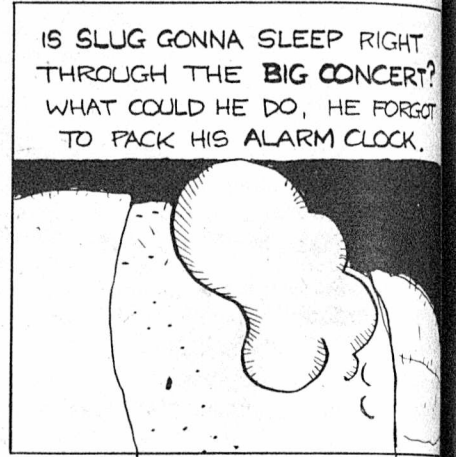
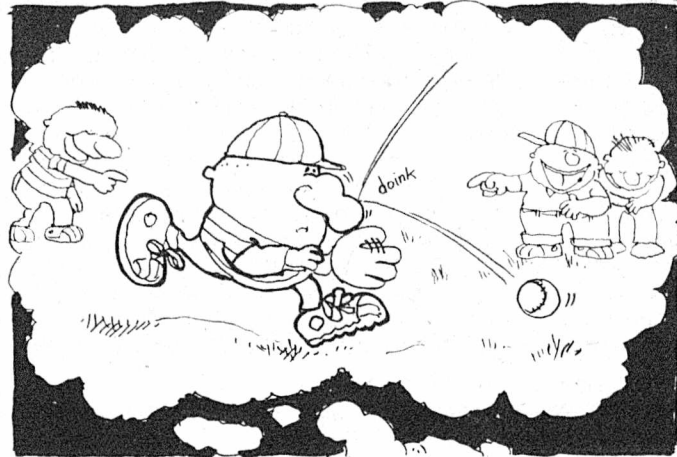
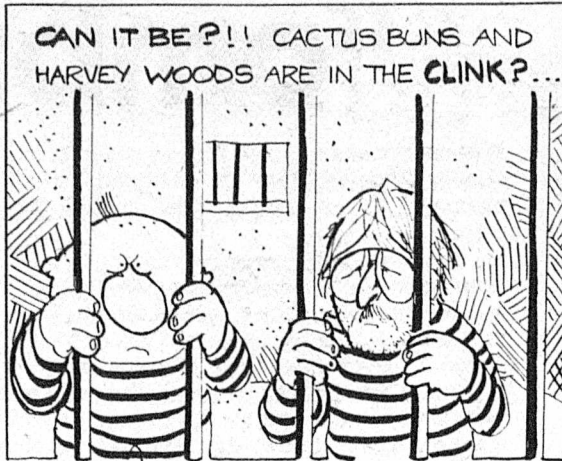
In the future if you find it

necessary to identify a tree, please ask a forestry student or look at the labels, which the University places under most of the trees on Campus.

- Slippery Elm
- Jack Pine
- Red Wood
- Doug Fir
- Pete Moss
- Scarlet Elm
- Tulip Tree
- Sugar Maple
- May Day-Tree
- Monteary Pine

Ed. Note: We should have called it an "evergreen," but ...

BUB SLUG by Delaney & Rasmussen



CUSO conflict is cleared up

WANTED: Arts, Education and Science Grads

I would like to clarify a point in the CUSO article (Nov. 16, page 13) re: B.A. graduates' eligibility to serve with CUSO.

It is important to remember that CUSO attempts to find qualified, skilled personnel in Canada to fill requests which originate from the governments of developing countries in which CUSO is operative. As their needs and requests change, so must CUSO's recruiting.

Approximately 30-40% of the 300-350 volunteers placed each year are assigned as teachers at secondary schools or teacher training colleges. Therefore, it is necessary that they have an academic background in a subject normally taught at such institutions. B.A., B.Sc. and B.Ed. graduates who have majored in English, Maths., Physics and Chemistry are in strong demand. A smaller number of requests are received for persons who have majored in French, physical education, biology, geography, etc.

Persons with majors in sociology, psychology, political science and history (especially Canadian and European) generally cannot be placed unless they have a strong minor in one of the subjects generally taught at a secondary school: the strong minor must include 5 full courses in English or 3 courses in such subjects as maths., chemistry or physics. In other words, CUSO attempts to recruit candidates who possess a 'transferable' skill that is requested overseas.

Persons who will be graduating from the U of A in the near future who are interested in learning more about CUSO or about whether or not their academic and/or work

background might be appropriate for a CUSO assignment are invited to contact the CUSO office, 2-5 University Hall, any time (phone 432-3381).

Carrol Burkard
 CUSO Secretary

Upon reflection of the comments expressed by Carol Burkard (Gateway, Nov. 16) I am forced to protest her choice of descriptive adjectives in reference to Arts graduates. It takes a lady with extreme confidence of her own abilities and usefulness to proclaim, as she did, that, "It's kind of unfair to send underdeveloped people to underdeveloped countries."

Because God is not registered in a program at the U of A, it is necessary to allow a lesser semi-God type person to be the ultimate judge in such matters. Through her own implicit admission, Carol must be our girl!

If she has an equal amount of concern for domestic matters as she does for L.D.C.'s she will walk (I'm sorry, fly) over to the Deans of Law and Graduate Studies to notify them of the tragic mistake they have been committing in admitting thousands of underdeveloped people into their faculties.

This, of course, is not to mention the thousands of underdeveloped dolt walking the streets in Canada right now with B.A.s in their pockets and shovels in their hands. Of course, if they were able to do partial differentiations and multiple regression, there would be some possibility of salvation and usefulness.

By the way, upon application of mathematical methods and through use of the Coldfeld-Quandt test for heteroscedasticity supplemented with the seasonal adjustment by use of

dummy variables to account for non-stochastic variation in the disturbance terms I have derived a vigorous mathematical explanation of why there are only 700 volunteers for CUSO this year. 1200-500 equals 700. In simpler form Ms. Burkard, five hundred less people volunteered.

Determining why there are less volunteers is, unfortunately, beyond the capability of mathematics but I have a solution. By listening to the semi-intelligible and delirious mumbblings of those underdeveloped economists, sociologists, and psychologists you may discern one who has a high enough level of intelligence to engage in fruitful discussion with you despite the obvious difference in mental capacity.

And, through use of principles developed by these disciplines, actually determine why less people are interested in CUSO.

Merle Faminou
 Grad Studies

P.S. My apologies for a limited vocabulary but my good excuse is that I am an Arts graduate.

Ed. Note: Unfortunately, Ms. Burkard's comment was taken out of context in the article cited and her remark about "underdeveloped students" was made in reference to students being "underdeveloped" in terms of skills required by the governments of developing countries which CUSO volunteers are sent to. Unfortunately, in the Nov. 16 article, English majors were listed along with political science and sociology majors as being short in demand in Third World countries; actually, English majors are in high demand, social sciences majors are not. Please see Ms. Burkard's reply, this page.