

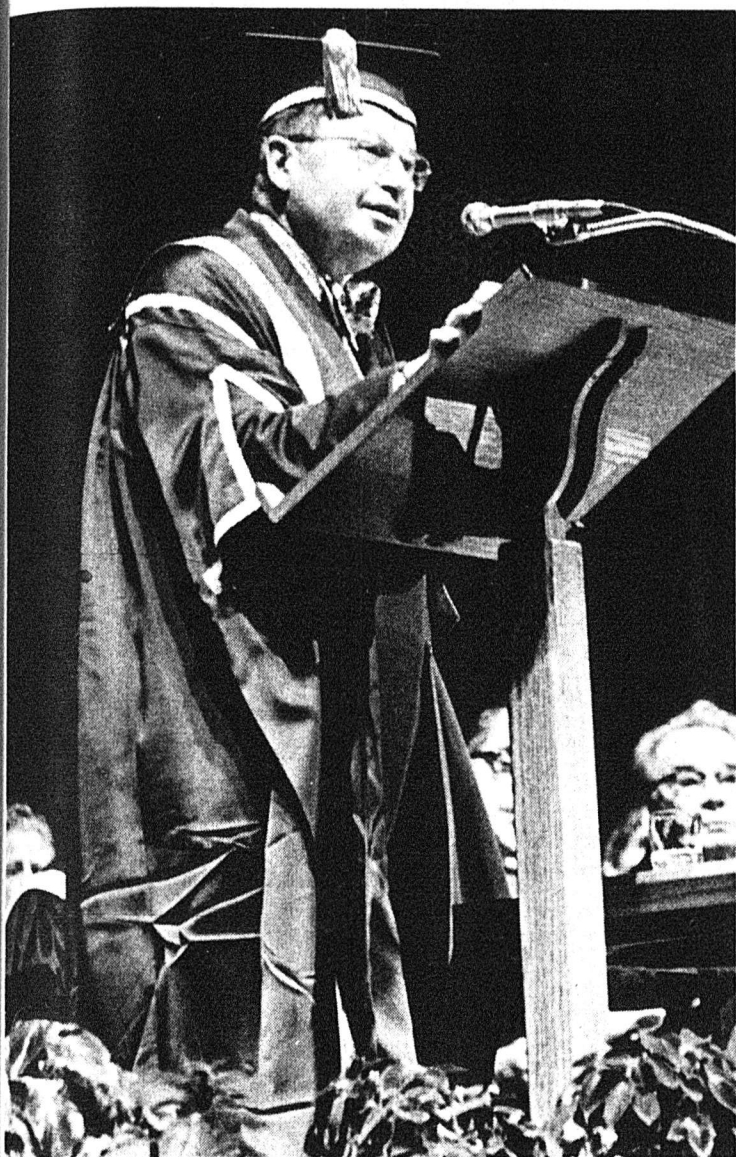
A man
gazing at the stars

The Gateway

Is proverbially at
the mercy of the
puddles on the road.
—Alexander Smith

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U of A President Max Wyman speaks at convocation

photo by Edmund Wong

Report favors loan system

The present student loan system should be retained but students should be allowed to repay loans according to their ability to do so, recommends a University of Alberta Senate task force.

The task force, established a year ago to study student finance, also said the present loans system is acceptable to most students.

"There aren't too many students, if any, that can't go to university if they want to," said Pearson, chairman of the task force. Findings of the task force were released Monday at a press conference.

The report will be sent to the provincial government and to the university and will be considered at the Senate's meeting in Red Deer on Friday.

A means of easing the financial burden on graduates would be to tie repayment according to the amount of income, rather than the size of the loan, the report suggests.

A major reason for this system is the discrepancies that exist in salaries for graduates of different faculties. Arts graduates, for example, earn considerably less than graduates of engineering, the report said.

At present, students begin repayment of loans six months after graduation, and have up

to 9½ years to complete-payment.

One result of this, said Pearson, is about 50 per cent of student loans are never repaid.

"It appears that repaying loans doesn't rank high in the priorities of some students," he said.

The greatest problem with the loan system, according to the report, was debt and repayment of loans. Some students incur \$5,000 during their university careers.

About 8,000 students enrolled at the University of Alberta go into debt for an

average of \$1200 during their university careers.

A grant system was rejected by the task force because it felt it lacked the political consensus for such a system.

"Most people assume that the majority of students can incur at least some direct costs of education," said the report. In addition, it was felt that families of students should assist in financing.

Further, it was also argued that implementation of a grant

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Horowitz critical of teacher's report

by Gary Draper

An Alberta Teachers Association survey of school principals evaluating first year teachers showed that 21% of U of Lethbridge graduates, 19% of U of Calgary grads, and 15% of U of A graduates were rated excellent by their principals. This difference was the subject of an Edmonton Journal article last Thursday which pointed out that the percentage of excellent U of A graduates lagged behind those from the U of L and U of C.

Dr. Myer Horowitz, U of A Dean of Education was critical of both the Journal article and the report itself. He felt that the Journal sensationalized a very minor variation. He also thought that the Alberta Teacher's Assoc. didn't adequately underline the limitations of this kind of research.

"There were 787 different assessors rating 839 students. Not everyone has the same criteria. The U of Lethbridge sample was 88 compared to 501 from the U of A. The difference between the U of A and Lethbridge was that five individuals were rated excellent instead of very good."

Dr. Horowitz said that the finding that should have come first was that which classified

87% of Lethbridge, 84% of U of A, and 83% of Calgary B.Ed. graduates as good, very good, or excellent.

"I find it exciting that approximately 85% of the graduates from the three universities are considered by their principals to be good, very good, or excellent."

The report also found that the greatest weakness in first year teachers was poor discipline and classroom control. The principals thought this was a result of insufficient classroom experience and suggested more internship.

Dean Horowitz felt that the new compulsory 4-year B.Ed. program would go a long way toward correcting this.

"We've been putting forward for many years proposals for more classroom experience for student teachers. The more experience, the better teacher."

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Government has lost faith in universities

by Nadia Rudyk

Canadians have directed more criticism towards their educational institutions than toward any other institution said Max Wyman, U of A president, during fall convocation held Saturday. "This criticism is already excessive, and if continued for too long, will become paralyzing."

More than six hundred of the 1,455 students who earned degrees were attending convocation ceremonies. The remainder of the degrees were granted in absentia.

Wyman, serving his last year of a 5-year term as president, blamed part of the criticism on both the federal and provincial governments

who "have lost faith in their educational institutions and are determined to make them accountable."

He sees this as being achieved by the "government which has assembled "vast armies of bureaucrats, costing many millions of dollars, with the sole purpose of centralizing educational decision-making within the government itself."

Wyman said that the need for strong government control over universities should be carefully examined and resisted and should not happen by default.

Bureaucratic procedures and a bureaucratic mentality intended by the government to bind universities and prevent

them from committing any wrong, may "inevitably and inescapably create a straight-jacket that will allow these important institutions to accomplish no right," said Wyman.

"Universities must fight to preserve those principles which are necessary for their survival as institutions rendering valuable services to society," said Wyman. The university's only chance is to "join the common market of other educational institutions."

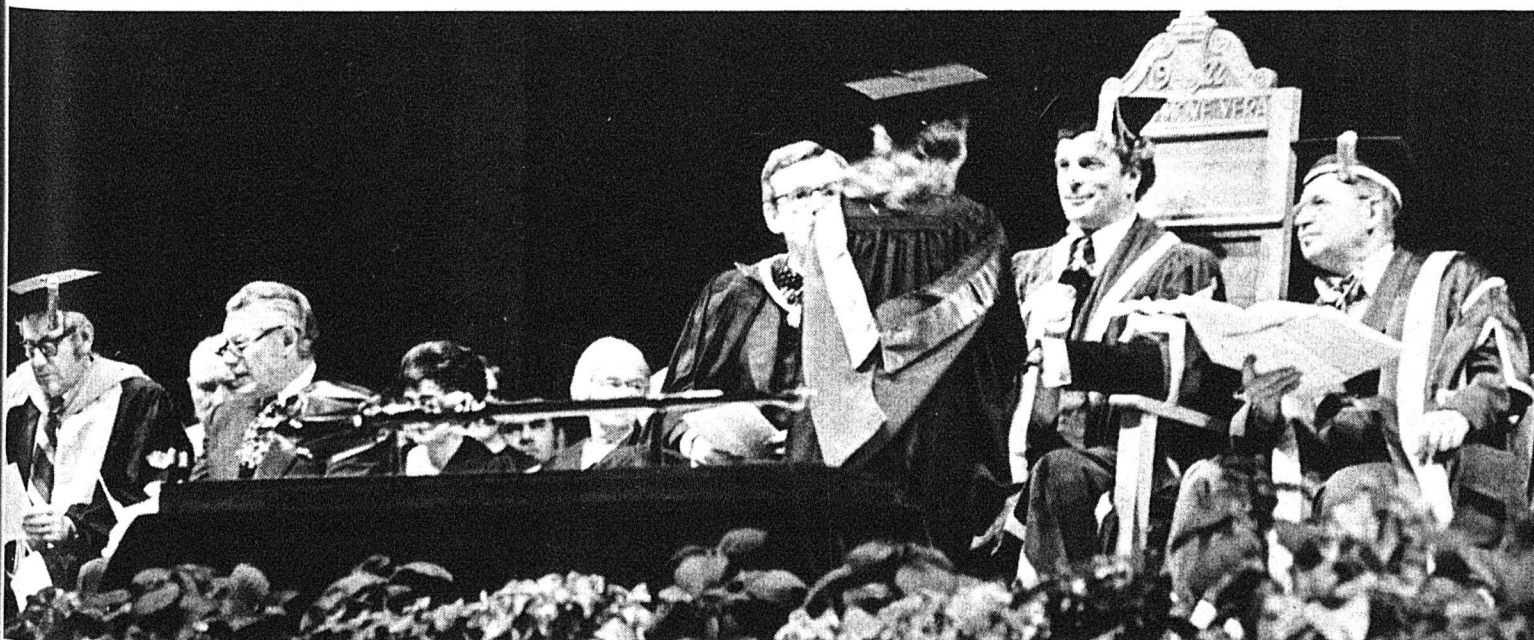
Wyman said the two major functions of university is to teach and research. "This means that these institutions must have a capacity for research and the capability of

teaching people how to do research."

Dr. W.G. Hardy, author, scholar and a hockey executive, presented the convocation address. His wish to the graduating class was not the possession of material goods "but rather that (their) lives be interesting...and stimulated by new ideas, which they should always be ready to examine with insight and intelligence, add to their personal growth and improve the society in which they lived.

Hardy emphasized two points in his speech: First that it was not necessarily size

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Graduates receive degrees from Chancellor Louis Desrochers

photo by Edmund Wong