

EDITORIAL

I have always been interested in the different ways in which we as students can judge whether a professor is effective in his teaching method, or whether he is just wasting both our and his own time.

From my long academic career (now that I'm a senior, I have accumulated sixteen years in the school-type educational experience) I have found one of the best ways to judge a professor's performance is by how much they are learning themselves from their students.

To explain the idea more, I can site examples of what happens in the use of different teaching methods.

When a professor is teaching in a seminar-type situation, he functions as

the so to speak head of the group since he is supposed to be an authority in that particular field of study. He may assign certain readings for the class, but most students will make a point of doing extra readings on the subject. Students make an attempt to bring up new material for many different reasons, sometimes it is done for recognition from the professor sometimes it is done in order to catch the professor on something he doesn't know, and many times it is simply because the student has some question about the subject, and why not go to somebody who is attributed to being an authority in that particular field of study.

The professor is supposed

to know the material better than any of the students, and is as a result expected to interpret or explain any new material that is presented, and to listen to new ideas on the subject presented by the students. The result is that the professor has a large group of students all helping to keep him abreast of new ideas that are occurring in his particular field of study.

Another example of students teaching the professor is when they are writing papers. A student may spend thirty to forty hours on research and attempting to present the very best information from his research and his own interpretations thereof. A professor on the other hand will spend the same amount of time reading the finest of the accumulated works of his students. The students are doing new research and raising new questions in the professors particular field of study.

What I am trying to point out is that when a professor opens himself up to the new ideas presented by his students, he can learn at a far faster rate than the students themselves. I could give many more examples of this phenomenon, but what I am more interested in is what happens when a professor adopts the attitude that he can't learn from his students.

This usually occurs when

a professor has the attitude that he is the authority in his subject (it has a tendency to effect more often professors who have P.Hd's and tenure) and that he can learn nothing from his students, who are just attempting to grasp the basics of his broad field of knowledge. They usually like to teach in a lecture type situation. They can stand up in front of the class in their dominant position while the students hovel in their chairs copying down every word they hear. They read from their notes (many times they are yellowing from age) and expect students to listen to it unquestionably. They don't want to get any response from students, because they interpret what they are saying as being the gospel on the subject. They also have a tendency to favor multiple-quest and true and false exams, they would subject themselves to the students own interpretations, which might involve the questioning of their own ideas. If this is how the professor interprets education why not just give the notes to the students.

When a professor adopts the attitude that he can't learn anything from his students, he leads forth to a very stagnant attitude in regards to learning. If a professor isn't willing to learn from his students, why should a student want to learn anything from them.



Dear Editor,

I read with interest your article two weeks ago on the circulation procedures at the U.P.E.I. library.

Agreed that the present system of checking out books is inadequate and time consuming for both students and circulation staff.

Agreed that there are other ways of checking out books that are more satisfactory and less time consuming.

But how many times have you or I seen a university administrator take out as many books as a student? The answer is never. If he did, the present system of checking out books would be changed tomorrow.

Anon.

Dear Editor,

Sunday night audience - I also am a critic of the Sunday night audiences. I admit that there are some movies which could be enriched by an audience and its comments, but this year we have not had any. I have seen two movies this year and was amazed by the gutter ignorance of the audiences. The audience at "Romeo and Juliet" was nothing less than appalling.

But I expect little less from the minus majority of U.P.E.I. students of goal-post mentality. The Adventurers I won't mention.

I was one of the capital offenders in years gone by. I grew up. Why don't you?

Doug Gallant

Dear Editor,

This week's "Poke in the Ribs" should go to Joanne Ings, who had the audacity to criticize the students who attended the movie "Romeo and Juliet" for their laughter at such a classical movie. However I would like to show the irony of her article by pointing to Joanne's raucus laughter. It could be heard above everyone else's. I must point out that it was not just once or twice; she laughed almost continuously throughout the show. I do hope that Joanne was criticizing herself in her article for her unsophisticated behaviour, although there was no mention of this. Instead the criticism went to everyone else. Joanne, if you are going to write an article like the one in last weeks CADRE, just make sure you're not one of the

jackasses involved.

Sincerely

John Sinclair

P.S. Surely there must be other things more pertinent to "Poke in the Ribs" than an engagement. If people deemed it important enough there could be a column reserved for vital statistics. J.S.

Dear John Sinclair,

First of all, everybody has the audacity to do anything they want. Second of all, I like laughing and how I laugh can't be helped. Thirdly, if I laughed like I do for three hours straight as you seemed to think I did "almost continuously" I wouldn't have been alive to write the story I did. Fourthly, when I criticize myself I don't have to do it in print, I talk to myself instead. Fifthly, my unsophisticated behaviour is strictly your opinion (which you may have by being in

letters cont. pg. 4

CADRE

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