

con't from pg. 9

capacity. At least according to liberal doctrine. But are we?

Modern liberal thinking in the educational field seems to say that people need no exams, no tasks, no responsibilities, nor any assignments (compulsory); only motivation. Once we are "motivated" we will then, in our undying thirst for knowledge, take on by ourselves the responsibilities, tasks and commitments that will lead to creative papers or information assimilation. Of course liberals (and these are the people who brought you laissez-faire capitalism) believe that man is intrinsically good. When given the freedom to do whatever he/she pleases, the result will always be for the good of all. Sure. Do you believe that?

Modern liberals admit that some institutions and order is necessary in life but they persist in retaining an unrealistic assumption about man's (womans?) character; that he is basically "good" when given ultimate freedom. Does this conform with your observation of people? Be honest. Do not the strong take advantage of the weak? Do not people work in their own interests? Do not people become lazier when given nothing to do and no reason to do it? Man's

character is not "bad" but neither is it "good".

Now back to school. How can one expect people to "educate" themselves if you give them nothing to do and no reason to do it. Motivation is fine but the

flesh is weak. Compulsion is not the answer, obviously, but certainly students must have stated or implied commitments to give them the determination to improve their performance. The setting of concrete goals (i.e. completing a competent essay on a challenging topic) surely moves us all to put out greater efforts. I know myself that the difficult essay, seminar and examination courses have taught me more and has been of greater value in the long run than any self-evaluation or doing nothing (i.e. "bird") courses. Perhaps I did spend time on difficult courses that would have been spent doing other interesting and creative things but there is no person living who has not made sacrifices. In the end, hard work (even when compelled) pays off.

Much of Professor Cregiers article concerns abuses of the current "system". I fully agree that students now use tactics such as "note memorizing of textbooks and lecture notes, pre-examination cramming, copying and cribbing during exams, plagiarizing term papers, flattering susceptible professors" etc. A lot, Dr. Cregier, also sweat their butts off. There will always be some among us who will always take the easiest way out for that is human nature.

This is neither good nor bad for this would be a mighty poor society if we didn't have people who didn't play the game their own way.

Those above actions may not be entirely negative either for if universities serve the purpose of preparing as all to better face current society then these people will be well prepared. For instance the business world abounds with "cramming" for compiling reports, addressing meetings, facing deadlines etc. It would be beneficial, on the whole however, to cut down on such practices but let us remember that the liberal solution can create new and dangerous abuses. To my way of thinking we would be spending our time more constructively by cutting down on examinations (especially in arts subjects), by encouraging research through having students do a number of papers, multimedia presentations or oral commentaries, by increased contact of teacher and student, by making our grading system more flexible so as to accommodate it more to the student and by rewarding students who may go "overboard" in

their enthusiasm for certain courses again by using flexible grading (grades are much more meaningful in arts than are marks) system. As for the business world judging students by their academic performance that is a matter for the business world to decide in conjunction with the university.

Pardon me for having written this much and wearing out my welcome (not to mention the typist). Despite my criticism of the four articles may I conclude that I am not trying to be entirely negative. Indeed, I feel that it is a good sign that four such controversial items can appear in one issue of a student newspaper. I may even find the next issue to be even more controversial as you cut me to shreds.

- Don Pridmore

### U.P.E.I. Pig 'n' Whistle

Pig pork is found not at the Barn,  
Nor Whistle noise at the Barn;  
But Thursday fun to scholars  
The meaning of pig and whistle.

Are there others for fun,  
Others tobacco bite their teeth.  
Many, feet they stomp for fun  
In response to tune they enjoy.

Several openings off the seals,  
From little bottles come the seals.  
Alcohol forty and ten cents  
at the Barn  
Are sold to scholars.

Madam, away with me tonight  
To pig and whistle this night  
Refuse not a Thursday offer  
For myself to you I offer

Midnight will order our return  
At eight 'morrow to school  
a cross'  
All scholars must return  
Madam to me you'll return  
tonite  
For truth my heart is crossed.

-Joseph Ajayi King Fashagba

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