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majority of the debate in Senate on the exam and other issues. It seemed that most of the senators failed to do their homework. Most of the senators, including Irene McCardle and Dianne MacDonald (student reps) offered no opinion on anything. Don't these people realize they are deliberating on the future of U.P.E.I.? One cannot be

casual about such things as scholarships, entrance requirements and final exams.

I was also unimpressed with the view of some senators that exams somehow equated with standards. There is absolutely no proof that examinations mean better standards; and to offer such a view is downright naive! As Carol Ward

so eloquently stated, standards have to do with content and professors. Ah! maybe a clue is found. Maybe the senators who support final exams are afraid of originality in evaluation techniques. Maybe they are hiding their lack of originality and instead want to hide behind the standardization compulsory exams will bring.

The struggle continues!!

LETTERS CONT'D

Obviously I hold strong views on education, based upon personal experience and observation, and upon seeing views that I feel are harmful to the future of education I lashed out with passion and conviction. I was, as anyone would see, highly motivated and at the time that I concluded the letter, I was fairly satisfied with what I had done.

It is ironic, but if I were to submit a criticism for an academic course I would have come up with

a vastly different and undoubtedly superior retort to Prof. Cregier. Knowing that I would be evaluated on my criticism I would have done some basic research. I would have consulted the writings of such people as B.F. Skinner, Jean Piaget, John Holt, Jerome Bruner and others, many others. I would have taken time to deliberate the views of these writers such that in the thinking process I might reshape & clarify my own views. Having done this over a peri-

od of time I would then have felt more competent to question Don Cregier's article. My criticism would take far longer to compose and it would make use of numerous references in support of my arguments. It would be structured and probably well organized. In return, I would expect a fair evaluation when this paper was being graded such that the marker would make constructive criticisms of the paper's weaker points, and give encouragement for its stronger contributions. In the end, this paper, which would have been written under the system that Mr. Cregier so strongly deplors, would still show conviction and viewpoint but would also show the signs of significant learning and interpretation of source data.

Let us say, however, that I was writing the same paper for a course that offered no grade and in which I would evaluate the worth of the paper myself. Frankly, Mr. Cregier, I'd be tempted to "hand in" my original letter to the editor is even I were so ambitious to do that. The motivation remains the same in both cases but the incentive of working toward a definite goal, be it artificially set, is the determining factor. Perhaps you may scoff at having aimed at a goal that is arbitrarily and artificially set but again, even throughout life, many of our goals in business, social service or the professions are artificially set.

The above example has only limited use, granted, yet just as I know that it is true to my academic habits I feel that it is a truism for students in general. One might argue that such a paper would be given in a liberalized system for it assumes that I have the choice of topics, that no exam on it is necessarily given and that it could be independent of lectures. Yet it is an assign-

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photo by CROMBIE

The Cadre is pleased to introduce its new typist & newest staff member - Leslie Lambie.

Born in Vancouver, Leslie moved to Clarke's Harbour N.S., when only a year old. From there she moved to Souris where she attended Souris Regional High School before entering U.P.E.I.

A sophomore Arts student, Leslie is majoring in Sociology after which she plans to go into the field of Public Relations; preferably in B.C. Besides her involvement with the Cadre, Leslie is also active with Drama and the Sociology Club.