# SAY: Student Comment

#### Lock Him In The Dark Cell At The End Of The Corridor

By Robert Loneman

"Now, you just sit back and relax, Mr. Christ. That's it. Now, what seems to be the problem?

"Good God, man, who in hell isn't misunder-stood?

"Do you really think that just because you're the son of God, people, human beings, are going to listen?

"I know you're sincere, Mr. Christ, but do you really think that you can make people love one another?

"You're crazier than I thought.

"Please, don't cry. Look, perhaps I can explain why your idea won't work. But, first, you've got to start telling yourself that it's not your fault. You did your best — that's all anyone can ask. Your idea was good, just a little impractical, After all, you have to work with people — narrow-minded, dull, useless people and, let's face it, you picked the wrong people to help you. How in hell (excuse me, just an expression, you know)...anyway, how do you expect to spread a doctrine of love through people who can't love? I mean, you did say to love your neighbor as yourself. Well, Christ, baby, really,

if I don't love me I can't love anyone else. And how do you expect me to love myself? After all, baby, we're just here for a little while—heaven's what matters — (or should I say staying out of hell?) At any rate, I'm a sinner, baby, and I've been told so damned often that I'm a miserable sinner that I believe it. I mean, I'm not supposed to love all those sinners — only the good guys — like the Pope. I haven't got time to love anyone, anyway, baby. I've got my job, my future, my house payments to make — who cares about the useless asses dying in the Congo or Biafra? Sure, there's some sympathy, Christ, but to really care —don't be so damned idealistic!"

#### An Attack on a Collective Body delivered without Fear and with much Conviction:

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By Sharon E. Flynn

The faculty of SDU has done it again! Frankly, I am sick of the disputes that so divide that illustrious body that the students must suffer.

Last December, despite (in spite of?) a "no Christmas exams" ruling, many profs did schedule exams for the last week of classes. This I can understand. I don't expect every professor to possess the imagination, ingenuity, or whatever it takes, to dream up a basis for grading students other than the old stand-by exams. (And I can offer alternatives though I'd be the first to admit that they would call for a student body more responsible than ours seems to be.)

That there were exams, then, doesn't sur-

prise me. But that communication between faculty members is so strained that many profs. were unaware just how many exams were being schedules . . . this was a jolting revelation!

An examination, let's face it, is a test. If a man is going to be asked to take a test, he should be given the opportunity to prepare himself for it. This right of the students was not respected. One student, at least, had four exams on one day — and, don't forget, classes were being held up until and including the last day of the term.

Conflict is one thing, gentlemen, and a good thing at that if viewed as a motivational force. But you are being paid, not to engage in power struggles with members of your own and other departments, but rather to educate the students

who, in turn, are paying to take your courses.

(If I were at all convinced that an appeal based upon higher than economic considerations would reach every corner of the faculty lounge, I would have made one. I am not.)

On principle, because I perceived the situation as I did, I absented myself from the classroom during periods when examinations were being written. Most students did not feel as I did. On behalf of those who regard you as mark-dispensers, and on behalf of the rest of us also, may I suggest that, when you tally up the scores in May, you don't place much emphasis on the results of those exams. It isn't our fault that you can't all be friends!

## OPINION

By SANDRA CLARK

Dissappointment engendered by the UPC representatives of this university institution at the presentation of briefs last Saturday afternoon provides the motivation for this article. As a transfer student I am not overly familiar with the personalities of the campus or their respective positions on various issues. However, the image as projected by our representative members on that body was most discouraging. Given even the limited knowledge I have gained of the students and professors here, I cannot believe that our "representatives" are representative. Dr. O'Grady had very little to say and I was by no means impressed with the few words he did contribute. Our student representative was likewise reticent. My impression of Mr. O'Connell was a first and especially unfavorable one. I was thoroughly disgusted with the extremely reactionary attitude toward the PWC brief and the progressive educational program it proposed. His closedmindedness on the principles conducive to individual education and learning for learning's sake (non-credit courses) was revealed by his failure to listen. One instance indicative of this "deafness" was his confusion of the concepts of "uniform" students and a "unified" campus, a confusion completely unwarranted in consideration of their context in the brief. Had he been listening carefully he would have seen that the desire to avoid "uniform" products of an inflexible schooling system is not contradictory to the favorable educational environment of a "unified"

That Father G. MacDonald tended to allow his preconceived prejudices to "turn off" his mind was revealed by his misinterpretation of terms. He managed to interpret the term "secular" as applied to the new university in the SDUSU brief as designating the exclusion of any religion rather than the inclusion of all beliefs. This was the point which also stimulated Dr. O'Grady's expression of the ill-founded idea that secularism was a narrow creed of anti-religion rather than a view which could embody all religion.

I was extremely antagonized by the comment made by Mr. O'Connell pertaining to the SDU

students' failure to consider the question of an athletic complex in the new university. This criticism seems rather assinine at present. I also felt he was using the opportunity to voice a not-too-sincere concern for the lack of concern on the part of certain students on the brief committee as regards the "hereafter". (Mr. O'Connell seems to be "hung-up" on long-range issues.)

The imprint of his approach on my mind is that of intellectual immaturity. This impression was further reinforced by the more important implication of Mr. O'Connell's statement. If this statement is indicative of the issues with which our faculty representative feels the students should be preoccupied, and indeed, if it is a projection of his own thinking, some people involved in the planning of the new university should exercise some judgement before the new institution becomes a physical concern rather than an intellectual pursuit supplemented by physical activity. However, I agree that a "sound mind and a sound body" are both desirable; I extend my congratulations to Mr. Dorsey for his reassurances of the rejuvenating influence of sleep on the physical and spiritual well being of the student. I wonder, by the way, if Mr. O'Connell wasn't implying that the students are not capable of decision-making and policy formation beyond the sports complex level? Unless my impression is completely false I would suggest that the intellectual maturity of at least some students surpasses that displayed on this occasion by some of the adults to whom responsibility has been entrusted.

### WAITING FOR THE SENATE

A third meeting of the January Teach-In Planning Committee was held Thursday night, January 9, at PWC.

The members, interested persons from the faculties and student bodies of PWC and SDU, selected Terrance Ross, Political Science Dept. of SDU, Graeme Decarie of the PWC History Dept., Sandra Clark of the SDU junior class, and Dennis MacKay, a PWC Sophomore, as co-ordinators for the Teach-In.

Sub-committees were set up to organize var-

ious aspects of the Teach-in: inviting speakers, polling opinion on both campuses, devising a format and agenda, etc. Finalizing of plans and establishment of dates for the two-day forum await the go-ahead from the Senate of SDU. (The PWC Senate has already given qualified approval.)

The purpose of the Teach-In is to provide students, faculty, and the public with an opportunity to discuss education on a broad scale. Various topics which will be considered include Education and Society, Religion and Education, and future developments in education on P.E.I.

The Teach-In will not deal exclusively, or even primarily, with any particular level of education (e.g. university, high school) but is designed to consider education in all its aspects. Particular consideration will be given to the purpose or philosophy of education.

### HAPPENINGS:

Connie Cullen and James Dorsey, a Sophomore and Senior team, will represent SDU in the MIDL debate at Fredericton on Friday, January 17. The Red & White extends its best wishes to these debators, and to the club in future meetings. May this be another championship year for SDU!

On January 17, seven SDU students will depart for Fredericton to attend the three-day conference of the Atlantic Provinces Student Liberals. Official delegates include SDU Liberal Club President Sharon E. Flynn, Vice-President Eugene Murphy, Sec'y-Treasurer Edmond Gallant and club members Wayne Kehoe and George O'Connor. Two other students from SDU, George Egan, President of APSL and Connie Cullen, editor of Bowsprite, will be in attendance at the conference the theme of which is "The Unjust Society".