

Active Role . . .

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tives open to them and to help the class reach a decision."

How would this work? Take an upper-division lit class for instance, with three sections.

Since there are no research findings that small lectures are any better than large lectures, those people who want lectures could meet in one room, and the professors could decide among themselves how to divide up the lecture schedule, if they wanted to.

This would free the other instructors for small group discussion and individual meetings. Some students may want to study on their own for a while, write a paper, and discuss this paper with the teacher.

It seems arguable that this system would be more effective if the course base was five instead of three hours.

There are other ways to involve students. After three or four weeks, the class may want to reverse its course. Or when a problem arises, like boredom or high absenteeism, the teacher could stop and ask the class what is wrong and try to solve the problem with the whole class instead of trying to solve it alone. Or he could stop his lecture a few minutes early one day, and ask the class if they thought it was helpful.

Must Want Involvement

But as Bradford points out, "the teacher has to honestly want this type of student involvement before it will work, since students can pick out whether he really wants their feelings or just wants a superficial positive reaction."

And in order for this system to work, both students and teachers must make many adjustments.

Another way to involve students is in the method of teaching, Bradford states, "perhaps without intending to, many teachers cover content by giving answers, which discourages involvement."

This technique kills motivation, according to Bradford. "Students are more likely to be curious and to want to work with the subject matter if they can get their hands on the material and be able to organize it even in a rudimentary fashion."

Emphasizes Facts

"But too often the manner in which they are taught emphasizes the learning of facts and information while the ability to organize and apply this information is frequently left by the wayside."

Thus, Bradford suggests that teachers could encourage a problem solving approach.

One way to do this is for the teacher to turn questions back to the class to solve or for the teacher to raise questions during discussion.

In this method, responsibility for the way the class is being conducted is shared by the group.

"The teachers," he adds, "still might have more influence and responsibility and make more decisions than any other member of the group, but there is enough responsibility that is shared so that the class is in the position to question what the teacher is doing and can remake a decision that it does not find helpful."

Bradford feels there is only one main area which belongs to the teacher alone and that is course content, what will be covered in the exams. This is the basic amount of material, he says, the student must be responsible for in the exams but

not "necessarily what has to be covered in lectures and discussions."

Class Should Understand

The students may want to learn this information on their own and use the lecture time to do something else. Here Bradford says, the instructor should make sure that the class understands exactly what it is doing, but this decision should stand.

Bradford goes on to say that there are many decisions that the teacher will make himself because of time pressure but he will have to know which decisions will produce maximum commitment from the class and which decisions he could make just as well by himself.

"He has to walk a fine line between the problem of giving so many decisions to the class that they become immobilized with too much freedom, and the opposite danger of keeping too much to himself or giving the students only the minor issues to solve."

"What has to be made clear is that any decision made either by the teacher or by the class can be reconsidered by the class and if they disagree with a decision made by the teacher, then this can legitimately become an issue for the entire class to work on."

Emerald Editor.

Defends Letter

Emerald Editor:

In his recent column, Professor James Klonoski answered me and others who have criticized the vice president's stand on Viet Nam by maintaining that Humphrey is forced by circumstances over which he has no control (his role as vice president) to rigidly support the President's position on Viet Nam, and further states that in civil rights "his record is unmatched by any other politician in public office today."

I agree completely with the latter point. I have followed Humphrey's career over the years and his record, not only in civil rights, but in many other areas has been outstanding and courageous. As for his position as vice president, there is no doubt that he must support Johnson's policies if he is to continue in that capacity.

The war in Viet Nam, however, is an extremely important political issue. The number of men and resources which we have committed in Southeast Asia, and the number of lives lost, make it crucial enough in itself. Even more important, however, is the fact that it may well develop into a general land war in Asia or into a nuclear war. In light of such possibilities it is of vital importance that each American decide for himself whether American policy in Viet Nam is well constructed.

My own conclusions are that it is a war in which we should not be involved and which we certainly should not be escalating. The United States has allied itself with reactionary elements and has needlessly risked war with China and the Soviet Union. I do not believe that American interference in this civil war has been justified by the administration's moralistic and overgeneralized statements.

I cannot overlook Humphrey's support of the present United States policies in Viet Nam merely because I have agreed with him on other matters. I

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LOST: BRIEF CASE. Grad student. Phone 747-9604. Chuck Miles.

PERSONAL

COME AND participate in the event that shocked the students—a dynamic worship service! Thursday 7 p.m., Christian Student Center, 737 E. 16th, 2 blocks from campus.

SEE AND HEAR "At Random" live in the Fishbowl Tuesday night 9:30-10:30. Broadcasting on KWAX 91.1 mcs. SM

THE FIRST NIGHT of the thousand nights is the Night of SHEREHERAZADE

BETTY LOU is socially unacceptable. No more Cokes for her.

BEWARE! The "Spirit Stomp" Oct. 28th. Mac Court.

CRESTON CREEK says Val Thom—Yeah! Thom.

HEPZIBAH: If you seek coffee, talk, and fun, "The Place" is open 9-1.

IS GPN-32 better than LSD-25?

THE GREEN GOOSE is coming!!!



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The Aberle proposal is a small step in this direction. It tends to throw a little sand into the functioning of our military machine. And, from my viewpoint—the more sand, the better.

Andrew Thompson
Assistant Professor of
Education