



to pass it on the best way we can, according to our individual nature.

It must be frustrating for honor students to proceed at an "average" pace, and you deserve sympathy and consideration. There must be a middle-way. You are probably in the minority, and it is usually difficult for minorities to get special consideration; I do not know the solution. Maybe the only remedy for truly advanced students would be for them to get advice about weeding out some of their classes. Most of us--and we all have a right to be here--cannot miss even one class without doubling our pressures and risking failure.

However, my main point in response to your worthy and poignant letter is to bring out the idea that professors may be treading a middle-ground because that is where the majority of students function best. We sincere strugglers, as most educators know, need all the help we can get from professors. Our real (purchased) class-time needs cannot be met by discussions with brighter fellow-students, although we do appreciate their truly valuable insights at any other time.

Finally, limited time is a major factor in the classroom, and discussions cannot replace lectures. Our exams are based on class lectures which most professors plan to the minute, and which they deliver best without interruptions. Most students, as well, do better if they are allowed to concentrate on the lectures--individual difficulties brought to professors after class. That way seems fairer. (Thank You for hearing my views.)

We are in university for such a brief time, we might as well lighten up and make it enjoyable. The professors were in our position not too long ago, so they understand us better than we think. We have not yet been in their position; do we try to be considerate of them? (Do we know how privileged we are at UPEI?) After all, they are not only our--probably underpaid--servants; they are our neighbors.

Student

Dear Editor:

I appreciate the opportunity to inform your readership of the current UPEI regulations and procedures governing the use of live animals in teaching and research. My comments are prompted by a letter from Mr. John Enman that appeared in the March 12, 1993 issue of the X-Press. Mr. Enman's letter was in response to a February 4, 1993 article on the use of animals in the testing of commercial products, including cosmetics. Let me state for the record that while both authors are certainly entitled to their opinions, both the article and the letter in question contain a number of serious inaccuracies. The one point raised by Mr. Enman on which I do agree, however, is that students need to be better informed about the use of animals both at UPEI and at other educational and industrial institutions in North America.

At UPEI, as at all other Canadian Universities, any use of live animal (invertebrate or vertebrate) is permissible only after obtaining full approval from the University Animal Care Committee (UPEI-ACC). The UPEI-ACC, which reports directly to President Eliot, scrutinizes all animal use proposals to ensure that they are (1) ethically acceptable to the members of the committee, (2) in accordance with UPEI-ACC regulations, and (3) in compliance with federal guidelines established by the Canadian Council on Animal Care (CCAC). The CCAC guidelines are used to define the minimum level acceptability. In practice UPEI-ACC reviews and decisions are usually more stringent than the national guidelines. Proposals that are considered unacceptable are either returned with requirements for revisions or are rejected outright. All approved animal use is subject to continuous monitoring that is recorded in a special database software package. The functioning of the UPEI-ACC, the content of all proposals, and the standards of care provided in our animal facilities are regularly reviewed by a neutral national inspection panel under the auspices of the CCAC.

Your readership may be pleased to learn that the regular membership of the UPEI-ACC includes a representative from each faculty on campus (including those that do not use animals), as well as a community representative and two UPEI students (one graduate and one undergraduate). Thus, non-animal users and students account for 50% of the membership. At present, the use of animals at UPEI is divided almost equally between teaching and research, with fish species accounting for an overwhelming majority of the use on campus.

In closing may I urge all students (and faculty and staff) on campus that have an interest in the use of animals on campus to address their questions either to myself or to any other member of the UPEI-ACC, so that future submissions to your paper will reflect an informed opinion.

*Thank you for granting space for my remarks,
R.A.R. Tasker,
PhD Chairman,
UPEI Animal Care Committee*

Editor,

Thanks for the letter written by a "high functioning honor student," which takes professors to task for a list of reasons.

"Honor student," I found your letter illuminating, yet a bit threatening. To begin with, because you are very bright, you could influence our professors to change in areas you suggest, and that threatens me. Here's why:

First, judging by my own position, many students are "average" strugglers (not the geniuses suffering in the back row) who sit near the front of the class to glean every comment or insight from the professor. (Our type would rather listen than expound).

Second, as you said, most of us pay our way; we want to be taught by professional educators, not only by fellow students, however gifted.

Third, as for professors reading to the class: I hope they continue. Very often it is only during those times that I arrive at understanding the content. When they read FOR the class, professors usually make little comments which offer pertinent information and broadening insights. I consider this type of professor to be generous, and one who cares about every calibre of student. I need and appreciate such a professor. My universal learning needs are such that I am pre-disposed with gratitude toward all my professors, regardless of whatever idiosyncrasies or personality traits they might have, different from mine.

Most important, every professor has something of unique value to give society through us. Our responsibility is to take the best of what they offer and, like they do, be humble enough

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