

tial. And, since no two circumstances are duplicate, and since situations rarely stay the same long enough for extended investigation, intellectually it would seem impossible to know with complete certainty the result of any action.

I believe our present system of education has reached this conclusion. That since it impossible to know on an intellectual level the outcome of actions then perfect functioning (perfect knowledge) is unattainable.

Action indeed, should be understood wrong action should also be understood and inaction should be understood as well. Unfathomable is the course of action.

Bhagavad-Gita IV, 17

On a purely rational level, I would say, and the Gita seems to agree, this conclusion is true.

But what if there was a knowable absolute reality beyond circumstance that based all existence? Simply put, knowledge of such a reality would lead to perfect functioning and the fulfilment of education.

Hence the bitter irony of another songwriter, Paul Simon.

When I look back on all the crap I took in High School, It's a wonder I can think at all. Still my life of education hasn't hurt me none, I can read the writing on the wall.

Paul Simon

The Greek legend of the Gordian knot will be used to illustrate my argument to this point. According to legend anyone who could loosen the knot would become the ruler of the then 'known world'. Alexander the Great simply cut the knot with his sword and declared himself to have fulfilled the prophecy.

I would maintain that our attempts to understand the world and educate almost solely on an intellectual level has created the Gordian knot that is our educational system today. I contend, as well, that it is

The experience of which I speak is simply the most profound intuitive experience imaginable. It cuts through our intellectual understanding to the experience of the perfection and unity that underlies all that is.

It is the realization that order and intelligence are not chance phenomena but rather creation's very basis.

One universe made up of all that is; and one God in it all, and one principle of being, and one law, the reason, shared by all thinking creatures, and one truth.

Marcus Aurelius Antoninus
Meditations VII, 9

In light of my argument I would make several basic recommendations for education at a university level.

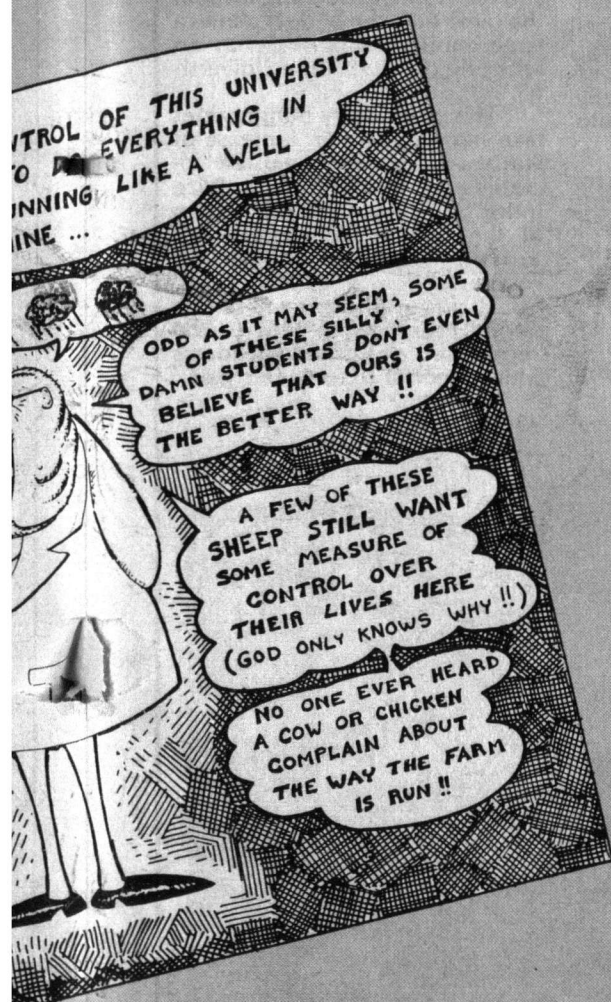
I would encourage faculties and professors to be more flexible in their recognition of a student's desire to enquire into areas of study of personal interest. That they are learning is just as important as what.

approach to its students. For example, is a general degree awarded for the completion of a minimum number of courses of any combination whatsoever, impossible?

As the accompanying graphic illustrates, the university is aware of its need to improve. I am sure that it has examined and will continue to examine proposals more conservative and more radical than the few I have given.

To many, I am sure, I have seemed to negate the importance of the intellect in learning. Nothing could be further from my intention. The intellect plays a vital role and should be satisfied at all times.

My final contention is, however, that education will never fulfill itself with a purely rational, intellectual approach to learning. Only when education recognizes the existence of, and the importance of a full awareness of the 'one principle of being' that is the basis of this creation, will it provide knowledge of ultimate relevance and absolute satisfaction.



Co-ordinator Committee for the Improvement of Teaching and Learning

The University of Alberta requires a co-ordinator for the Committee for the Improvement of Teaching and Learning. Amongst the responsibilities of the incumbent will be the setting up of a human resources and audio-visual resources file relating to the improvement of university teaching and its evaluation, the organization of workshops and seminars, and possibly the co-ordination of a system of individual consultation for improving teaching. The salary for an initial eleven month appointment will be \$19,000, commencing July 1, 1983. Applicants ideally should possess a higher degree in an academic field, and have some experience teaching in a post-secondary institution.

Applications, with a curriculum vitae and three letters of reference, should be addressed to Dr. J. Hoddinott, C.I.T.L., Department of Botany, University of Alberta, Edmonton, Alberta, T6G 2E9, and be received by May 16, 1983.

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The intuitive experience is the realization that order and intelligence are not chance phenomena in creation but rather its very basis.

What our system of education fails to fully appreciate is another aspect of our nature that does not recognize intellectual limitations.

Intuition, and the creative, imaginative side of our existence allows us to conceive that which is beyond relatives.

Why? Because, I would maintain, we are essentially the limitless creations of a limitless creator.

Classically, education does not recognize or attempt to foster subjectives like intuition or originality. They seem almost impossible to teach and even more difficult to evaluate.

The real tragedy, however, is when one realizes that education is not only ineffective in bringing complete knowledge of reality to those who seek it but it actively interferes by claiming that such knowledge can not be gained.

Or worse, that absolutes don't exist at all.

the intuitive aspect of each of us that will in the end allow us to cut through this intellectual tangle to completely and simply solve all our problems, as Alexander's sword sliced through the Gordian knot.

I told you I like simple solutions.

I can no more describe an intuitive experience than I can the functioning of the intellect. But to those of us who have used it, and that is virtually everyone, it needs no description or perhaps more importantly, no verification.

Students should be encouraged to develop independent concepts and theories, no matter how naive the basis for such theories might seem to be.

I would like to see students taking more time to savor the implications and relevance of what they are learning. Taking that extra year to complete a degree might mean the difference between getting an education and getting a certificate.

I am extremely critical of faculties that place inordinate levels of work upon students, in what almost seems a deliberate attempt to reduce their numbers. Is it really vital that medical and engineering students undergo these horrendous course loads?

I would suggest it is not impossible for this institution to take an individual