

Marchers will cut apron strings

Well, I've got a few comments about the march on Thursday.

I recently overheard a couple of students saying that they couldn't go on the march because their seminar hadn't been cancelled. What a bunch of garbage! The prof might have said that he or she would be in class at the regular time, but if no students show up, the prof isn't going to do much. If you can't afford or don't want to miss one lecture or lab to go on the march you should probably march back to high school, because you may attend university, but you still have the

old high school mentality.

Finally, I've got a few comments for the esteemed president of our University. Dr. Horowitz has decided not to march with the students. Well, I'm sure you have your reasons, Dr. Horowitz. It appears the main one is that you care little about the students at this University. I've heard 25% mentioned as the amount tuition may increase next year. With the provincial government down in the opinion polls and looking at an election, now is the logical time to protest. But you mutter about the government being anti-protest, or some such rubbish. I guess as long as your salary looks

O.K. you'll stick to the same old useless ineffectual lobbying methods and let the students bear the load. Oh well, just don't cut out the cushy perks for the high level administrators.

It looks like some of the fat is going to be squeezed out of the University over the next few years. Well, I hope some of it comes from your head, Dr. Horowitz. You seem to have a surplus there. I hope, however, they leave your guts alone because there appears to be a shortage in that department.

John Koch
Engineering 4

Marching for a quality education

Students may be wondering what all the fuss is about. How are these university funding cuts affecting you? It is often difficult to see any difference in the services you receive, especially if you have only been at this university for a few years.

What does it matter if we can not afford to have the newest books and articles in the libraries? There are lots of books there already.

What does it matter that Graduate Students are, in increasing numbers, actually teaching courses? It is good experience for them, and, well, they have been around for some time and must have learned something.

Who cares if we lose a faculty or two? They probably only taught boring courses anyway.

The answer to these questions is really quite easy. You should care. The reduction, year after year, in the ability of the University to provide you with a quality education affects your competitive position in the workforce. What good will a degree be from the U of A in a few years? The quality of your education, now, will affect your future earning power and your ability to advance in your

chosen field.

The latest newsletter put out by the Association of Professional Engineers, Geologists and Geophysicists of Alberta has expressed concern about the quality of the engineering education provided in our higher institutions. These institutions are doing what they reasonably can, for engineering, but it is not enough. There are five times as many engineers graduated in the Soviet Union for each engineer graduated in North America. What will this do to our traditional technological edge? What does it mean for you to have overcrowded classrooms, increasingly obsolete laboratory facilities and less hands-on experience in subjects like welding, metalwork and drafting?

A further question is, if engineering is suffering, then what about the quality of education in those faculties that are not given the same priority by the Provincial Government?

Article 26 of the Universal Declaration of Human Rights states "Everyone has the right to education ... Technical and professional education shall be made generally available and higher education shall be equally

accessible to all on the basis of merit."

What type of education? It is submitted that his is a right to a quality education, not just a right to sit in the back of a crowded lecture theatre and be "educated". In today's economic climate, a quality education is more than a right, it must be a necessity.

In those provinces where the young people are recognized as one of the strongest assets of the society, the support for a quality education system will be high. The graduates from the institutions in these provinces will be the "bosses" and the graduates from the other institutions will work for them. Think about that this summer, when you talk to the summer and work-study students from Waterloo.

The students at this university have an opportunity to do something about these problems. Send your message to the Provincial and Federal Governments on Thursday, If students show that they care about their education ... the governments will listen, just as they listened to the voters of Olds-Didsbury.

Martin Kratz
Law 1
BSc Mech. Eng

Reaping the benefits of meditation

I would like to respond to some of the allegations made by Mary Ruth Olson in her recent article TM: Does it live up to its claims?

Let me say at this point that I have practiced the TM program for over 8 years and the TM sidhi program since 1979. The views stated are my own, based on what I think is a reasonable understanding of TM and its theoretical basis the Science of Creative Intelligence.

The first point that Ms. Olson would make is that any benefits gained through TM are just as easily gained by repeating the word 'one' for an equal length of time. Before I began the practice of TM I tried various forms of contemplative and concentrative meditation techniques with little success.

My very first experience of the TM program was markedly more enjoyable. To this day I frequently say to myself, 'How can such a simple thing feel so good?'

Since Maharishi began his teaching in the west over 2 million people have begun to meditate and more than 40,000 have taken the advanced sidhi training. I know of no similar numbers practicing the technique suggested by Ms. Olson even at the lower price.

The TM technique was not

developed by Maharishi as Ms. Olson claims but is rather a traditional knowledge that has been handed down from generation to generation. Practitioners are not encouraged to meditate at their every 'whim' but are instructed to meditate twice daily for a specific amount of time. Great care is taken to insure that the beginning meditator understand the process completely.

Ms. Olson casts aside research on TM as having made 'no conclusive statements.'

Is this Ms. Olson's conclusion based on research? If so, what are her credentials and on what parameters has she based her study? If not, then perhaps she should name her sources rather than make unsubstantiated statements. For those interested I would refer you to 'Scientific Research on the TM Program: Collected Papers Vol. 1' (Library of Congress no. 77-93786) a 774 page document containing over 100 studies world wide.

TM separates itself from religion in two ways. First, it does not require that the meditator 'believe' in meditation for it to be effective. TM also does not require those involved to adopt any specific code of behavior, dress, diet or mores.

TM does have goals that are similar to religions but then so

does medicine, science, psychology and the U.N. to name but a few. In actual fact people of almost every faith, including clerics, have found the technique helpful, as have those espousing no particular belief.

The TM organization claims that each individual can come into total harmony with himself and his environment. Such a state is attained when, given enough time, a permanent conscious awareness of the absolute nature of life is gained. This state has been couched in many terms; self-realization, self-actualization or enlightenment are only a few. Such knowledge of the self is the basis of most Greek philosophy and thought as well as the pivotal teaching in every religion.

A society with a sufficient number of such individuals could substantially alter the direction of that society and create a world of perfect peace, order and happiness.

In less than 100 years we have gone from the invention of the airplane to a manned landing on the moon and yet there are still some who question the potential of man and this creation.

The opportunity for inner growth of a similar magnitude awaits us all.

Jim Miller

Reader Comment

by Gordon Stamp

Is our provincial government doing everything in its power to develop its most valuable resource? Are most of the funding plans for the post-secondary education of Alberta's people long-term or temporary? Is the quality of our University of Alberta library (one of the three research libraries in Western Canada) declining, and what does the future look like for our library?

There is an Alberta Heritage Scholarship Fund for \$100 million that was to be voted on in 1981. I can find no record of it being passed in the Heritage Fund 1980-81 Annual Report. Elizabeth Lunney, Student Union vp Academic, says that it has been passed but the money is given to students in post-secondary education and graduates from grade 12 according to their grades, not according to their needs.

From the Students Finance Board Annual Report (1980), the average Guaranteed Student Loan was less than one thousand dollars for each recipient.

In 1979, \$300 million was set aside to establish the Alberta Heritage Foundation for Medical Research Endowment Fund (AHFMREF). A statement from a Heritage Trust Fund Annual Report states: *The interest income from the Endowment Fund will be available to the AHFMR.* From March 1980 to March 1981 less than \$6 million (interest on 300 million dollars?) was spent in total. The expenses of spending the \$6 million was \$631,000. Total Student Stipends and Research Allowances was \$631,000. The AHFMR makes demands on our libraries and has agreed in principle to help pay for research materials, but at this time has contributed nothing.

In 1980 an Advanced Education Endowment Fund was set up. The Provincial Government is willing to match, in full or in part, up to \$80 million over the next ten years. The two types of matching grants are for operating purposes and for capital purposes. The donor (?) has the right to stipulate the purpose and the conditions of the donation. For capital purposes, the Fund will match up to

the principal of the donation, but none of the interest earned. For operating purposes, the Fund will only match the income earned on the donation, whether it be interest earned, dividends received, or realized capital gains. The donor has the right to either keep his donation or give it to the University after the ten years (operating purposes only).

In the last three years, \$9 million has been spent on Library Development throughout Alberta from the Heritage Fund, yet, eight faculties are complaining that periodical acquisitions are still inadequate and three faculties say that the hours of operation of the libraries on campus are insufficient. All of the money from the Library Development project has been spent, and since it was only a three year project, it no longer exists.

When talking to the Administration of the U of A libraries, I discovered a few facts on the financial situation and on the future of our libraries. In 1972, \$325,000 was spent on periodicals and in 1982, \$1.9 million was spent on periodicals. They were going to cut back two-thirds of all books ordered for next year to get all of the periodicals needed. They must order nine months in advance all periodicals that have to be ordered but since they do not know what they will be budgeted in advance, it is impossible to realistically forecast what they can buy. Total amount of periodicals bought in the last two years have declined by 10-20%. This has happened while the U of A has been getting \$900,000 a year from the Library Development project. Now that the project is over, what will happen next year? What will the library look like five years from now? Will the University be here when your children graduate from high school and what will be the quality of education?

TRIVIA ITEM: The Heritage Fund donated over \$42 million, in the form of hopper cars to the railways. Alberta farmers do not get cheaper rates to ship grain and who else can use them besides the railways?

Raises raise ire

All is well in Alberta. The sons and daughters of the bourgeoisie who make up the student leadership have decided their former salaries were inappropriate to their station in life. (After all, it was pointed out that holding one of these positions might entail such a bold initiative as living away from home!)

So now SU executive

members will be pocketing \$900 a month each out of student fees. Let's hope they don't realize the irony of this when leading the March 11 demonstration against government policy of shifting costs onto the shoulders of students.

Sincerely,
Percy Toop
Special Student

ARCHAEOLOGY IN ITALY

Registration is now open in Classics 475 (Summer Session)

Practical Methods in Classical Archaeology *6

This course is taught at a field school near Ruoti in Southern Italy, at the University's excavation of a Roman villa at San Giovanni. Students taking the course will be trained in (a) distinguishing and excavating archaeological strata; (b) recording the structures and materials found; (c) elementary on-site draftsmanship; (d) classifying and cataloguing artifacts, especially pottery, in the excavation laboratory; (e) techniques of recovering animal and plant remains; (f) archaeological survey of the surrounding countryside. This course will be taught by several members of the excavation staff. Weekends will be free for excursions to nearby points of interest. Approximate estimate of all costs including tuition fee, air fare and subsistence in an inexpensive hotel near the site \$2,500. Those interested may obtain further information from the Department of Classics.



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