

## Hough interview

continued

## The counsellor speaks -- part II

## casserole

a supplement section  
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This week Casserole examines co-op housing, an experimental college, and concludes an interview with A. B. J. Hough.

The Hough interview produced well over an hour's worth of tape, and even in instalments, we were unable to print it all. The interviewers were Brian Campbell and Al Scarth. The photo is Jack Segal's.

The experimental college is a relatively new thing in university education. At San Francisco State College, which has 18,000 students, it seems to be a creative and intelligent action by students to respond to the mass-university. This is part I of a feature which will be concluded next week. Jack Segal handled the photos here as well.

And next week there will be an examination of the lecture system—Alberta Style.

Co-op housing is another response to a campus problem. In this case the problem is the sterility of residence and apartment living. The movements prophets, Howard Adelman and Rick Waern, were in town proselytizing last week. The photos are Perry Afaganis's.

Both the experimental college and co-op housing are on C-4 and C-5.

On C-3 and the cover are photos of the Edmonton Symphony Orchestra—a group which is nouveau riche with artistic success this year. Photos by Jim Griffin and Al Scarth.

**Casserole:** Are many of the students coming in to see you disillusioned with university. In other words, it didn't stack up to their expectations or they're unhappy with what they find here. Do you find many students like this?

**Hough:** I would like to say no, but there are students like this. There are, basically, two kinds of dis-illusionment.

One is the dis-illusionment of a person who comes from a relatively small community, a community a long distance from the university, who has been hearing things from teachers and others about The University as if it were the Garden of Eden, or something of this sort—perfection on earth.

They've also been exposed to school superintendents who have been following the party line that most classrooms should have no more than 30 students. And they have been trying to persuade local school boards to keep up that ratio—30 students to the teacher.

## THE BIG CAMPUS

And then these youngsters come into the university and sometimes can't understand why—if this is the desirable ratio for good teaching—they can be sitting in classes of 100, 200, or 350 students. They also find that the professor may not seem so terribly different from the school teacher. At least at the start. And this is a source of, I think, a lot of trouble. Some of them expect to find men in flowing robes, with grey hair and beards—old and venerable.

And that's one kind.

There are others.

## BILLY GRAHAM WANTED

Some hoped there would be something extremely stimulating in the subject material they get at university. And they found, particularly in first year, that some of their courses were not stimulating. That it was a matter of mastering basic materials. And it might only hopefully be later that they will get the stimulation. Now some of them, of course, may look for the wrong kind of stimulation. And they may want a professor who is tremendously enthusiastic about his subject, and who puts it across in Billy Graham fashion.

And scientific professors particularly are not likely to do this, because the very nature of science is not to be too positive about anything.

And these are the different kinds of dis-illusionment. Students who want to be taught in exactly the same way they were taught in school run into trouble.

**Casserole:** What about the stu-

dents themselves. I wondered, perhaps from my old residence days, if you have a particular problem it would be talked out. You would go and see someone on the floor. It would seem to me that this would be a much simpler and easier way to talk out than coming to see a counsellor. Do you find that the people coming to see you have tried this, or are the people on this campus really so cold, or has the campus grown so large that people just don't talk to each other any more.

**Hough:** I think there can be those who do have difficulty communicating and withdraw, but not infrequently students come to me wanting to hear what I might want to say, because they are confused by the diversities of opinion of those they do talk to. Sometimes students don't seek the most authoritative sources of information. And I don't say we have it here—in some cases we don't. What we do think is that if there is a problem of some sort the student is wise to get absolutely sound information.

It is amazing to me how some false rumours can exist for a number of years across the campus. One of these is that the university bounces students after the mid-terms if they're not doing well.

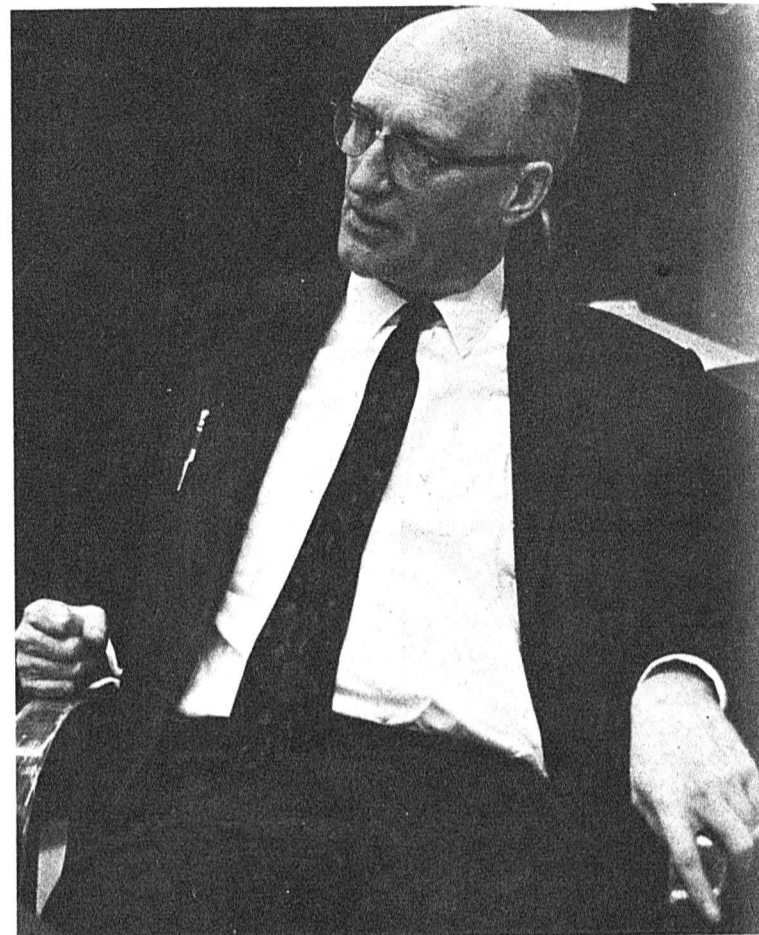
**Casserole:** Is that untrue?

**Hough:** The only ones who are bounced are those who have received warnings prior to the opening of the session.

**Casserole:** There is a report out, released by the United States Student Press Association, which they scalped from an English release, in which an English study was quoted to the effect that 25 out of every 100 students on campus have some sort of severe emotional difficulty before they graduate. Is this an over-estimation?

**Hough:** The problem with a statement like that is this. When you're talking of an emotional problem, or even mental illness, you're not talking about something which lends itself to absolute identification. If you have measles there are certain very clear symptoms. There are moderately clear symptoms for schizophrenia, but the catch is that almost any part of abnormal psychological behavior is really an extreme of normal behavior.

Most of us have day-dreams from time to time. And most of us engage, periodically, in little bits of fantasy. Sometimes we withdraw from close relationships with people. This kind of thing. Sometimes we have funny sensations. And these may be reasonably normal, as long as they're not persistent, and as long as we remem-



ber the difference between the world of reality and the world of unreality.

Well the catch with that sort of situation is that there is no arbit-

rary borderline between an absolute psychotic and a person who is leaning that way. And so a categorization on a business like that is very difficult.

## on the stump

... a statement of opinion

It's happening, and there isn't a damn thing we can do about it except scream.

It would appear that the powers-that-be—self righteous bastards that they are—have given their seal of approval to the building of an interdenominational university in Alberta.

The approval is the kiss of death to the academic freedom it has taken so long to establish.

Oh, it will be an ecumenical university, will it?

But it will be a religious university, all the same. The major denominations will administer the new campus through the board of governors.

Granted, the Christian churches have contributed a great deal to the universities of Canada, but the trend has been toward secularization of existing campuses. Not in Alberta, the last stronghold of reactionary politics.

This is not to say there is no place for religion on our campuses. Professor Nicholls, Head of the Department of Religious Studies at UBC, has presented his case for the study of religion on the secular campus in a letter to myself, published in *The Gateway*, Jan. 20.

Professor Nicholls makes some sweeping generalizations which are not agreeable to me.

But Prof. Nicholls points out that "the training of religious thinkers on the secular campus will mean a quicker end to the intellectual isolation of theology."

The proposed interdenominational university will only hinder the end of this isolation if it is set apart from the rest of the academic community of Alberta.

Obviously the churches feel they have a duty toward higher education in Canada, but this duty should be directed toward the secular campuses.

There are several religious leaders on the faculty of this university right now. Some of them came to the U of A to aid in establishing a department of religious studies. If the government goes ahead with their plans for a religious university, of any kind, we stand a good chance of losing these valuable people.

The machinery is in motion for the creation of an Aberhart School for the Intellectually Handicapped—and they are going to call it a university.

Students, arise—no, not just out of bed!—direct your pleas to the Great Dome.

There is still a chance to eradicate the reactionary elements from higher education in Alberta.

—John Green

## Scotiabank Centennial Scholarships

Six awards will be made annually, three to French-speaking candidates and three to English-speaking candidates for graduate and undergraduate students in their second last year of a first university degree programme. Graduate awards are valued at \$2,500 and undergraduate at \$1,500. Closing date for this year's competition is

MARCH 15th

Further information and application forms:

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