



Renee Baril

The price of progress

LRT construction has forced the removal of several trees off 89th Avenue near Rutherford Library. One student commented "It's a shame." But officials promise the sound of chainsaws will be kept to a minimum.

Everything you never wanted to know about campus . . .

by Jason Darrah

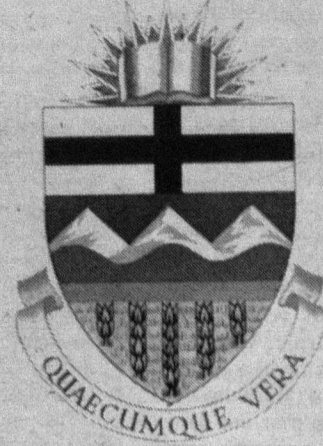
Quaecumque vera is the University of Alberta's motto. Many people know this, but few can pronounce it, and fewer know what it means.

A motto is a maxim adopted as a guiding principle. *Quaecumque vera* means "Whatever things are true," and comes from the Latin Vulgate version of the Bible, chapter 4, verse 8, line 2, the Epistle of St. Paul to the Philippians.

The verse translated in the King James version is: "Finally, brethren/ whatever things are true/ whatsoever things are honest/ whatsoever things are just/ whatsoever things are pure/ whatsoever things are

lovely/ whatsoever things are of good report if there be any virtue/ and if there be any praise/ think on these things.

In January of 1911, this motto replaced the previously proposed motto "Lux et Lex" which translates into "Light and Law."



History and education a way to overcome prejudice

by Uju Mollel

Is there any way to overcome prejudice and bigotry? Definitely — through oral history and education. This was the message delivered to a Sociology department seminar at the University of Alberta, last Wednesday.

Milly Charon, journalist and author of two books on the oral histories of recent Canadian immigrants, told a group of faculty and students that the oral histories of Canada's ethnic communities have been largely ignored, and that more should be done to bring to light the rich and poignant histories of the diverse communities. Knowledge, according to Charon, can build a

bridge of understanding between established Canadians and newcomers.

"Education and specific courses in ethnic studies can do much to alleviate the antagonism and misunderstanding among groups of diverse ethnic backgrounds and among the descendants of the two so-called founding nations (English and French)," said Charon.

The daughter of Hungarian and Czech immigrants, Charon grew up in an ethnic ghetto in Montreal. As a child, she was subjected to the ethnic taunts and jokes that some new immigrants have to endure. "I was puzzled and fascinated at the same time and often angry at the prejudices I encountered when I

could see no differences in people," said Charon.

Over the past 25 years, immigration from non-European countries has grown and so has bigotry and racism. Something must be done to combat it before it escalates, Charon said. "The longer we ignore the situation, and hesitate to add ethnic studies to the regular school curriculum, the more problems and more forms of racism there will be."

Beginning at primary school and up to university level, ethnic studies should be mandatory, Charon told the audience, and oral history is an essential tool for teaching ethnic studies. Charon suggested that oral

history assignments that require students to go into the community, to interview and gather the stories and background of different ethnic groups, is a good starting point. Oral history, Charon said, can teach students about their peers and neighbors, especially those of ethnic origin and their community, but she cautioned against limiting the research to one's own family history, or ethnic group. "It is a way to keep students ignorant of other cultural groups and this ignorance is often at the root of misunderstanding, suspicion and even racism among people of varying ethnic background."

Students from antagonistic ethnic

groups should be assigned to work on one another, suggested Charon. They should research the history of the interviewee's country, the social and economic conditions that created the need to immigrate, where the group settled, their integration and their contributions to Canadian society, said Charon. "The only way to combat prejudice is to learn about it, expose it and deal with it one a one-to-one basis," said Charon.

At the elementary school level, there should be projects that encourage mingling and interaction because, according to Charon, "familiarity can breed respect for one another."

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