

Back home

Out of the weekend's Leadership Seminar came a number of valuable and constructive suggestions.

One new idea was that an International Student Centre be established on or near campus.

Another was that the campus World University Service committee raise its funds through a one-dollar student levy paid through Students' Union fees at the beginning of each year.

There would be no more need for an exhaustive annual fund drive—which exhausts WUS organizers and canvassers, not to mention the student body's patience.

WUS is as strong and significant an organization at Alberta as it is anywhere else in Canada, except in one way. It doesn't have enough money to do the job it is best suited for.

WUS is not an international students' club. It is not a social programming organization. Its campus mission is to contribute in as substantial a way as possible toward greater unification of world-wide man at the university

level.

Its members are both students and staff. Its aim is equalization of opportunity through the world's universities.

With a one-dollar student levy, WUS could work constructively on long-range projects, such as maintaining and improving facilities for overseas students.

A system of international exchange scholarships could be started, whereby students could spend a year studying at Tokyo, Edinburgh or Moscow while their counterparts in the exchange studied here.

Alberta has never played host to any major conferences in recent years, either on a regional, national, or international scale. Finances would be available for such a project.

In the next few years the students of this university will have to face the rising cost of student life, not alone in academic fees but also in student union fees. In the need to raise money for worthy causes, WUS should be remembered and considered.

Its benefits often seem to go off the campus; in reality, its most profound benefits are being realized right back here at home.

Under the thumb

Chief Justice C. C. McLaurin, of the trial division of the Supreme Court of Alberta, recently contended the University of Alberta at Calgary should be renamed, publicly supported and autonomous.

There is definite merit in what the Chief Justice proposes. However, a complete implementation of his suggestions would not be in the best interests of higher education in this province.

Little quarrel can be found with the proposal UAC be tagged with a new name. At present its name suggests something analogous to a suburban branch of a large department store. University of Calgary, even Alberta Southern University or any similar name would represent a vast improvement. Otherwise, it is inevitable the Edmonton campus will acquire the initials, UAE, meaning University of Alberta at Edmonton.

Public support of UAC would also be laudable—providing the public support is to be in addition to present government grants. It is not necessary to make UAC completely independent as a prerequisite for it receiving financial support from the more wealthy citizens

of Calgary and southern Alberta. Such support, if coupled with government funds, could make UAC the finest university on this continent.

UAC does not need a separate board of governors. As already suggested, in certain areas UAC should be made more autonomous. However, only through the direction of one governing body, can there be any assurance of uniform academic standards, entrance qualifications, course content, and general administration at Alberta's universities.

Such uniformity is essential if the benefits generated by a large university are to be reaped in this province. Such benefits include extensive facilities for advanced research and graduate studies. Needless duplication of expensive equipment suitable only for specialized areas of research must be avoided. Similarly, highly specialized staff members can be obtained for intensive development in areas only a huge university can touch.

Only if there is a central co-ordinating authority can we gain the benefits of a 20,000 student university rather than two units of 10,000.

Indexed memories

The index has been missing from the last two editions of the Evergreen and Gold. In response to student complaints, the powers-that-be replied that an index cost too much.

The complaints about the year book persisted, and consequently a referendum was held last spring. We were asked to vote for a fee increase, the money to go to improving the Evergreen and Gold. We were promised that if we agreed to pay more, the index would be put back in.

Realizing that an index is most important, both during our undergraduate years when the year book serves as a catalogue for dates and later, when it brings back fond memories, we voted for a fee increase.

Having received the extra money, the Evergreen and Gold has now proceeded to turn around and bite the hand that feeds it. It was announced that the index would not appear in this year's book. The excuses for this breach of trust are completely without merit.

Enough space could be found in the book merely by condensing it a little. Endless group photos and pictures of athletic uniforms supporting a blurred and unrecognizable face could be restricted. The index could be printed in fine type. In other words, there is no valid excuse for not having it.

Of course, preparation of an index would require a considerable amount of work. This does suggest another reason for deleting the index—a most cozy little reason.

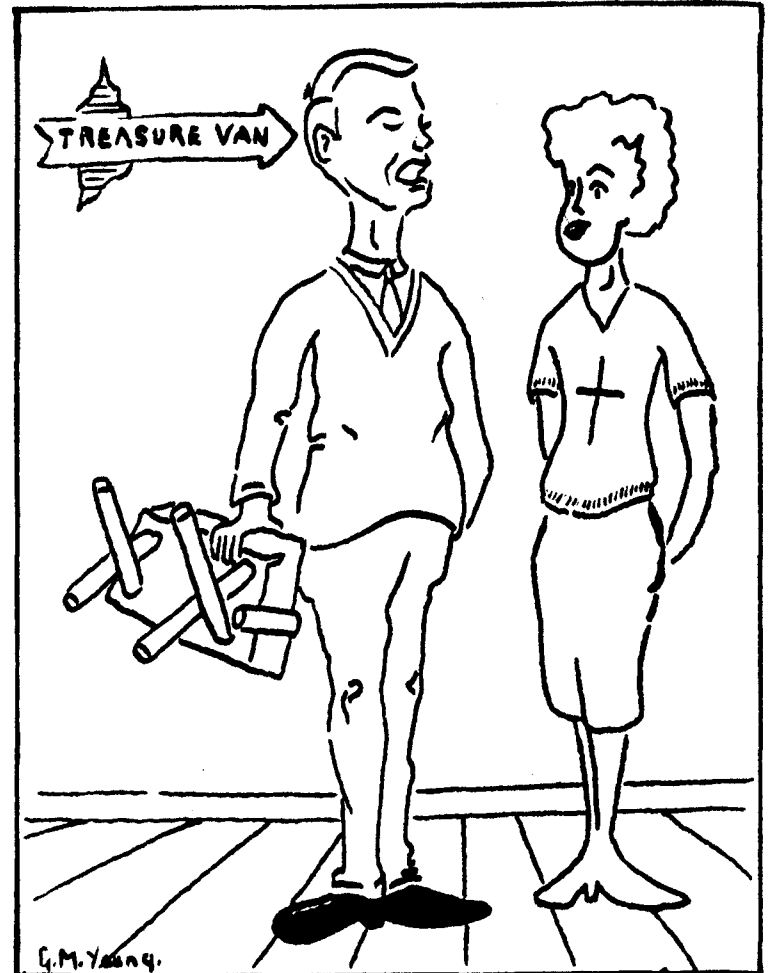
Standing smokers

Students last year through loud, clamorous protests saved the Rutherford Library smoking room from becoming a storage room for books. It seems there is still a conspiracy afoot to keep students out of that room.

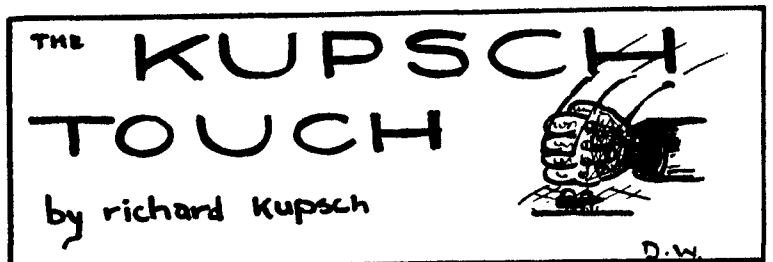
The library brass can't put books in the room so it won't put chairs in there either. Perhaps it's vengeance. Lots of room, lots

of desks, lots of vending machines, lots of students, but no chairs; or at least very few chairs.

The situation must be remedied. Why not make a real smoking room of the present unventilated cubicle? Put in couches and other accoutrements to give the room some semblance of comfort. It is not, we assert, a study room. It is, however, a very important room for any campus.



So what if I did buy a camel saddle I don't need. Do I complain when you buy brassieres?



The University is a community of scholars.—Robert M. Hutchins.

A university, according to Webster, is an institution organized for the teaching and the study of the higher branches of learning, and empowered to confer degrees in special departments, such as theology, law, medicine and the arts.

Both these definitions of a university are limited in their applicability. Even though both are to an extent true, neither defines a university adequately.

For instance, what is a scholar? Is he the person who learns for the sake of acquiring knowledge? Or is he the person who learns because the degree he acquires through learning a sufficient amount to pass a required number of exams will enable him to acquire a sinecure in later life?

The latter would more accurately describe U of A students.

The scholar is supposedly in search of the truth. But, whatsoever things are true? Graft and corruption are often characteristic of government, but does the student learn this in his Political Science, or is he more likely forced to be satisfied with idealistic theory?

Truth implies absoluteness. But any student who delves deeply into any subject soon realizes that nothing is absolute, but that rather all things are relative to their situation.

One theory is that the purpose of a university education supposedly is the acquisition of theory. The student will learn practical aspects when he enters his field of specialization after his graduation.

Another theory states that education does not necessarily teach the student facts, but rather teaches the

student to learn.

But the university is not necessarily an institution of higher learning so much as an institution for the spread of technology. How much of our university education consists of direct experimentation and research, and how much depends on mere rote memory of facts?

And, the university ostensibly teaches one to think. But what is meant by the term "think"?

If "think" means the ability to relate ideas and concepts by the provision of more facts and material and to develop a broader frame of reference in which to fit this material, then the university would teach the student to think.

The university does not necessarily do this. Often, professors are more concerned with presenting their own pet little theories rather than presenting facts.

If "think" means the discovering and discussion of the problems that face us as Canadians, and Canadians as members of the world community, then the university would fulfill its function. But what portion of our studies does current events constitute?

Too frequently the only thinking done by a student is of the wild party he has or will attend, or dreaming of the hot broad he is dating, and other such trivial things.

The university is a waste of time.