

# Ugandan Students See Snow For First Time

By Ginger Bradley

Believe it or not, at least 15 students on campus saw the cold white stuff for the first time last week.

The 15 are Ugandan women enrolled in special post-graduate courses in education at the U of A.

Ironically, these women have been teaching African children about ice and snow for years, but Tuesday was the very first time they have ever seen the chilly phenomenon so common to most other students.

According to Aileen Meech, who lives with the women in Pembina Hall and is also an education student, most seem to like the snow.

She said one girl was so excited about the prospect of seeing her first snowfall, she skipped classes when she heard snow was forecast. Unlike the rest of us, she was very disappointed to discover the weatherman had "goofed" and no snow fell.

"I wish I could remember all of their remarks," said Aileen. "They're precious."

"One girl just wants to eat the snow, she finds it so fascinating," she said.

"Many just stood and watched it."

Another girl, more venturesome than the others, tried walking in the snow and fell.

"Now she claims she doesn't like it," says Aileen.

But sooner or later they discovered snow balls. One woman got carried away and almost froze her hands making the

small projectiles.

"The women like to blaze their own trail through the snow," Aileen says, "to walk where no one else has."

She then explained that the trodden snow is so slippery most of the Ugandans prefer to plow through the fresh snow, rather than risk falling on the walks.

"They're adorable; I just love them all," concludes Aileen.

The 15 women, chosen from different districts in Uganda, are the first Ugandans to take post-graduate courses of this kind in Canada.

Each week they attend 19 lectures designed especially for them in order to learn improved teaching methods for the lower primary grades.

These women have from one to six years of teaching experience but crossed an ocean and half a continent to learn more.

They find Canadians harder to understand than the English, for "we speak so much more quickly."

Our slang expressions especially "hi", confused them at first, for they are accustomed to the more formal "hello" or "how do you do" of the British.

However, they seem to like our campus, although they are a little homesick in spite of the friendliness and consideration shown them by Alberta students.

They unanimously agree that Canadians are "too kind."

Still none want to live here permanently. The first snow convinced them the weather is just too cold!



LIGHTS GO ON AT LISTER HALL COMPLEX

—Study by Wilson

... including the moon, if you can find it

## CUS Campaign For Free University Encounters Significant Opposition

The fight for free university education getting underway in English Canada has already encountered important opposition.

A free education campaign launched a month ago by the Canadian Union of Students has been criticized by Dr. Geoffrey Andrew, executive director of the Canadian Universities Foundation. CUS is a student organization, representing all English and some French Canadian students; CUF is the executive branch of an organiza-

tion of Canadian university administrators.

Though agreeing inequalities do exist, Dr. Andrew took exception to the CUS proposal, maintaining that both the individual student and society should pay proportionately to the benefits received by each from higher education.

Students should be charged for their attendance at university, he said, and society should provide a comprehensive system of financial aid for those lacking the funds to pay their own way.

The question of student self-support, touched on in the CUS brief, is referred to also in other surveys, statistics and statements from uni-

versity administrators.

Dr. Andrew opposes the anti-loan argument, taking another swipe at the free education thesis. Because higher education has social and economic benefits, he said, it is not the responsibility of all members of society—rich and poor alike—to pay the total costs of improving the position of the special group possessing certain kinds of intellectual endowment. To reject loans is to reject the possibility of individual self-investment, he said.

He suggested that free higher education could be justified only if society is willing to pay the costs of elevating the intellectual above those who provide the money for his education.

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