

a global view

There are a minimum of lectures, but attendance is compulsory.

In East Africa no tuition fees are required for university training.

Competition for university entrance, however, is very keen as there are usually 3,000 applicants with only 300 people qualifying.

As in the West Indies, nearly all instructors have been trained in Britain or a Commonwealth country and only around 40 per cent are natives.

The student has the choice of three patterns—honors, where he has one subject; general honors, where he takes two; and general where the student is enrolled in three subjects. The greatest amount of prestige is attached to the honors degree.

Upon completion of a bachelor's degree, the student is qualified to teach on a university level.

The system under which Germany trains its university people is radically different from ours.

A degree is not granted after so many years work when the necessary courses are completed, but rather when the student has taken the courses he thinks are required, and asks to sit for an examination.

The examination that he does take is oral; there are no written exams.

The student usually has to finance his own tuition (around \$110) but if he is recommended by his professor, he is eligible for a scholarship.

Although lectures are formal with the students applauding by rapping on the table at the beginning and end of the lecture, the students can criticize the lecture by hissing. Some of the labs have beer in them or if not, the instructor usually takes the students for a round every

three months or so.

Since the universities are usually located in old towns, the buildings are scattered through the town. There is no formal location for the university.

Students must find their own transportation for commuting between classes.

In the above I have given some of the varying concepts adopted in other universities in regards to their academic and social values.

Unfortunately space does not allow a complete list to be drawn.

Probably some of the ideas listed here, and many others not given mention could be incorporated by our university and some of the experiences gleaned from experiments conducted elsewhere would help to guide the administration of this university.

In Japan, for example, mixed visiting is allowed in the dormitories throughout the day. What were the results on the morality of the students?

If this university were to give examinations in the last year of a degree would the students tend to let their work lapse in the preceding years?

Would specialization in the undergraduate years such as found in East Africa, prevent the student from receiving a broad education?

We of Canada, who have never been to another university, are not able to answer such questions as well as an experienced foreign student could.

We certainly need their experiences, ideas and especially insights, but where are our foreign students?

You see them in the classrooms and labs, and in the library. Where else?

This was a question I began to ask myself after looking through the yearbooks of the last five years and seeing very few foreign faces in the pictures of the executives or committees of various organizations and in particular in the pictures of staff on the study body and publications.

Nor are foreign students, beyond the Europeans who have cultural backgrounds similar to ours, noticeable at concerts or drama productions.

There were many reasons for this absence of foreign faces that were given to me.

Time and its application to studies was one of the main reasons cited for a non-participant role on campus. Yet the Canadian student seems to cope with this problem as evidenced by the fact that we do have members on our councils and printing our publications.

Many students feel that since they are here on scholarships to learn and return, they ought to devote their full attention to their work.

Yet, these students will be leaders in their respective countries in years to come and should have as broad a knowledge of other countries as possible.

I have also talked to several members of various political organizations on campus and have asked them whether they know of any of the foreign students who have showed an interest or concern regarding the political framework of Canada and its effectiveness.

The answer was very disappointing. Those students who are here sponsored by a Colombo plan scholarship have to sign an agreement promising not to become involved or participate in any political activity for the duration of their stay here.

Yet, should inquiry directed towards the furthering of understanding be eliminated?

I was told that many students come from a political background completely different and that it takes time to comprehend what is "going on", but does this not indicate that inquiries should be made?

The foreign student has contact with people, but seemingly with people with the same cultural background that he has.

We have a number of houses around campus housing students coming from the same general part of the world, Malaysia, the West Indies, Pakistan, Africa and India.

Such establishments fulfill a need for companionship and understanding of problems but have a tendency to isolate the student from Canadian students.

For many of these students whose English is poor, there is no longer a need to struggle with it, for at home you can lapse into your native tongue.

Talk, rather than becoming stimulating, has a tendency to become reminiscing.

In the summertime the majority of these students work and do not get an opportunity to tour the rest of the country, thus they go home knowing, perhaps, Edmonton, but not much of Canada.

I have mentioned earlier that we see very few foreign students attending our concerts and drama productions.

Some of this apathy could be explained by personal taste, yet in many cases, our forms of drama and music are radically different than those the students are familiar with. Unless a person has some ideas of the culture of a nation, his understanding of the people is very limited.

We Canadians, though, are just as guilty of not being too interested in the cultural forms of these people visiting us.

Yes, we have Treasure Van but what else.

We occasionally see a display of costumes or native dances but this too is limited.

There are several clubs on campus which could provide the student with the social contacts from his home country to offset loneliness e.g. the Malaysian Students Association and the Indian Students Association.

It has also been brought up that many of the foreign students think that all positions on committees and councils are obtained by elections only. Perhaps a note in the Students Handbook would correct this situation.

Few of the students have ever been asked to sit on panels or discussions dealing with their home countries, but they would be only too happy to do so.

If we can come to a greater understanding of each other through closer contact, we cannot but receive a broader education, one of the very basic aims in attending university.

