

# Waffle is a myth destroyer

"The Waffle movement in the N.D.P. does not see the University as a major catalyst of social change".

With this statement U of A Political Science professor Tom Pocklington opened a meeting of the Waffle Caucus. From 60 to 70 people turned out to hear

Pocklington and Tom Carmichael, also from the U of A Political Science department discuss "Nationalism and the University".

The Waffle does however, see the University as a desirable centre of inquiry. In terms of the question of Canadianization of the university, the Waffle sees changes in four possible areas.

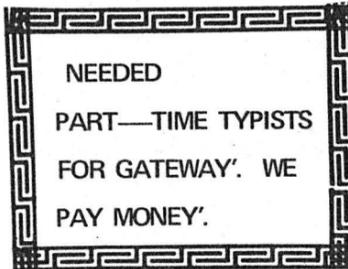
These are subject matter, method of presentation, the personnel, and the goals.

Both Pocklington and Carmichael agreed that the "so-called" "Canadianization of the Universities" has devoted too much time and effort to the question of Canadian vs

American professors and not enough to the question of goals. What is being studied and for what purpose is it being studied? The speakers felt that academics should be dealing more with the questions of political, economic, and social power in Canada and less with the proliferation of the myths of liberalism in Western Society.

In the ensuing discussion people discussed the problems of

having American professors in Canadian universities and what could be done. The hopelessness of attacking these sorts of problems from the university gradually became clear however. A general consensus was reached that it was necessary to approach the problems of the university from the vehicle of a political party. This would mean the N.D.P. and the Waffle Caucus, who would work in the building of an Independent Socialist Canada.



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to arouse the most dormant human conscience to anger and indignation. He presented the history of the struggles of the Indian peoples and an up-to-date analysis and appraisal of the situation on the Kehewin Reserve.

The failure of the federal government to live up to its treaty agreements her documented in terms clear to the most obtuse bureaucrat and naive student. In the cumbersome logic and language of the government bureaucracy he made a thorough argument for the Indian position.

Not content to point out injustices, he indicated his alternatives and hopes. He only wanted Indians "to have control over the decisions affecting their lives" in order to "assume a meaningful role in Canadian society."

Certainly, these are basic prerequisites to citizens of a

society that looks upon itself as democratic and progressive.

Thus, in the comfortable atmosphere of SUB theatre students learned about the problems of OTHERS and how THEY are dealing with them. Perhaps the basis of a good term paper was to be had. Moreover, through their participatory presence the students indicated proof of concern and absolved themselves of any guilt or anxiety. Isn't that enough?

Maybe one can add a collect call to Ottawa as Harold suggested, but only if the number is readily available. In addition filling out a Students' Union form letter is no hassle. But only if time can be found. Less than one hundred people found the time or the money for the poorly publicized Benefit.

The distance between Indians and university students is not bridged by empathetic humanism, liberal concern, or token participation. Sustained action, money and work in

direct support of the Indian cause are necessary. Unless the students can make a more significant long term commitment to support the Indian cause, they have no worthwhile contribution. Students should forcefully remind their Council to back up their position paper with money and action.

Finally, students should form a constant opposition to the forces that oppress the Indian people. Those happen to be the same forces that have isolated them from the Indian experience of brotherhood and justice. Moreover, they are institutionalized to perpetuate immunity and inertia, allowing suffering and injustices to remain unresolved contradiction within this society. These institutions include the university. The lack of active concern and support following Tuesday's meeting was no accident. It was built in.

## Foreign students are helped to adjust

Three hundred to four hundred foreign students come to the U of A for the first time each year. For them it can be a terribly lonely place. Fortunately for their sake there is an organization on campus that tries to conquer the fears of these new arrivals by welcoming and aiding them during their first tough days in Canada. The organization is the International Student Committee.

The I.S.C. is a joint effort of the Graduate Student's Association, the Student's Union, and the Foreign Student Office. The purpose of the group is to help foreign students gain a realistic view of Canada, through the eyes of one who feels at home.

The committee which operates on \$2,000, sends brochure to all foreign students, greets them at the airport and finds accommodation for them in residence at the 'Y'. The brochure gives the student information on visas, necessary expenses at the U of A, housing, travel, climate and clothing, health and counselling, and extra-curricular activities. A voucher for Yellow Cab service from the International Airport to Edmonton is in the brochure as well. The accommodation

provided is only temporary and the student must find permanent residence for himself. If English is not the student's first language, then he is directed to the English Language Service for comprehension testing, counselling or assistance.

During the academic year, the I.S.C. arranges social events to help acquaint the foreign student with Canada and Canadians. The committee arranges tours, education programs, discussions, and parties. But these are not "one-shot" efforts. There are follow-ups in the form of more gatherings and further discussions. The purpose of these activities is not only to acquaint foreign students with each other but to bring them into contact with Canadians.

There are about 1,000 foreign students from 65 countries enrolled at the U of A. Approximately 75% are graduate students and many of these are here on scholarships given by the Canadian International Development Agency. The greatest number of foreign students come from Hong Kong, Great Britain and the United States. Foreign students have come here to communicate and learn from us. We too can learn from them.

### ELECTION AND REFERENDUM NOTICE

for: Board of Governors  
Education Rep on Students' Council  
Science Rep on Students' Council

Nomination forms are available at the receptionist's desk, 2nd Floor, SUB and at the Education Society Office, Room B-69, Education Building.

Closing date for nominations is 5:00 p.m., Friday, October 15, 1971.

Referendum on  
- 2nd Term Reading Week  
- Trimester System

Rally  
- 12 p.m., Wed., Oct. 20 in SUB Theatre  
Election & Referendum to be held Friday, October 22, 1971.

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