

# The Gateway

member of the canadian university press

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**STAFF THIS ISSUE**—Brian Campbell wins the Gateway Spirit Award for being the first Gateway staffer to miss a class. Congratulations, Brian. Staffers who slaved over this paper were Steve Rybak, Penny Hynam, Teri Turner, Dave Mappin, Doug Bell, Lawrie Hignell, Charles Lyall, Jim Griffin, and yours truly, Harvey Thomgrit. We could still use more staffers, however. Apologies to Al Scarth for leaving his name out last time.

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## withdrawal-part two

Monday night's students' council meeting, in which council voted to withdraw from the Canadian Union of Students, left much to be desired.

Council executive made a very eloquent statement of their reasons for withdrawal, but many of the other speakers on the motion seemed to have completely ignored the import of the philosophical issue in question.

As we see it, the basic issue rests on a very subtle distinction—the distinction between the student as a student and the student as an individual human being. Whether we like it or not, each person assumes various roles in which he acts. Thus a man may be a doctor, father, husband, citizen, etc. His actions at any given time depend on the role or roles he is adopting at the moment. When he disciplines his son he is acting as a father, when he examines a patient he is acting as a doctor, when he votes he is acting as a citizen of Canada.

One of the roles through which a person can act is that of a student. A student can be either a person who attends a particular type of institution for the purpose of assimilating knowledge, values etc., or, in the wider sense, a person who is assimilating knowledge and values, and growing in intellectual and spiritual matters, regardless of whether he attends an institution or not.

The first definition is the one with which we are particularly concerned, from the very nature of the Canadian Union of Students.

If one examines universities, one will find that students there have elected certain of their members to co-ordinate and organize certain aspects of their student life, i.e., have mandated a small portion of their number to administer certain of their interests. Through their control of the membership of this administrative elite, the students can control the policies of this group. The students have done what the citizens of a state analogously do when they relinquish part of their role as citizens to a smaller body (the government) in the interests of a more efficiently organized state.

But what portion of their role have the students relinquished to student government? It cannot be the individual learning process, for it is obvious no collective body can assume this responsibility for the student.

It can only be on those areas of student life which are in some respects common to all students. There are two of these: supplementary structures through which the learning process of each individual may

be extended, and second, the exertion of pressure on those who control this learning situation, for the purpose of creating an atmosphere more conducive to this learning process.

In exerting their influence, student government officials must be careful to stick to issues of direct concern to students as students in an institution. These areas, we would suggest, include primarily certain areas of academic planning, certain areas of physical environment, and certain areas of individual financial involvement, since on these areas students can meet on common ground, as together having to face conditions in the university situation arising from these areas.

Now when a student makes a political decision, even though it may be based on knowledge he has gained through the educational process, he is no longer acting as a student, but as a citizen, or as one who has been a student, but who is now acting in the capacity of a student, even though in other respects he may still be a student. Thus he must speak as Joe Blow who has or has not studied the situation he is speaking on, **not** Joe Blow, a student.

If such a student wishes to make his voice heard through group action, he must either join or organize a **voluntary** organization to promote his ends, for he cannot, in justice to those who do not share his point of view, use a **compulsory** organization designed to promote **student** interests to promote his own **non-student** interests.

This responsibility falls most heavily upon the leaders of such student organizations. If the leadership of student government should refuse to restrict itself to its rightful duties, (and in this case we are specifically thinking of the leadership of CUS) then that leadership itself has destroyed the organization it pretends to lead, even though the formal structure may remain for a time.

In recognizing its responsibilities as matters of direct **student** concern, our students' council had no alternative but to withdraw from CUS, because CUS as a national student organization exists no more.

CUS is now an organization of some people who hold the opinions of Doug Ward and a number of other individuals on certain political issues.

The fact that most of these "other individuals" attend university and call themselves students is irrelevant.

Do you want to belong to such an organization?



"et tu u of a"

## university is not all it seems

by helene chomiak

Frosh, be prepared to be disillusioned.

You will be if you came to university thinking this is a place of learning, a place for discussion among students and professors, a place to read books and contemplate on The Good.

You will find that it is not so.

You will see that many of your fellow students are only interested in getting a degree without giving a damn about what they learn.

You will see many are here only to get a good job after graduation.

You will notice how second and third year students, more learned in the ways of university, pick Mickey Mouse courses to get their degrees with the least possible effort.

You will learn how to get good marks in your courses by attending classes and smiling at the professors.

You will notice it is not considered unethical to use a last year's paper instead of writing your own and you will learn of students who write papers for their friends for a price.

You may be put in a lecture room with 500 other students and have a professor who is not even interested in learning your name.

You may find it difficult to find somebody with whom to discuss things other than the Saturday night party and the score of the latest football game.

But you will find the social climbers on campus. They are identified by their interest in status organizations.

Husband hunters are another common university type. You see these girls in arts, education, or one of the strictly female faculties.

The organization man is another common university breed. He displays his talents in twenty different organizations and dreams of becoming president of them all.

You will be greeted with a number of initials—CUP, CUS, SUB, COSA, UAB, DIEB, WUS, FIW, SCW, ALCB, NDY, SCM, SUPA, etc., and told that you will become a full member of the university community only when you know the meaning of these and other mysterious expressions.

But don't be misled.

The marks you make, the petty campus politics, the husband hunting, and the organizations are only peripheral.

The university should be a place of learning and you can only become a student by making it so.

Come here to learn and not only to spend several years of vacancy waiting to reach a future goal such as a good job, a rich husband, a rosy life.

Go to classes, read, talk and above all, think.

Follow the university motto, quaecumque vera, and seek whatsoever things are true.