

Alberta please stand

PETER BOOTHROYD
SOCIOLOGY LECTURER

"As students are put into larger and larger classes, the strain will become fantastic," said sociology lecturer and grad student Peter Boothroyd.

"The majority, for a long period of time, will become increasingly demoralized, sicker, more anxious and more angry. There will be more and more drop-outs and nervous breakdowns.

"But eventually this will bring increasing activism," he said. "Young people will demand more and more control of curriculum content.

"We can't get less active; we have reached the bottom of the cycle."

"Students know inherently the education they are getting now is useless in terms of a broad education, that it is totally irrelevant to the world," said Boothroyd.

"Activism can't be bought off; students have rising expectations."

GLENN SINCLAIR
CO-ORDINATOR OF STUDENT
ACTIVITIES

One of the people most affected by the increased enrolment in the university is Glenn Sinclair, co-ordinator of student activities.

"Perhaps the biggest effect of the increased numbers of students can be seen in this year's programming week," he said. "We now have a seven day program as opposed to last year's three or four days."

He said the increase in enrolment has two results: 1. more students means "larger groups and clubs, and consequently the groups have to do more work" and 2. there are "more varied interests and greater participation in pure numbers."

An important effect of this fact is that "We have had to waive our former dance policy. It was one dance every two weeks."

The increase in groups and clubs has led to a dispersion of active evenings on campus. "You can only schedule so many clubs for a Saturday night," Sinclair said. As a result, Sunday, Thursday and Monday evenings have become popular.

"The increased numbers of students makes it possible to get even participation on these evenings," said Sinclair.

"The students are more vocal now in that there are more of them," he said, "but individually, no, they're not more vocal than they've ever been."

UNIVERSITY CHAPLAINS

The vastly-increasing size of the university is a horrible mistake, said United Church chaplain Rev. Barry Moore.

"You just don't get to know people on a large campus," he said. Anglican Church chaplain Rev. Murdith McLean said, "It is hard to get to know a professor under the present system, and exams and term papers tend to produce great anxiety in the student."

"I'm all for university growth if it means more people can get an education," said Roman Catholic chaplain Father R. A. Pendergast, "but there could be more than one campus."

Lutheran chaplain Rev. H. J. Keil said he feels the faculty is aware of the increasing problem of de-personalization, and it is partly the job of the chaplains to make instructors more aware of the importance of relating positively to the students.

All chaplains agreed their work diverges greatly from the traditional concept of church work.

"There aren't many activists on this campus," said Rev. Keil. "We try to goad students into being something other than vegetables going to class."

Problems brought to the chaplains by the students are mostly about personal adjustments and identity. Occasionally a student phones to say he is considering or has attempted suicide.

The chaplains agreed that the effect of the university on the students' religion is often exaggerated.

Rev. McLean said, "The dissatisfaction with the institutional church is mainly a product of this age group."

"Many students find real conviction in their faith at university," said Father Pendergast.

The Lutheran and Catholic chaplains serve as advisers to the Lutheran Student Movement and the Newman Club respectively.

The joint Anglican - United Church parish sponsors a worship service Sundays; there is a complete unification of the two churches on campus.

There is a lot of ecumenical spirit on campus. The chaplains set a good example by meeting often to plan and chat. "We drink a lot of coffee together," said Father Pendergast.

"The university should be the spearhead of the ecumenical movement," said Rev. Keil. "Because we are a university we have a freedom to do certain things other churches in the city cannot do."

DR. CHARLES DAVIS
PROFESSOR OF RELIGIOUS
STUDIES

BACKGROUND: Two courses in religious studies were offered this year—350, comparative religion and 400, designed for senior and graduate students. Prof. Charles Davis teaches both. Next year, there will be a freshman-level course, Religious Studies 200 and two new 300-level courses in Religions of the East and The Concept of Deity, as well as the present 400-level course in Myth and Truth and a new 400-level course in Patterns in Comparative Religion.

There is a real need for religious courses, said Prof. Davis.

"The sort of courses offered this year have introduced people to a new attitude," he said.

"There has been developed a science of religion; this science is not supposed to take the place of religious commitment, but it can widen and deepen a student's outlook," he said.

As an academic department in a public university, it cannot consider itself as representing any church—not even churches in a collective way.

"It is a detached academic study of religion and religious problems," said Prof. Davis.

He said when the courses started last fall, many people found the objective approach to religion a strange field.

"But, in spite of differing religious backgrounds and attitudes, there has been no tension in the classes," he said.

STUDENT SURVEY

Nine out of ten students on campus feel the university is impersonal.

A random survey conducted by The Gateway indicated about half the students at U of A feel they are not getting an education.

A third year arts student said "No one cares if anyone knows anyone else. An effort has to be made to meet new people and make friends." She said, "My education does not touch on the important aspects of life.

"There's something missing."

A first year science student said "I am getting an education but on my own. The university to me is impersonal to some extent.

"There is no communication between the students and the students' union."

"The university environment contributes to learning, but not the classes," said a second year arts student. "The whole university is very impersonal and the students' union just takes my money."

"There are too many other things to do besides study," said a first year education student who said she isn't getting an education. She didn't think the university is impersonal.



THE BIG BUGABOO

... no place to park, no hope in sight

"I don't like being a number," said a first year arts student. "All the impersonal rigamarole at registration was unnecessary."

A third year engineering student said he isn't receiving an education.

"The emphasis is not on learning but on doing," he said. "All we are taking the course for is to pass the exams."

"Learning depends on the prof," said a third year arts student. "A prof can inspire you to learn on your own and read on in the course."

Two students agreed the administration, including the students' union, is impersonal, but it is up to the student to make friends and meet their professor.

"A professor leaves it up to the student to break the impersonality," said one. "In a large class, it is impossible for a prof to know the name of every student."

DR. D. M. ROSS
FACULTY OF SCIENCE

More people are coming to university for non-specific reasons, said Dean of the Faculty of Science Dr. D. M. Ross.

People are not so interested in just going to university, he said.

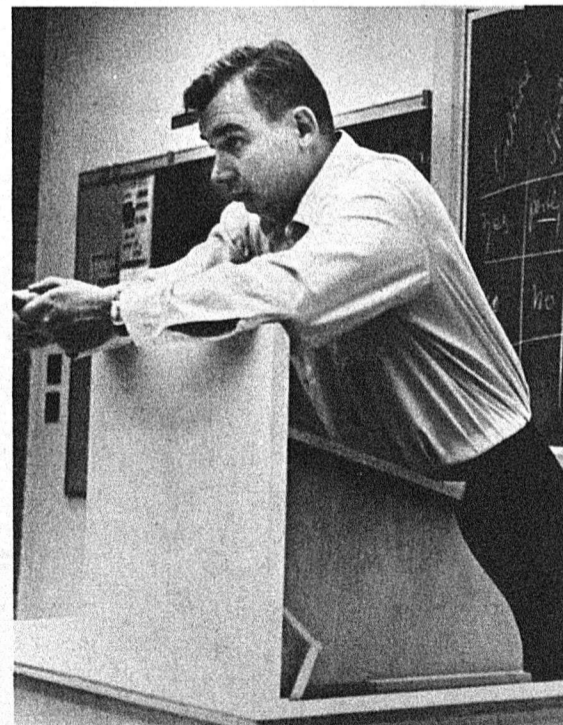
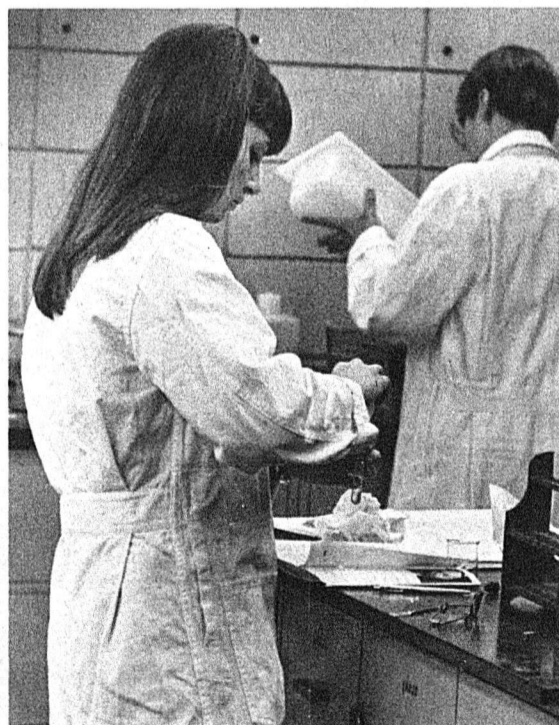
"The people who enter science are generally the very talented students who make up their minds early."

He said he does not think students in his faculty have changed much in the last few years. "Fads and ideas have more effect on other faculties."

He said the high school systems are failing somewhere in not turning out mature people, and he finds it surprising how little English some freshmen know.

"The main shortcoming of new students is sloppiness and careless work," he said; "they haven't learned that it's not much more trouble to do things well."

Some people transfer out of science, but it is mainly because they find the work too hard for them. "If the really good students left the faculty, I would be concerned," said Dr. Ross.



LABS AND LECTURERS

... all part of the system at U of A

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