

# — ITS FRINGE BENEFITS

but it should give satisfaction to the personal needs of the individual. "You can't make them wash dishes."

Mr. Affleck decries this wastage of the psychic energy of the nation because we have not learned to tap the vast creative power of individuals. Students go through school with the "they will take care of it" attitude. Mr. Affleck feels this is not looked at carefully enough by academic people.

Now, with the newly developed department of sociology, Mr. Affleck thinks it is time to have a new look at the U of A campus from a sociological point of view.

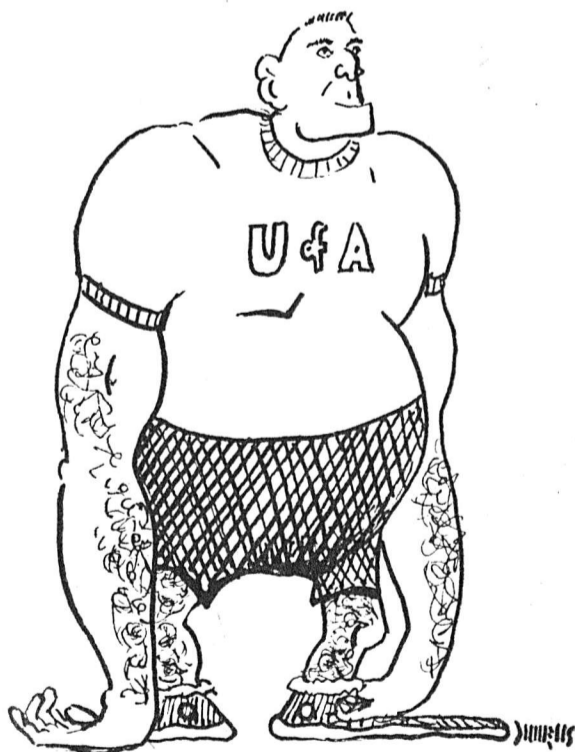
He quoted an observation of Louis Wirth—"If one really wants to understand a given society, one should examine closely the things that are taken for granted and never debated." What is "common sense" sometimes doesn't stand much of a test, in Mr. Affleck's opinion.

A sociological study would be particularly valuable in the matter of leadership development. "We take a laissez-faire attitude to its develop-

"... no room for a man to become a little bit of a participant."

ment and many people regard this as the way we should do it." Mr. Affleck suggested that organizational arrangements such as a longer noon-hour with no classes would enable clubs and sports activities to have greater participation and a wider range of interests.

Students are forced to wait too long before doing anything. If more time were spent integrating knowledge instead of just "stock-piling" there would be less danger of disappointment and disillusionment when they



THE BODY



THE MIND

leave university. "I recognize the tremendous merit of theory but I wonder how many students are going through university with few experiences of carrying over their co-ordinated thoughts into some form of social action so that they can make any sort of persistent effort in our communities." Too many people abdicate their responsibilities with the "It's too big for me" philosophy.

A series of first hand experiences are needed to complement the vast amount of vicarious experiences that students must cram into a very short time.

A balance of the theoretical with the practical will bring a recognition of necessarily slow social processes. This will help to produce what our society needs—what Mr. Affleck calls "idealists with a nerve for failure."

## AND SPIRITS

### EXTRA-CURRICULAR CONFLICTS

#### RESPONSIBILITY

by Lexy Dryburgh

#### FRIVOLITY

"Students on the U of A campus tend to be apathetic," said Ken Glover, co-ordinator of Students' Union activities. "There is a general disinterest in Students' Union activities, for instance, Stan Kenton. This disinterest is not limited to SU activities—sports also bear the brunt of this disinterest."

"The senior students are too often to blame," Ken stated. He cited the example of football games. Despite all the promoting on Frosh Week, poor attendance of senior students discourages frosh. Frosh begin to think no one else bothers so why should they?

"School spirit is based largely on tradition, especially in the old British universities. Two or three generations of the same family have often attended the same university. Ours is a relatively young university and so there are few even second generation students." Glover hopes with the influx of more of these second generation students that school spirit will rise. (Do your share of school spirit—reproduce!)

Why is school spirit important? Ken, munching on his apple, pondered and then called in Peter Hyndman. Peter piped in with, "It's a

"God help this university."

cohesive unifying force which can spiritually weld a campus which in our case in both decentralized geographically and has a small percentage of students living on campus."

Ken got back into the act by explaining ways in which this "force" can be brought into action. One is to have strong and competitive faculty clubs. Another way, he felt, is to increase the number of frats or of frat members. This inter-fraternity spirit contributes a great deal to school spirit in many of the U.S. universities. Two examples of frat contribution, according to Ken are Jubilee Day ('58-'59) and the fact that most students' council members are frat boys and girls.

Is school spirit essentially tied up with extra-curricular activities. "Not necessarily, but I think it tends to be stronger when associated with extra-curricular as well as scholastic achievements."

Do we have too many extra-curricular activities? "No, I don't think so. There are 96 clubs on campus but this many are needed because there are so many students with so many different interests. This way everyone can find his niche. Students rarely belong to more than three clubs and this need not be too many."

"You get out of a club what you put into it," emphatically declares Glover. "It gives you a sense of responsibility as well as pleasure." In every extra-curricular activity a person must accept some responsibility. If no one accepted any responsibility Glover said, "God help this university!"

"Students' Union could be disbanded and the members, energies better expended," law professor W. H. Angus, former University of Toronto students' union president emphatically stated. "Being through all this myself, on looking back I see that many of my own energies were wasted in a rather meaningless way. My time and others', could have been more beneficially spent."

Angus and English professor J. T. Jones agreed that extra-curricular activities are an intrinsic part of university life but fear they may outshine the reason we came to university.

"The clubs which center around frivolity would be much better eliminated," said Angus, "this would rid campus of fifty per cent of its clubs."

Sports and recreational clubs got the seal of approval—as both felt that students need exercise and recreation. But, "there must be moderation in all things," said Angus, "not all sport and nothing else."

Angus thinks that political clubs are for those students who have "visions of grandeur—to play their imaginative games in."

Jones (once a Gatewayite) feels that work on Gateway is too time consuming and people working for it think the be all and end all is the damned deadline. (Unfortunately for all concerned, I wasn't convinced.)

Angus feels that work on Gateway is beneficial as it encourages students to express their thoughts and be more creative.

Jones said the main problem of extra-curricular activity is that it often tends to become another responsibility rather than relaxation and enjoyment. He felt that if a student keeps up with his school work he is "entitled to relax in any way he sees fit."

Is school spirit tied up with extra-curricular activity?

First of all, what is school spirit? Jones admitted he didn't know.

"... the be all and end all is the damned deadline."

Angus said, "to a great extent it is a great deal of organized nonsense. At present it comes from an outgrowth of juvenile minds and is adhered to through conformity."

"An individual should have pride in a community centered around intellectual pursuit." For this reason, Angus feels that school spirit is not necessarily tied up with extra-curricular activities.

How do you rate the general level of conversation in Tuck or in SUB cafe? Mr. Jones said he hadn't been listening. Angus said "I am appalled at the level of conversation of most students. They are pre-occupied with petty social matters."