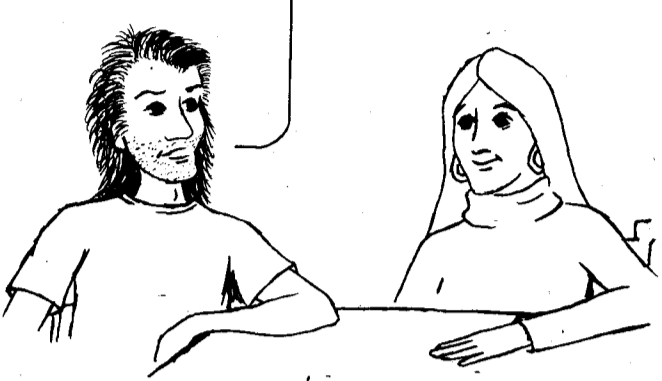


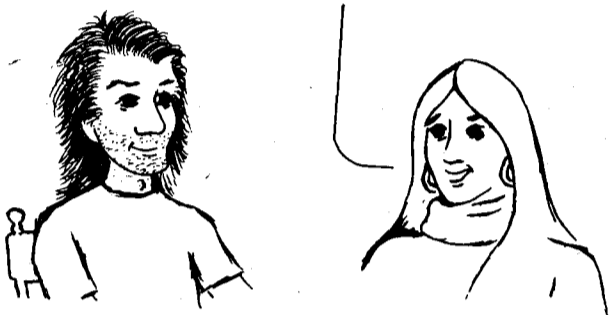
ETON RUN



HEY! GOOD NEWS! I FOUND ONE OF MY CLASSES TODAY.



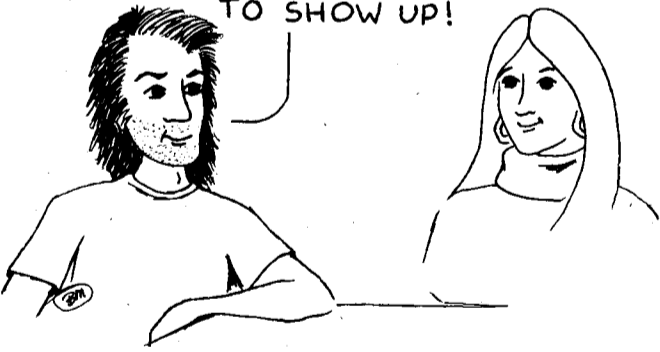
GREAT! ANY IDEA WHICH FACULTY?



I THINK IT'S RECREATIONAL COMMERCE. AND THOSE BASTARDS WANT A PAPER BY DECEMBER!



YEAH! AND THE COURSE COUNSELLOR PROMISED I WOULDN'T EVEN HAVE TO SHOW UP!



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Students and system don't fit

Students will search for any reason to miss a class, walk out, or persuade the professor to cut the class short. Why is it students pay their money and then don't really want to go to classes?

First, most students here are in studies that are definitely career oriented; whether they are interested in what they are studying is of second importance. Second, a lot of students here are not in career oriented studies, and they don't really know just what they want. They come here anyway, hoping by taking some odd courses they will miraculously find their life's work. Now I am not trying to criticize either of these groups, for it would be an act of self-destruction if I were to.

Another reason for the lack of interest in university is the simple fact that for most of us it is ridiculously easy to come to university, especially when in many cases the fees are paid for us. How low can tuition fees go when the government is subsidizing us at 90 per cent? And still the FAS gets hot when there are rumoured tuition fee increases - they expect fees to decrease when everything else is going up? Maybe we should ask the government to pay for our books too. The costs of our university we take too much for granted, especially when we see what it costs to go to school in the U.S., or in any other country in the world.

It is not the purpose of this discussion to debate the pros and cons of subsidized versus free education. However, the fact remains that students would be ultimately more responsible to their efforts if they had a larger stake in their time spent here. If students really did have to give up some of their little luxuries to attend university, it would in most cases make the experience all the more worthwhile.

The way things are, most students on the super competitive road to higher employment haven't the time to absorb much of what is available here to learn. Their schedules are ready-made for them and choice or option is minimal. Granted they work hard but the same results could be had at a specialized college or technical


school, rather than at such a large and populous university.

The others, students going nowhere, are the product of a poor public school system, a system which does not provide the good general education that leads to advanced, specialized studies. It is no joke these days that public schools can't teach us much, with all the psychology and freedom of choice forced on students. The heck with psychology and set up a strict course guideline for all public school students to follow. Give them an opportunity to learn a little bit of everything, an outline in which the spaces may be easily filled in the future, and the result may be students entering advanced education with a good idea of what they want, and not wasting a lot of time and money.

What of a Liberal Arts education? Am I cutting my 2nd year Arts neck in this discussion? I think not. I justify my relatively unproductive time spent here (in the terms of accomplishments of a Commerce graduate) in not having received the same liberal arts essentials in public school. After realizing the waste of the three high school years, the prospective liberal arts student must conscientiously take courses which will make up for that waste. It's only fair; we're here to become educated, and we weren't in high school. This is the basic premise of the whole argument.

What is the effect of the over-achieving and the under-achieving groups on the university? Rather than being natural opposites, the two have the same effect; they are ruinous to this university. The careless, casual attitude, not to achievement, but to the very ends of achievement is ineffective, and produces an atmosphere foreign to academic excellence. Amidst the competitive struggling for high marks, thinking itself becomes at best, second priority, and oddly enough, the two do not go hand in hand. At the same time the confused, directionless attitudes of the indecisive lead to low marks and poor achievement.

Peter Michalyshyn
Arts II



WOODSTOCK- STOCK 10 YEARS LATER

This SUNDAY, OCTOBER 21
from 12 noon to 6 pm,
hear what Woodstock was really like on
K 97

Nearly 2,000,000 people were drawn to the area of an upstate New York farm for 3 days of music and love. And to hear groups like Santana, Jefferson Airplane, Crosby Stills Nash & Young, The Who, Jimi Hendrix, Richie Havens, Sha-Na-Na and Arlo Guthrie.

Our host, John B. Sebastian, played at Woodstock. He'll share his personal feelings about the largest concert in popular music's history. And you'll hear exclusive interviews with the stars that made Woodstock, and formed the new musical wave of the 70's.

Hear what Woodstock was really like through the words and music of those who were there.
Listen (insert day, date and time here) on (insert call letters here.)

WOODSTOCK 10 YEARS LATER is co-produced by the Holland Group and T. M. Special Projects. Written by Ed Shaw and produced by Eric Chase.



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