

A student's opinion on almost everything

To all who are not concerned:

Being a student at this university at this time when all universities are facing numerous problems tantamount to crises. I feel I must register a statement of my opinions on a number of issues.

1. Student Council—Student Communications

It is true students have elected their representatives to council and given to them our trust that they will fulfil their duties to the best of their abilities. They should reciprocate that trust by informing their electorate about the issues that are of vital interest to the students. I would suggest that brief statements of each item on the agenda discussed in council and their resolutions be published in *The Gateway*. (If we got the agenda in time we would—ed.) This would inform the student and give the students a chance to react to the issues. At the very least this would remove that pebble in the pillar of student apathy labelled "an uninformed student is an apathetic student." We must not allow the ignorant bliss and acceptance that exists to such a great extent.

2. Student Apathy

In the process of growing up we tend to accept unthinkingly the "slings and arrows" of life. It is time we realized the slings and arrows do not have to be meekly accepted. At the very least they should be questioned and resisted.

3. Segregation on Campus

Groups come to exist because of a sharing of a common bond whether cultural, religious, or anything you might think of. They tend to become exclusive since an "outsider" would not understand the bonding factor of the group. Taking the SDU radicals as an admittedly bad example, we may conclude that the conservative element would not be welcomed into the group since their staid logical thought would not accept the seemingly illogical stands they propound. This sort of segregation would apply to any group of race, creed, or culture.

4. The Radicals

There is a need and a place for the radicals since they present polarized points of view. It is only by seeing the extremities of an issue that a logical, balanced resolution of that issue may be determined. We must only guard against being too credible of these extremes and be able to form our own logical conclusions in the light of reality.

5. Examinations

It must be agreed that there must be some means or grading to cull the intellectually "lazy" from the "learned" intellectuals. This is a matter of qualification. Examinations do this and is the best method in many of our courses. However, in a good many other courses they are unrealistic and anti-think. In those courses I would suggest that projects and/or papers replace examinations. They would give a better reflection of a persons ability to think, imagine, research and correlate about the subject. This would replace those examinations which test the students feed-back ability and not his ability to think.

6. The Universities Responsibility in Society

University comes from "universe" which in context means all-inclusive. Therefore, we, the students, the faculty, and the administration by definition must participate in the universe of issues and ideas. We run from this responsibility when we are apathetic towards issues. We ran from this responsibility when we withdrew from the Canadian Union of Students. We must accept our responsibilities to operate and take stands within the context and limits of our part in the issue. As an example, the Viet Nam issue is not any of our business except in the aspect of the humanities. It is our responsibility to formulate a stand and exert "Pilkington's" influence towards making that stand heard and acted upon by the parties concerned.

Yours truly,
A. Adams
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CUS education just for you continues today. At the bottom of this page, we have extracted the CUS Declaration of the Canadian Student along with their interpretation of the purpose of the union.

Other contributions come from an engineer who has a little to say about a lot of things; a man in agriculture who wants to get the facts straight; a councillor who has decided to institute office hours; a letter from the Dean of Men who received a few hints from the liquor board on how to get a license easier, and finally, someone from the Up With People troop thinks they are "full and happy". Beautiful.

—The Editor

Science rep gets office

The Editor,

I wish to announce that I will be regularly available in Room 242 SUB during the hours of 3-4 p.m. Wednesday afternoon and 3:30-4:30 p.m. Thursday afternoon.

I am sorry I have not previously been in the habit of keeping regular hours. My only hope is that people will feel free to come and communicate any matters they feel need discussion.

Dennis Fitzgerald
Science representative

EDITOR'S NOTE—council in all its wisdom has also set aside this office (SUB 242) for the use of all councillors. We would hope that all the other councillors who ran on a platform which included regular office hours would avail themselves of this chance to enhance "communication" with the student body.

Liquor regulations

How to get one — legally

We received this letter from the Dean of Men to whom it was originally addressed. It is printed at his request and should make things a bit easier for those planning a Christmas bash.

—The Editor

Mr. R. C. W. Hooper,
Dean of Men,
University of Alberta
Edmonton, Alberta

Dear Sir:

Re: Special Permits—Student Groups

During the past year and particularly more so in the past few months, we have found that student groups proposing to obtain a special permit have arrived at this office for approval to the application and the issue of the permit late in the afternoon of the date on which the function is to be held.

This has made it most difficult to obtain any additional information where this may be required, concerning the application and function to be held.

To facilitate further investigation should this be required, and to ensure that the student groups will obtain the required permit, where permit conditions are fully met, it will be very much appreciated if you would advise the student groups and student organizations wishing to obtain permits, that the application for the permit must be submitted to this office for the usual approval at least 48 hours prior to the date on which the permit is required.

With thanks for your co-operation.

R. C. MacPherson
Supervisor of
Licences

Lives are "full and happy"

The Editor,

Thank you for your amusing editorial on Up With People on the back page of Nov. 21 issue of *The Gateway*.

Could you kindly inform me as to the source of your misinformation.

No one, to my knowledge, is "sponsored" by an individual other than himself or his parents.

We live neither by a "strick" nor strict code of "morals." We are professional singers. As such we should not smoke. Most of us are under the legal drinking age anywhere—so we do not drink.

If we don't date, which we don't, think of the fact that we spend nearly all our waking hours doing things as members of the cast. When we are not rehearsing and not publicising the show, we are either en route to do these things or eating or sleeping or studying.

Our lives are full and happy. We need no "weekend escape".

As for our parents, well, I can only speak for myself. I joined Up With People because I was not satisfied with that generation's plan for the future. My parents have no idea what they want to see in the 21st century. They are only afraid of what will happen.

I didn't intend this to be an angry letter. I hope it isn't. Mostly I am disappointed in your lack of depth and sad that you lacked the professional sense of journalism to find out what it was really all about before you wrote your caption and chose your picture.

Michael Williams
Up With People

EDITOR'S NOTE—our information was obtained from a young lady who has travelled and performed with Up With People for the past six months. Granted she may not speak for the entire cast, but she ought to know at least the ground rules.

The facts are twisted . . .

The Editor,

During my previous two years at the university, I have tried to read every *Gateway* carefully—because it was the main informational source on student affairs and events. However, over the past two weeks, I have come to the conclusion that *The Gateway* is typical of all press across the nation. It has deadlines to meet, and in a vain attempt to these deadlines the information and facts become twisted.

May I therefore in a few short lines give the REAL information to students and reporters about Agriculture representation on faculty council. The Faculty of Agriculture has TWO representa-

tives on Faculty Council, with each member having a vote—making a total of TWO votes. The representatives are Bryan Perkins, Agr. 4; and Rick Andrews, Agr. 4.

I know *The Gateway* has deadlines to meet, and difficulty in gathering information, but the true facts would be appreciated.

Al Kumlin
Agr. 3

EDITOR'S NOTE—accuracy is not easy to achieve. Consider this letter—it is not inaccurate. But—what faculty council does he refer to? GFC, agriculture council?

It's not that facts become twisted; it's that every reader interprets them differently.

Canadian Union of Students Declaration of the Canadian Student

Purpose and Object

The purpose and object of the Canadian Union of Students, hereafter called the Union, is to strive for political, social, economic and cultural justice for students and all others in society in Canada and throughout the world.

Standing Resolution adopted at the 31st Congress, London, Ontario, 1967.

The Declaration of the Canadian Student

Education is a contributive social process, the essence of which is an expanding awareness of man's social and natural environment through dialogue and cooperative intellectual effort. The principal goal of education is to serve society by developing the full potential of all citizens as free, creative, thinking and acting human beings and therefore to serve society by helping to achieve equality of the essential conditions of human living. The student must discover, examine and assimilate the knowledge of his environment and must develop the ability to cope with and transform it.

The Canadian Student has the right and duty to improve himself as a social being and to contribute to the development of society by:

(a) expanding knowledge through research and the objective analysis of existing hypotheses and ideas and the formulation of others;

(b) learning by sharing his perceptions and thoughts with his fellow citizens and constructively criticizing theirs;

(c) engaging in fundamental action, as an individual or in a group, to confront society with discoveries and to promote consequent action to bring reforms into practice;

(d) playing a full part in the life of the community as a citizen.

The Canadian Student has the right to establish democratic, representative student associations. Realizing that educational reform will not come in a vacuum or without a continuous examination and possible transformation of societal values and institutional arrangements, the associations must be free to ally themselves with other

groups in society which have similar aims.

The Canadian Student is a member of a global society, with the right and duty to be concerned about his fellow citizens, and with the responsibility to promote human rights and mutual understanding.

The Canadian Student, as a full member of the academic community and society, has the right and duty to participate in shaping an environment conducive to the accomplishment of these aims and to make basic decisions about the conditions and nature of his intellectual activity and the goals served by educational institutions. The student has the duty to assure that the educational system is accessible and democratic so that it will serve the interests of the whole society.

The Canadian Student has the right to be free to continue his education without any material, economic, social or psychological barriers, created by the absence of real equality of essential conditions.