

A PROFITABLE WEEK

Thunder and lightning encircled our TCA Viscount as the pilot searched for, and found, an opening in the storm clouds large enough to bring his prop-jet airliner through for a landing at London, Ontario. Deplaning with me on that miserable September evening were students from across the nation all enroute to the First Canadian Seminar of the National Federation of Canadian University Students.

Within an hour we were registering at Huron College, at the University of Western Ontario which was to be our most gracious host for the week-long study seminar. Some of the faces at the registration desk were strange, others were old familiars well known from previous conferences. In all, there were about fifty students, mostly male, from all the major Canadian universities. But all were gathered together for the same purpose—to represent our respective universities in the first Seminar sponsored jointly by the Canada Council and N.F.C.U.S., and under the distinguished patronage of His Excellency the Governor-General of Canada. The Canada Council provided the necessary funds for this undertaking, and the NFCUS organized and prepared for many months the week-long activities.

Representation at the Seminar was based on the size of student enrollment at the various universities, and selection of candidates was made by a committee composed of members of faculty and student administrations. The purpose of holding such a Seminar was threefold and may be expressed thusly:

First, to bring together a representative group of carefully selected students from as many universities of Canada as possible, and to provide them with an opportunity to discuss issues of major importance to universities.

Second, to encourage Canadian students to face the reality of local and national problems by serious study and discussions with qualified leaders, and to stimulate thinking among students regarding issues that affect universities.

Third, to strengthen the NFCUS in its efforts to reflect and represent the interests of the students of Canada, and to make a more effective contribution to their material and intellectual well-being.

The main theme of the Seminar was "The Role of the University in National Development", and it was studied with special reference to the following sub-topics—pure and applied sciences, the humanities, the fine arts, and the social sciences.

The Seminar consisted of formal lectures, panel presentations, and group discussions, and it was so arranged that it enabled those

present to carry out serious study in relation to their particular disciplines, and to do so under qualified leadership of professors and lecturers from various parts of the Nation.

In order to place both major ethnic groups on the same level, and to provide an equal opportunity for students of both the French and English languages, there were two directors of the academic program. One—a French-speaking professor from the University of Ottawa, and the other—an English-speaking director of the Canadian Adult Education Association.

All sessions of the Seminar were held in the sumptuous lecture-theatre of the School of Business Administration on the campus of the University of Western Ontario. But one of the highlights of the week was a visit to the Stratford Shakespearian Festival, where we witnessed a never-to-be-forgotten production of Shakespear's Henry IV, Part I, in the magnificent Stratford Theatre with its stage specially constructed along the lines of the original Elizabethan stage.

During the week we heard lectures from outstanding professors and qualified leaders from many different walks of life. Ample opportunity was provided for discussing with these lecturers problems of the university related to their different professions.

From the field of labor came the Director of Education and Welfare of the United Steelworkers of America, who claimed that the relationship between labor and the university should be closer, and suggested that labor did not want any special treatment, but merely asked the same use of university facilities as are provided to other segments of the community.

From the business field came a vice-president of A. V. Roe Ltd. (who had just returned from a tour of Russia) to emphasize the fact that it will take the best brains the free countries can produce, to beat the Russians in their single-minded desire for economic and political domination. What is needed to reach the top, he claimed, is "breadth of education, character, personality and growth potential".

The Dean of Arts from the University of Saskatchewan, in another lecture, stressed the fact that if Canada is to develop as a world power her people must contribute more to the arts and letters. Pointing out that there is a lack of student interest in them today, he stressed the need for a study of the humanities, "which strive as their minimum objective to create an interest in reading and communicating ideas when formal learning ceases."

Discussing the role of the Fine Arts in National Development, the Director of the National Gallery of Canada criticized Canadian art schools, "which produce a great many technicians but few

great artists", because of an inadequate education. He went on to give his views on campus architecture suggesting that university planners should not have to "perpetuate architectural mistakes just because the founders got off on the wrong foot".

The President of the National Research Council called for a greater understanding of science by the men who are and will be this country's leaders. He advocated instruction in all university courses on the philosophy, method and meaning of science. The purpose of a university, he maintained, should be to teach principles and leave details to on-the-job-learning. "Universities should graduate students who will fill the needs of society and not particularly society's wants."

The Director of the Stratford Shakespearian Festival in a symposium on the Canadian Theatre, announced that one of the fondest hopes of the Festival Theatre is to create a great bilingual Canadian play—perhaps based on such a subject as Louis Riel. Nowhere else in the world but in Canada could such an undertaking be considered, he said. He further pointed out that Canadian Universities were failing to relate the study of drama with the actual experience of drama itself; and he recommended a close link between universities and the theatre, because, as he put it, "universities can and should develop a higher standard of criticism."

In a symposium on the Universities and the Mass Communications Media, the radio network program director for the CBC claimed that the Mass Communications Media, such as newspapers, magazines, radio, and television, are largely ignored by Canadian universities as a means of communicating knowledge. Through these means, he pointed out, "universities could bring knowledge—and this means potential education—to the public at large".

In a discussion on the Liberal Arts and University Extension, a director of the Canadian Association for Adult Education, and one time president of NFCUS, said adults could be shown how many so-called "academic" studies actually touched on everyday living. He suggested that university extension programs provide people with an opportunity to further an education for which they had not previously felt a need.

A professor of Social Science from the University of British Columbia had much praise for "that almost forgotten man of the campus—the undergraduate student who attends university strictly to study and learn". He maintained that such a student "who excludes all else" was just as important as the "well-rounded, well-adapted student who engages in social life as well as academic".

And so it went, day and night, throughout the week. The diversified topics, some of which were outlined briefly above, most

certainly provided ample scope for discussion and left us with much food for thought on the role of the university in National Development.

As we boarded our plane again at the week's end, lecturers, professors, and students alike were unanimous in their thanks to the Canada Council for sponsoring such a successful program of study, and in their praise of the National Federation of Canadian University Students for the organization of such a profitable week—the first of what is hoped will be an annual event in the future.

—BOB DOYLE '59

SENSIBLE MR. X

Do you know Sensible Mr. X?
You don't? Then listen,
I'll tell you about him.
Fascinating? You'll find him so.
I guarantee.

Now about Sensible Mr. X:
He's the firmest believer, that you have
Ever met, in the adage:
Fear is the beginning of wisdom.
On it, he bases his philosophy of life.
Some examples.

The stag line, he believes, is much safer
Than a date.
Why?
In the stag line, you just gape and stare,
And stare and gape.
And maybe dance with the best specimen.
About dating; well, it's a problem.
If you take the same girl out twice,
Bang!
My friend, you're involved.
And never, never, never . . .
Must this happen.
Why?
It's not sensible!
Don't you agree? Yes.
It's much wiser to gape and stare,
And stare and gape.