

point

On October 25th, all undergraduates in the faculty of arts will be asked to vote for two candidates to represent them in General Faculties Council. This is where the major issues regarding university policy are decided.

During my interviews I concentrated primarily on two areas. The candidates' knowledge of the issues and solutions to the problems of student lack of involvement.

Although the candidates' platforms are self-explanatory, I feel a need to at least share the opinions I have developed as a result of these interviews. In the case of Glen Pylypa for example, I must point out that, in spite of his insistence to the contrary, G.F.C. is in no way part of the Students' Union. The students' council is concerned only with SU business and the building that houses the SU activities. This represents less than 10% of a student's total fees.

Pylypa is mainly concerned with a liquor license for campus. This issue has never come before G.F.C. and never will. The Board of Governors is applying for the license.

I found Jim Tanner to be vague and somewhat elusive in his answers to my questions and I certainly don't feel a two year degree is much of an issue.

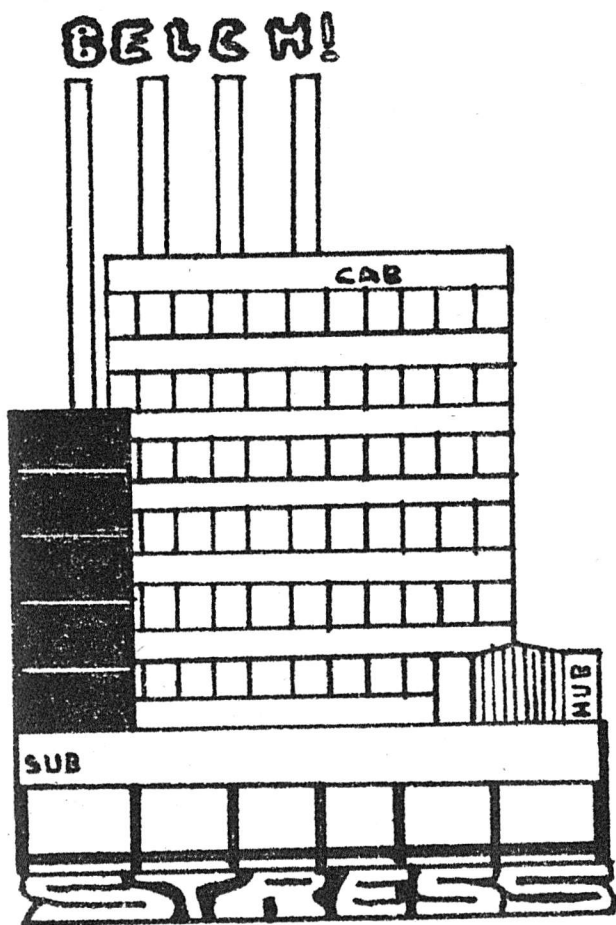
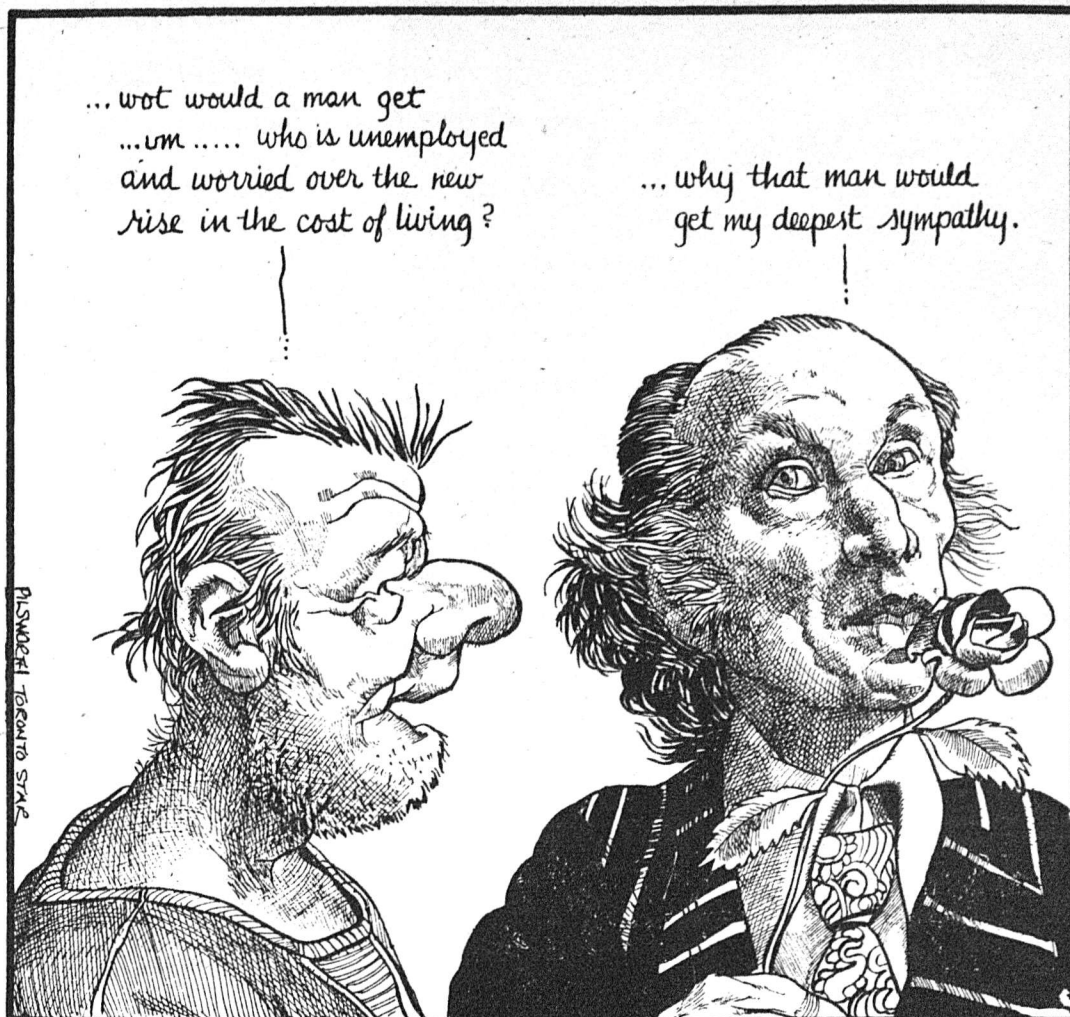
Denise Guichon was the best informed of the candidates that I talked with. Her concept of the issues was sound and very pertinent to G.F.C. Her ideas on the role of the university impressed me very much as did her solutions to campus apathy. Her answers came easily and her enthusiasm seemed limitless. She definitely will get my vote as will David Ross.

Ross also had some excellent ideas on keeping students informed and he appears to have a very wide scope of view. Both Ross and Guichon are capable of speaking out and could influence the decisions made in G.F.C.

I regret that Donald Jaque and I were unable to coordinate our times and he was interviewed by another Gateway staffer.

I urge that everyone who is an undergraduate in the faculty of arts, vote on Oct 25 and let your conscience be your guide.

George W. Mantor



Is your life plagued by loneliness, lethargy and despair? Do you feel alienated, insecure, and overwhelmed by the tremendous pressures of Campus Life? Is it getting harder to get out of bed every morning? If you display any (or all) of these symptoms, it could be because you are under undue stress and help is on the way.

A General Faculty Council committee was established in June of 1971 to provide an overview of stress at the University, make appropriate recommendations and point out the directions of further possible studies in this connection could take.

Their findings have been published in an Interim Report, submitted to G.F.C. in August of this year, and are distilled here in order that students and staff can review and become acquainted with its contents.

The committee proceeded by reviewing a

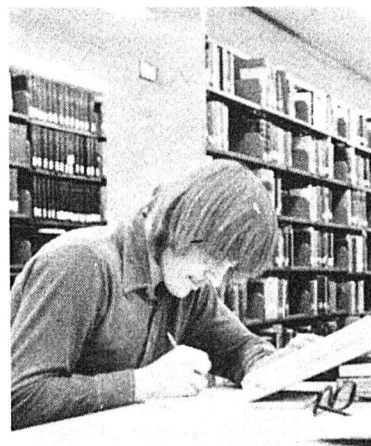
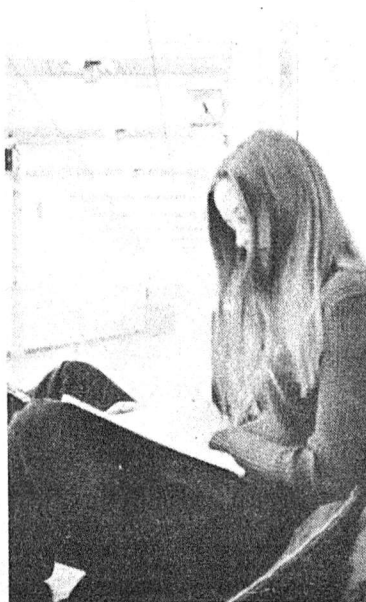
bibliography of abstracts and selected studies and by considering data from student counselling, Student Health and others. They evaluated the concept of "undue stress" and considered a variety of definitions, concluding that definition should "remain subject to the joint evaluation of those submitting and discussion/evaluation by committee members."

They decided to consider stress in relation to four aspects of university life: academic, social and personal, administrative, and physical environment. After inviting submissions from various student and faculty groups, they explored other alternatives for reaching the university community (random discussions with students during noon hour, for example) and arranged for two write-in questions on stress in the course guide questionnaire.

After these careful preparations, they used as a basis for the study assumptions made by a Princeton Conference Report on Student Mental Health in 1956: that mental health is NOT defined as "freedom from anxiety and tension, since anxiety and tension are often prerequisites and accompaniments of creativity and self-preservation", nor should it be defined as "freedom from dissatisfactions, since from dissatisfactions, progress ensues." From this base, the committee chose to consider stress arising from the institutional environment which has been considered excessive.

Numerous studies were consulted and sifted to determine relevance and many parallels with situations elsewhere are quoted. Among the most important factors recognized is the increasing tendency among students to demand appropriate consideration as individuals.

Often though, "Students have difficulty in admitting...that the average university (undergraduate) student is still in the process of forming his identity." Many students complain of the lack of "the community of scholars" milieu, characterized by the increasing administrative bureaucracy and the absence of meaningful interaction between students and staff. In a recent C.U.S. survey, the three most serious problems mentioned by students were despondency and depression, lack of self-confidence and relations with the opposite sex.



"A direct relationship exists between the individual, his environment and the congruence of that environment in relation to both his expectations and his needs. Thus, orientation to the university environment and an increased awareness of maturational pressures and the personality make-up of the student body are required for planning or modifying the university environment."

One element that plays a constructive role in helping students to handle stress is emphasis on interaction between faculty and students on a person-to-person basis. There is a need for an institutional structure to ensure a commitment by the university to acknowledge the dual roles of scholarship/advancement and student developing, including thinking, feeling and doing. It is imperative that adequate student services exist that recognize the student as a "complete individual", rather than just a "walking mind".

The rest of the recommendations have been grouped into the four aspects of university life previously mentioned.

ACADEMIC

--formal liaison should be established between the committee on student stress and the G.F.C. committee to investigate teaching... emphasis should be placed on increasing excellence of teaching and on experimentation with excellence-pass-fail optional grading systems... students should have more choice in determining the number of courses taken in a given year in non-quota faculties... the Freshman Orientation program should be enlarged... the

possibility of permitting non-faculty registration for searching but uncommitted students should be investigated.

ADMINISTRATIVE

--Career fairs in high schools should be promoted... academic staff should be available for consultation a week prior to registration... course counselling and approval should be available at both departmental and faculty levels... final examinations should be subject to a process of reconciliation, i.e. a discussion with the instructor... faculty deans should be more readily accessible to students.

SOCIAL AND PERSONAL

--further assessment of loneliness on campus is necessary... students should receive honest, straight-forward and up-to-date information regarding future job prospects... there must be increased sensitivity to special cases such as those of foreign and married students.

PHYSICAL ENVIRONMENT

--increased priority should be given to small park areas and to special lounges for student-staff bull sessions... transportation and parking problems should receive more attention.

Anyone requiring further information is encouraged to peruse the full report in the Gateway office. gb

