

# Canada, Berdahl, and Berkeley -- It hasn't happened here yet

*Wilf Day, an ex-CUP staff writer, looks at the D-B report, students, and universities, and he isn't happy*

Almost two years ago, thousands of rioting students nearly took over an American university.

In the process, they added the infamous word Berkeley to university glossaries.

Ever since those massed student protests in California, Canadian writers have been saying: "It could happen here."

Every student march is seized on by Canadian liberal observers such as Professor Jack McLeod in the current Saturday Night, as evidence American students have taught their Canadian counterparts how to shake up a campus.

The truth is, Canadian students have not begun to make an impact on university structures and government—and perhaps this is just as well.

Even the recent Duff-Berdahl Report on university government, co-sponsored by the Association of Universities and Colleges of Canada and the Canadian Association of University Teachers, warns that direct action by students is increasingly likely unless they receive more consideration and a greater voice in college administrations.

### WEREN'T WORRIED

But the commissioners — Sir James Duff of Britain and Professor Robert Berdahl of the United States—weren't worried about this.

Their report, which appeared last spring, says the chief problem facing university structure is tension between administration and faculty.

While recognizing some students are becoming aware of their role as "consumers" of a university which has ceased to be a community, the Duff-Berdahl Report does not find this a cause for deep concern.

In fact, the report states it is "sponsored by the entire university community in Canada"—namely, the administrations' AUCC and the faculties' CAUT.

The report does ask what a university is and suggests two answers:

- the American model, where the faculty are employees of the Board and the students are customers;

- the British model, where "the faculty and their students are the university".

The role of faculty, in the eyes

of the commission, is the biggest, if not the only, issue in structure of the Canadian university. Their concern is based on fact—last year, faculty associations across Canada, and notably at the University of Western Ontario, were taking the lead in criticizing administration policies, drafting briefs, and holding vociferous meetings.

### IN BRITAIN IT'S DIFFERENT

In Britain, there is a clear procedure for working out such problems. The faculty normally dominates the Senate and is well-represented in the Board itself.

The report defines the Canadian scene this way:

"The crucial question is whether the Canadian academic scene is sufficiently like Britain's to permit successful adaptation of the tradition in Canada. We received the distinct impression that Cana-

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dian academics and university presidents were so receptive to the values and traditions of British universities that they could make such an adaptation relatively quickly. The Board members, on the other hand, seemed generally much more North American in their orientation and thus might need more time and guidance to find the proposal acceptable."

Whether the faculty gets a share of power in the university does not depend on how aggressive it is in bargaining for it. Quite the contrary, an aggressive faculty is likely to be pre-occupied in increasing salary levels.

And although low salaries are a prime cause of poor teaching, the report feels a concern for the overall well-being of the university community is a pre-requisite for admission to the seats of power.

Only overt student discontent is

mentioned as evidence that students should have a voice in policy.

Students apparently are too transient—perhaps too American—to deserve a share in policy-making as a right.

However, the report thinks those who dare to trust students will find they react with "unsuspected maturity", and adds, from the Parent report in Quebec:

"University students ask to be treated as adults, and it is fitting and fortunate that this should be so. Moreover, experience has shown that there is little risk in extending confidence to them . . ."

Queen's University in Kingston is an explicit exception to the commission's findings, as the report points out several times.

Based on the Scottish model, it is the only university in Canada where students elect a representative to the governing board. The faculty at Queen's are known to feel they have the Principal's ear. In long meetings last year, the entire faculty—tenured or not—discussed fully and voted on proposed academic changes. The report especially urges other universities to follow Queen's example.

### NO HELP

The Duff-Berdahl report does not help with questions of educational policy, which are not directly within its scope. But neither does it restrict itself to reducing tension and maintaining the status quo. It looks beyond its original problem, which it puts in a new maxim: "Lack of power makes peevish and absolute lack of power makes absolutely peevish."

The university, it says, is "so inherently and rightly a battleground of clashing ideas that no structure of government could produce a cosy consensus."

It is thoroughly opposed to the idea of the isolated self-defining university. It contrasts narrow professional interests with the interests of the public. Not only governments, but organized teachers, labor, business, lawyers and doctors should name members to the Board. And in turn, non-academic employees should be included in the Faculty Association.

But what about the students?



—Neil Driscoll photo

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### On the cover



This week we decided to see how well our photogs could dodge—and dodge they did. It was the 8 a.m. tie-up on Groat Road which bothered our faithful team the most. People kept mistaking them for policemen, they say. We think this is a little far-fetched. After all who could mistake Forrest Bard, Charles Lyall, Al Yakulic, Al Scarth and Errol Borsky for cops? Even with the equipment Yakulic and Lyall are carrying in the picture you'd have to read to much Dick Tracy to make that mistake.

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