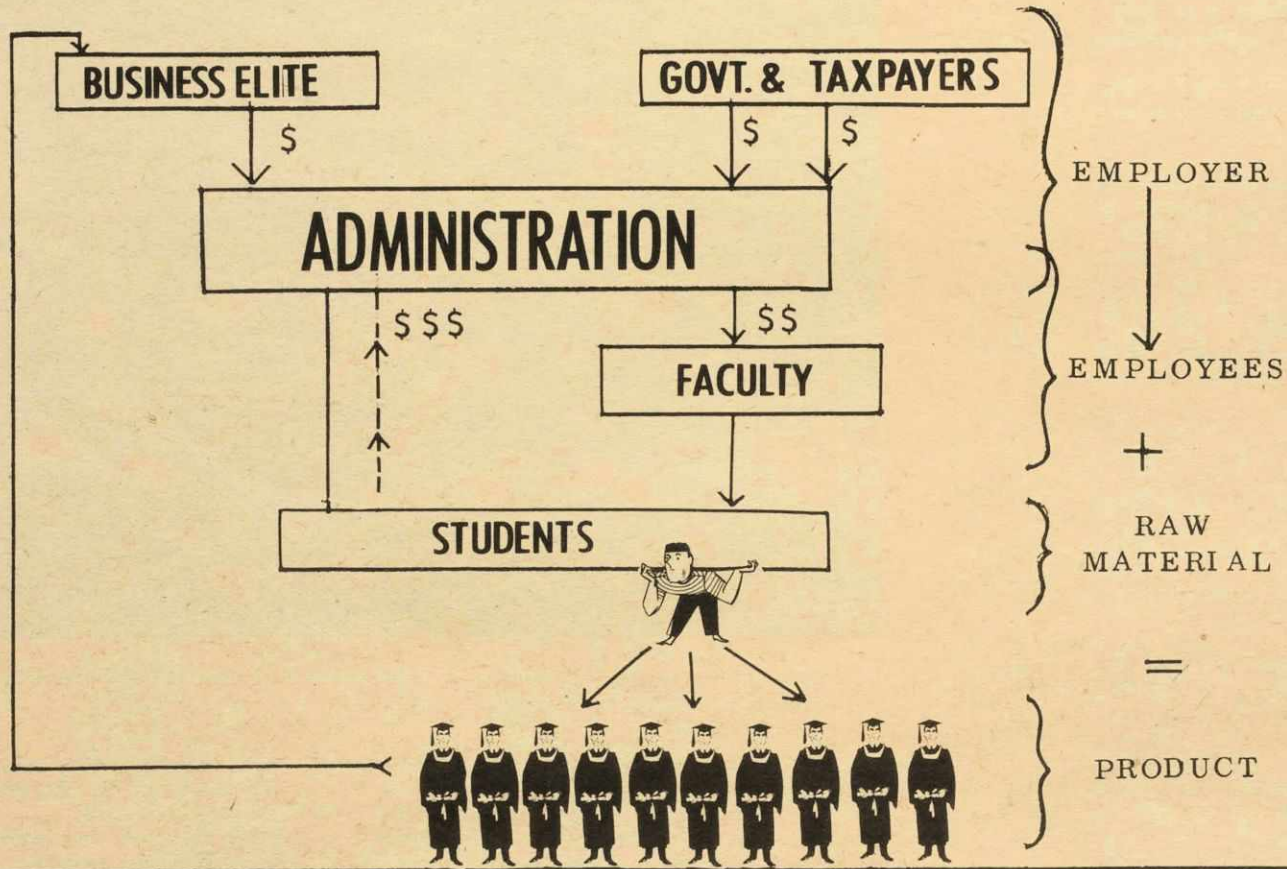


Education

a productive process



	<u>NORMATIVELY</u>	<u>ACTUALLY</u>
PRODUCTIVE PRODUCT	YES NO	NO YES

The professor: object or subjected?

By CHARLES PETERS

A very perceptible change of attitude has greeted this fall's return to classes. In the very week of registration, the Administration conceded to student demands that the bookstore operation be scrutinized. There is also a more bending attitude by profs toward the students — no doubt the final ripple of the undulating waters generated by the secret meetings of Canada's university presidents. A distinct policy of giving in where possible to avoid the "catastrophe" of confrontation is in evidence. Really, it's just like letting us push against a wall to see how strong it is and finding the cardboard layer gives way, only to expose the deeper layer of reinforced concrete.

Now, as to what extent the professors are the subjects or the objects of this great design, is worth considering. For there do exist profs who have at least the students' learning interest at heart. Some even ascribe to the tenets of student power. And don't kid yourself, there are a considerable number of these. But for them to stand up and be counted on the bag of freedom, power, and responsibility in the university community is unlimitable. Why, at the mention of student power in the classroom -- most often by the professors themselves -- I have seen many react with apprehension. On a more striking occasion, one man's gaze became like a frightened rabbit's as his eyes darted from student to student.

This new fear and tension, ever more prevalent among profs on so many campuses, is due to the scare that someone might put the pressure on them. Any thoughts of advocating reform, radical or not so radical, must be evaluated by profs in light of what harm may come to themselves and their families. Tied up in mortgages and other such pecunious obligations, you can be sure that any move on their part will be made only after much reflection, which in ninety-nine cases out of a hundred means that no move at all is made. A regretful state of affairs.

The implication for students? Simple. The responsibility for meaningful change is on our shoulders.

Ford study: objective or objectionable

By JUDY PEACOCKE

Late last May, Ford Motors announced a grant of \$150,000 to launch a study of the internal organization of universities and their relation with government, as a prelude to expected changes in the methods of financing university education.

Hardly a week later, the two appointees for the study (an English Canadian and a French Canadian) appeared at the CUS seminar in Winnipeg. Not having had the boundaries of the study too rigidly defined for them, the two men soon declared themselves open to suggestions by the seminar delegates. Quite obviously, the response touched on unexpected areas.

First came the suggestion for a much different perspective; that is, the relation between government and university (not the "outdated" aspect of internal government of the university) and even more to the point, an investigation of the direct student-to-government relation. It was asked that the political priorities of both students and the provincial governments be considered.

One suggestion that really caught the Ford Motors' men off guard was for a study of the management -- union type of situation on campus. Students asked that the exploiting relationship of the university employing situation be considered as it affects the university as an "educational" institution.

The type of labour demand existing in Canada -- for specialized as opposed to functional skills -- was introduced. Companies or government determining how graduates should be produced and graded were said to provoke a cultural type of imperialism, the responsibility for which companies and government had to answer.

Even the two-nation concept was brought to bear on the question of what influences existed for university - government relations. Seminar delegates pressed that the significance of such influences be carefully considered.

On the aspect of foreign-instigated programs at universities -- especially defence projects -- the students urged a study of how widespread is this trend. "Go beyond the BNA Act," they said,

"don't get caught in the bag of provincial or federal roles, or in the national question". Delegates did stress the need for studies of geography, region and the sources of private investment, however, before any new formula of financing is proposed.

Another area of particular concern for the students was the economic role of the student. They urged the two commission men to explore this area, feeling that university education is still a privilege. This would include scholarship and bursary schemes still restricted in distribution by marks and other extraneous considerations.

Above all, students asked that university autonomy be upheld in the commission's deliberations, and that the resulting scheme of finances reflect this concept.

It will be very interesting to note, upon completion of this corporation-financed study, how much the views of Canada's university students will be considered in the probe now under way, and to what extent these will be incorporated in the end report and recommendations.