

STUDENT REPRESENTATION:

# The Philosophical Core of University Education

by Lawson Hunter

After two Canadian Union of Students Congresses, sit-ins, strikes, and considerable press coverage, the Students' Council here, at UNB, was some time ago moved to take some action on an issue which strikes at the very core of the idea of a university.

The issue of student representation has only come to the forefront with the change in emphasis and growing awareness of the student leaders in Canada. No longer satisfied to play the role of campus baby sitters, the Canadian Union of Students began to take a stand on university democracy two years ago. The Eighth National Seminar at UNB was on Democracy in the University Community. This seminar led to several resolutions being passed

at the 1966 CUS Congress asserting the rights of students to have their views represented in the decision-making bodies of the University.

The 1967 CUS Congress held last fall at the University of Western Ontario reaffirmed that position and outlined goals for the program. Those goals include working to create an awareness of the student body to the issue of student representation and further asserted that student governments should work for the democratization of the University community. It demanded full participation by students as well as the academic community.

UNB has been consistently behind the rest of the country in facing the issue of student representation. Three years ago, a faculty and senate commission under the chairmanship of Professor A. G. Bailey was established to prepare a report on the future of the University of New Brunswick. The SRC education committee prepared a report for the commission calling for reasonable reforms in the administration. It called also for the SRC President to attend all Senate meetings. As usual, the very sensible requests made by the brief were completely ignored by the final commission report. Instead, the commission opted for the tokenistic suggestion made by the Duff-Berdahl Report on University Government which suggested the students be represented by a rector.

When the final report of the Commission was published last spring — one year after schedule — very little fuss was made, and the University, in its inimitable manner, set up another Faculty-Senate committee to study and implement the recommendations. This committee has recently completed its work, and after the approval of the University Council and Senate, a new act will be presented to the New Brunswick Legislature. The fact that this act will determine the governing structure of the University for the next several years, is

why the issue of student representation is still vital at this time. If students do not get the representation they desire; they shall remain in their present position (of impotency) for years to come.

Last fall, an implementation committee was established to work for the actuality of SRC's recommendations on representation. The Council strongly urged that students be given three seats on the University Senate, eight on the University Council, and one on each Faculty Council. This committee planned an entire week early in January centered around the issue of student representation.

The purpose of this week was both to make students aware of the issue and also to gain their support and endorsement. A petition was circulated by the SRC, throughout the week, asking students to endorse its demands. A demonstration in favor of these same demands on Wednesday evening brought forty participants, in spite of bitterly cold weather. On Thursday evening, an SCM and SRC-sponsored Teach-In was held in an attempt to bring the questions of student power and responsibility to the forefront. (The whereabouts of the petition forms is unknown; the results, if they were tabulated, have not been made available).

Little evaluating was carried out by the Council on its Week of Concern. Obviously, we should not be too optimistic.

The new University Act will be available soon. If, it is not to our liking as students, we should be prepared to initiate some action to make it so.

Again, the idea behind student representation is that the University is a community, a democratic community that can best function when all its constituents have a say in what it does. Universities teach students to think and live, but they fail unless the subjects of this teaching have some say in how and what they are taught, and in what kind of environment. As mentioned above, the issue of student representation strikes at the very core of the philosophy of universities.

# BOMB HOAX

MONTREAL (CUP) — Radio McGill stunned evening cafeteria patrons Wednesday with an Orson Welles-type production announcing that the United States had just dropped a "medium yield nuclear device" on Hanoi.

The announcement shocked most listeners into silent immobility and a couple of girls began to cry. Angry students went to Radio McGill and were met by locked doors, backed by staffers who barricaded the inside.

The program originally went on the air as a mistake and was immediately retracted. Fifteen minutes later, another announcement said the original reports had been confirmed and the U.S. had indeed bombed the North Vietnamese capital.

The program said the president was to address the nation in 20 minutes and switched to reports from Washington, Ottawa and the United Nations.

As the president was about to speak the Star Spangled Banner began to play and a quivering voice explained, "There is a thin line between lunacy and reality. Radio McGill has taken you over that line. We now bring you back."

"The events described in the last 20 minutes were entirely fictional, this has been a Radio McGill production."

Chris Partner of the Radio McGill managing board said the program was inspired by Welles' 1938 broadcast of The War of The Worlds — "a serious program . . . with the greatest sincerity of purpose."

"The belligerent attitude of those hearing the program would strongly support the conclusion that the trend of events in the Far East have been so critical as to result in the marked diminution of the thin line between that which is credible and that which is obviously fictional," he concluded.

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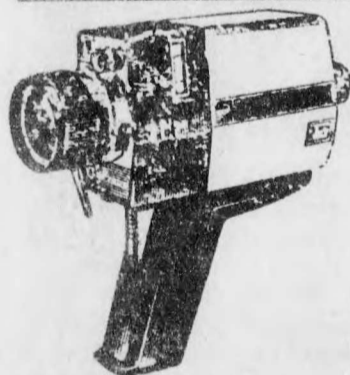
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it said.

She was horrified, and lost no time telling so to her campusbank supermanager.

"do you mean that my old account was a LYING account?" she demanded.

which just goes to show, so our kindly supermanager explained the whole bit. Like, some accounts are for saving money, for people who have that kind, but a true chequing account is for people who have bill-paying type money.

our customers like it because it comes complete with our personalized boomerang cheques.

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