

Book Review

Challenge of Confidence Kierans on Canada

The key to Eric W. Kierans, *CHALLENGE OF CONFIDENCE: KIERANS ON CANADA* is its dedication. Mr. Kierans dedicates his first book to "those who are working for a truly federal government for Canada." Thus *CHALLENGE OF CONFIDENCE* can best be understood as a plea to Canadians to evolve a workable federal system for a bicultural Canada.

Behind every federal system there is an ironclad division of authority. For Canada, this involves amending the British North America Act and altering the present basis of Confederation. "This renewal of Confederation is not just the responsibility of the federal government," the controversial Mr. Kierans writes (on page 13), "for there are many problems which can only be solved by the provinces themselves."

Rather than approach the problems that beset Canada on a separatist's basis, Mr. Keirans takes a national view — that of a sociologist and an economist. He divides man into three "ages" — the learning years, the producing years, and the leisure years. He sets out to guarantee that the needs of Canadians across the country are met in these areas by federal and provincial governments.

CHALLENGE OF CONFIDENCE: KIERANS ON CANADA is the work of a man dedicated to preserving Canadian unity and finding a new basis upon which to build a Canada of the future, taking into account the French and English, provincial rights, technological innovation, industrial productivity, foreign ownership, constitutional amendment, and "The New Federalism."

Mr. Kierans' stock-taking during the Centennial Year is closely reasoned but very readable — and quotable. Here are a few key sentences:

FRENCH-ENGLISH RELATIONS

"Unless there is mutual respect and regard in Canada, there cannot be equality and true unity. Disdain will create frustration, and the scorned will be filled with bitterness and rage. No nation can survive under such circumstances." (p. 12)

THE ENGLISH IN CANADA

"We have the opportunity, fourteen million of them, to take up the slack and to adopt, as

our outstanding priority, the task of encouraging and aiding our fellow citizens in every possible way to maintain and to develop their culture, language, and traditions." (p. 30)

TAKING THE FUTURE INTO CANADIAN HANDS

"We cannot change our present reliance on foreign capital overnight, although we can set in motion the policies that will reduce this dependence and protect our freedom and values from outside interference." (p. 49)

ECONOMIC CHALLENGE

"The most important economic challenge facing Canadians . . . if they are to continue to meet the heavy overhead costs of Confederation . . . will be the challenge of increasing productivity and reducing the gap between ourselves and our principal North American competitor." (p. 60)

FREE TRADE VERSUS TARIFFS

"During election campaigns, Liberals insist that tariffs cannot be raised, and Conservatives insist that they cannot be lowered. Clear, unambiguous political leadership is obviously called for in the matter of manufacturing tariffs." (p. 71)

ON FOREIGN OWNERSHIP

"If Canadians choose to live in cities built by others and to work for absentee owners, they confirm their lack of confidence and spirit. Others can make us dependent but only Canadians can make themselves strong." (p. 91)

ON SEPARATISM

"There cannot be two Canadas, two dollar bills, or two foreign policies." (p. 101)

CANADIAN IDENTITY

"We cannot continue as half-French or half-British. If we are to avoid becoming American, we must search for and adopt, however painfully to our memories, a distinct Canadianism." (p. 108)

ON FEDERALISM

"A federal state can never be at rest. Just as the country is managed by its provinces, its ultimate directions should be set by its federal leadership. This inseparable team will be vulnerable to thrust from opposite sides — from a battering bureaucracy, and from those who would take the part from the whole; the centralizers and the separatists." (p. 124)

Sociologists Create Society

A group of interested sociology students has formed an association to further their interests in sociology. To date two organizational meetings have been held and another planned for November 30th. The students hope to have their Constitution ratified by SRC for the Nov. 30th meeting, at which time the election of officers will take place. A participatory observation study on informal group associations, with special reference to the effects of alcohol on members of the college subculture, is planned.

The association as yet unnamed, proposes to represent the interests of sociology students in several ways. Several group discussions have taken place with others planned. Topics

have included, "implications of architecture in modern society", "modern theories of juvenile delinquency" and "societal effects of drugs." The organization also plans to undertake field trips to nearby institutions and communities that are of sociological interest. It is also their intention, if the resources are available to bring in authoritative speakers to address UNB students on topics of sociological interest.

As a current project the association is accepting subscriptions to prominent sociological journals, including "The American Journal of Sociology" and "The American Sociological Review". These subscriptions will be available at student group rates.

"Behind the Hill"

(From page 1)

ty of the oldest university in the country".

Scott Wade further explained that the book has been divided into three sections. One deals with the history of the university "with a good emphasis on the lighter side of things"; a second presents the pastimes of the past hundred years and the final considers UNB today.

Mrs. Logue at the bookstore said that she was anticipating quick sales and thought that the price of five dollars was unusually low for a book the size and quality of *Behind the Hill*.

One professor told this reporter that he intended to buy six copies or more, and the only student to get a preview of the book at the time we went to press said it was "fantastic".

Course Evaluation

Note: This supplement tries to be answerable to the many legitimate questions raised by course evaluation. The questions spring from the report, from my discussion with faculty members, council representatives, and other interested students.

OBJECTION: There are many classes in the junior and senior years of Forestry, Engineering and Business Administration who have more than twenty students in them. Why cannot they be evaluated?

RESPONSE: I will pass this suggestion along to the core committee. If they see merit in doing so, I do not see why they would not evaluate them.

OBJECTION: Are all courses in Arts and Science to be evaluated?

RESPONSE: No, Definitely not. Those classes and seniors with less than ten or twelve students will not be evaluated. However, a course description will still be done.

OBJECTION: I feel the name "anti-calendar" will cause resentment among various sectors of the university. In fact, I don't think "anti-calendar" actually represents what you are attempting to do.

RESPONSE: I agree that "anti-calendar" is not the most tactful word to use. I assure you that a label such as "Student Guide" will entitle our publication. However, I chose to use the word "anti-calendar" because it is a common word, which has a definite meaning — other titles are more vague. "Anti-calendar" does not intend to imply opposition to the university calendar. If anything, it tries to act as a supplement to the university calendar.

OBJECTION: I demand a retraction of the statement that the university calendar "is the biggest bunch of garbage ever bound between two covers."

RESPONSE: I shall not apologize for the essence of the statement. I chose the wording to make the report more emphatic, more spicy, more lively, and positive enough to negate the calendar in favor of an anticalendar.

OBJECTION: Will not the anticalendar inevitably end up being a popularity contest?

RESPONSE: A blunt NO! What one student may consider an asset in a professor (e.g. his joking manner), others will regard as an annoyance. Also examine "Appendix B".

OBJECTION: Are students qualified to judge a professor or his course? It would probably be more worthwhile if evaluations were done several years after the student has stepped into the world.

RESPONSE: No assumption has ever been made that students are capable of judging their courses. This does not mean they are incompetent, for evaluation is not based on the standard of the "ideal good". Rather, the student is making his evaluation on what he is getting to what he expects. The second statement can be answered by referring to Clause 9 of "Appendix B".

OBJECTION: I feel that course evaluation, and especially an anticalendar will be a divisive factor within the faculty.

RESPONSE: I cannot but disagree, but like your objection, I cannot substantiate my argument. I could point to universities where course evaluation is encouraged by the faculty. They feel it is of value to them. Other universities may not have such a faculty. Experience will tell the effect at UNB. Were we not to try, we could be missing a great educational link.

OBJECTION: The report, though appearing to be very detailed, is actually very vague.

RESPONSE: Purposedly vague however! I mentioned that it was only something to start from — there are many improvements to make — many helpful suggestions to be encountered and utilized. The report is not the final word of Allah. It is the initial utterances of a meek and lowly human being.

This appendix is not complete for two reasons:

- (1) I do not know all the objections, and
- (2) I do not know all the responses.

Therefore you would be of great assistance to the whole program if you could jot down the questions that are on your mind. I will see that they get forwarded to the core committee on course evaluation. Send them to:

Tom Murphy,
Course Evaluation
c/o SRC Office, Campus Mail

After the core committee establishes its grounds, there will be several open forums with the different faculties. Also a supplementary edition of OBJECTION and RESPONSE will be considered. Also, if you know anyone (including yourself) who would be willing to work on any of the committees — Please let me know —