

STATEMENT OF PHILOSOPHY

What is the Student?

By nature, the student is both an intellectual worker and a citizen.

These two characteristics demand that the student follow two categories of endeavor. The first is that of his vocation, his engagement in intellectual work. The second category is his development as a citizen.

As an intellectual worker he must seek to develop himself both intellectually and socially, so that when assuming his future role in society he may be as effective as possible. The student has the duty to be as diligent and productive as possible in his studies, so that he will become useful to society through the competence which he gains while at university.

As a citizen, the student has the duties of all other members of society. Some of the most important of these are:

1. the duty to put at the service of society the expertise that he has acquired through study.
2. the duty to work for the welfare of his fellow citizens and likewise for their cultural and social fulfillment.
3. the duty to promote justice in, and fight for civil, intellectual, social, and political liberties.
4. the duty to participate in the organization and evolution of society's social, economic, and political planning.

These various duties converge towards the student's repayment to society of that which he has received from it. The student owes his intellectual, social, and cultural development to society which has furnished the atmosphere and means necessary for his intellectual work.

What is the Student Union?

The nature of the student union is determined by the nature of the student. Like any other union, it must work to accomplish the collective aims of its individual members, to protect the liberties of its constituents, to help them control their environment, and to administrate services which its members find valuable. Through their union the students can work together to accomplish tasks which otherwise would have been impossible.

The student union must recognize the analytical nature of the student, and consider this nature when making decisions. It must work to help the student develop himself both as an intellectual and as a citizen.

In working in the intellectual interests of the students, the union should be primarily concerned with the shaping of an academic community in which its student members will be best able to develop themselves; to do this it must build a free and democratic university. The union should work within a policy which attempts to gain for the students an important, determining voice in all university bodies; it should protect the intellectual liberties of its members.

The union should also contribute to the academic community by sponsoring educational programs of interest to its members. Such programs have, in the past, not been of much prominence in student affairs; because the student's vocation is performing intellectual work, student unions should consider intellectual endeavors to be of more importance in the future.

In serving the student as a citizen, the union has further obligations. The union should instill in the student a sense of responsibility to the whole, and to society, for society has provided the means of his development.

It must work towards the same societal goals as the individual student but it can be more effective than the students working as individuals. The union must work to protect the student's rights as a citizen.

What is the Student Leader?

The student leader, obviously, must provide leadership within the frame of reference which encompasses the nature of the student.

He must instigate intellectual development as well as the development of the student as a citizen. He must make himself aware of the nature of the whole student movement as well as that of the students which he represents. He must determine the nature of the environment which his students find themselves in: the mere unprincipled, empirical policy decisions of the past must be replaced with intellectual analysis.

This analysis involves the formation of particular criticisms and conclusions; these conclusions must be explained unambiguously and openly; the student leader must speak clearly and honestly, explaining and defending his position. Simply because of the differing philosophies which give the student movement its vitality, polarization will inevitably occur, and the resolution of this polarization will result in further progression. If polarization does not occur, the student leaders are either operating at too low a level for their electorate, or are not communicating their policy to it.

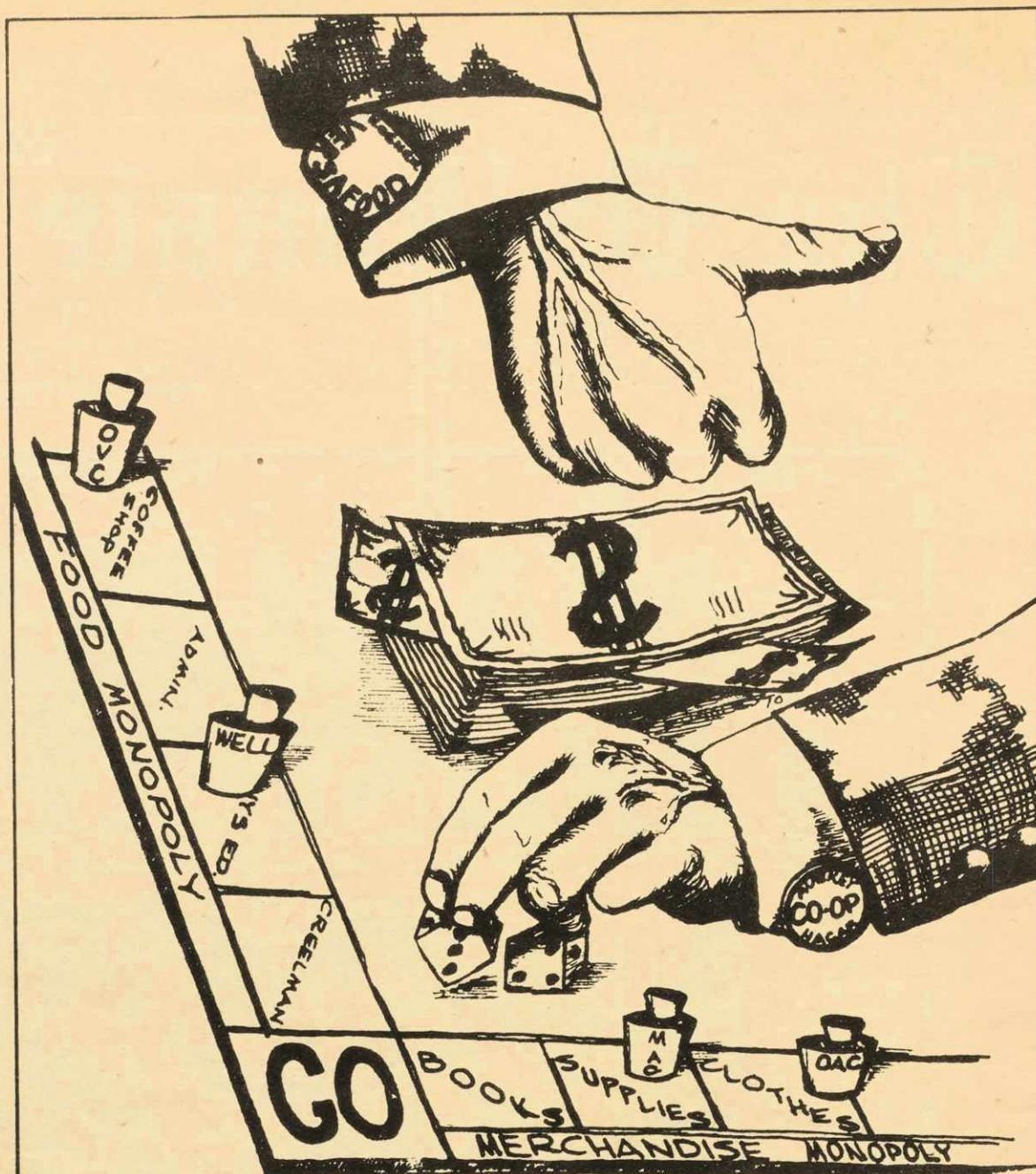
The student leader must be a source of new ideas. He must be able to evaluate new ideas, and be willing to experiment. With no change there can be no progression, only stagnation.

The student leaders must determine policy, and must do so with sufficient vigor that they can present their policies to their electorate without fear of having them rejected. They must do so in an intellectual, analytical way; they must convince not persuade. If their electorate rejects a policy, the leaders must either be able to honestly admit their error, or if not convinced that they have erred, must resign.

The relationship of interaction, education, and progression between the leaders and the electorate is clear; it is only through this interaction, as of yet unknown at most Canadian universities, that a synthesis of ideas, a progression, can occur.

Besides being able to rationally and intellectually determine policies and actions, and being able to communicate these, the leader absolutely must be able to unite his thoughts with his actions. Through this interaction, a further progression should occur; but most important, thought without realization is sterile, philosophy must be put into practice. The student leader must be able to unite the two.

— Kim Cameron



CANADA CAMPUS REPORT

Thatcher Refuses to Discuss U of S Fee Hike

REGINA—(CUP)—Saskatchewan premier Ross Thatcher refused last week to explain his recent fee hike to students on campus.

He told a student delegation that he refused to even consider retraction of the recently-announced fee increase.

The taxpayers of Saskatchewan could not afford to pay any more for education, he said.

Fee hikes averaging \$75 a year were announced last month, bringing fees there up to \$385 for freshmen, and up to \$600 for upperclassmen.

Asked if he would decrease tuition if there was a budgetary surplus, Thatcher refused to commit himself.

Regina campus student president Danny Lapres noted that in 1964, the year of the last fee hike, there was a \$14 million budgetary surplus and a \$5 per capita increase in federal education grants. Thatcher challenged these statistics until the deputy treasurer confirmed them.

Don Mitchell, vice-president of the Canadian Union of Students, termed the tuition increase "an outright denial of a movement in Canada to broaden educational opportunity."

Speaking to a student rally prior to the meeting with Thatcher, he said tuition increases such as these make of the university a preserve of the rich. He said higher income groups are represented eight times more than the lower income groups in Canadian universities.

U of T's Faulkner Asks For Student Stipend

TORONTO—(CUP)—University of Toronto student president Tom Faulkner wants pay checks for students.

He made the appeal as a long-term solution to problems of student aid.

The Toronto student council has made \$5,000 available to students still waiting for second installments on their province of Ontario student aid plan (POSAP) loans. The administration has also put up an undisclosed sum of money to the fund.

Similar funds have been set up at Montreal universities, where students are in a similar plight.

POSAP officials attribute the slowness to the increase on POSAP requests over last year, to problems with the province's computer, and to the time needed to handle the complex forms. Similar reasons are cited by Quebec authorities for slowness of loan fund disbursement.

Faulkner said last week he expects the already complex POSAP application form to be even more difficult to complete next year.

"As long as student aid is administered by a means test, we'll be faced with lengthy and complex forms," he said.

"The only satisfactory solution is a system of stipends, granting tuition and living allowances to all students qualified to attend university," he said. "At the moment such a system exists for graduate students only."

The concept of a student stipend is not new. Both the Canadian Union of Students and l'Union Generale des Etudiants du Quebec have adopted the concept in their official programs, though governments have been mute on the subject, except for Newfoundland, where students in senior years get \$50 a month, \$100 if they are from out-of-town.

U of T Discipline To Be Reviewed

TORONTO—(CUP)—Violence and demonstrations on the University of Toronto campus have led the administration to review its discipline policy.

Acting president John Sword said Tuesday "within the university there has been a growing feeling that our disciplinary arrangements are cumbersome and outdated."

He said while discipline on campus has not been reviewed in many years, "changes have been taking place in the university, as they have in society at large, and the traditional procedures must be re-examined in the light of those changes."

Caput, a committee of deans, principals, and administrators responsible for student and faculty discipline, has been under attack from student leaders in recent months.

A ten-member committee, headed by associate dean of arts and science Ralph Campbell will update disciplinary procedures. The committee will comprise three students, faculty, administration, and at least one graduate from outside the university.

In setting up the committee, Sword said it will likely examine the issues surrounding recent student and faculty demonstrations, and the increasing use of drugs on campus.

Students on the committee are expected to challenge the university's right to act in loco parentis—in place of parents.

Both the U of T student council and the Canadian Union of Students have argued that a student is a citizen and should thus be dealt with by the courts as a citizen, not by a judicial committee as a student.

Caput, though it has the power to discipline students and profs, has restricted itself mainly to cases of wanton damage on campus, and cheating in exams.