

# "Heavens! What do they want?"

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extent there seems to be a decline in the moral values to which the generation of old generally accepted and affluence which attributes to the greater digress of freedom in a number of ways. Perhaps another factor which has a greater bearing in our very greatly improved communications so that things in happening in Tokyo, Beirut or anywhere in the world now are known almost instantaneously in other parts of the world, whereas a generation ago, this wasn't so.

Bruns: Are student radicals very credible?

Dineen: Well, I guess all I'll say is that to the extent in which they are engaging constructive criticism of the social order they have good points. If they do not have any constructive criticism to offer and are simply withdrawing from the present social order. I fail to see what value they have. If they see real problems and are prepared to try to make some constructive observations towards the solutions of these problems.

Bruns: Were you not doing what Dr. Strax was suspended for when you cancelled the engineers last year just prior to convocation?

Dineen: Well I can't say anything about what Dr. Strax is doing in that regard because I have no knowledge of it. You can say that he was counselling students in class and perhaps he was. I don't know. On the other hand, I suppose it is true to say that on behalf of the status quo at the university I was suggesting to the students that there might be difficulties on the occasion of convocation and I hoped that they would make any contribution they could to avoid any incidents which would be embarrassing to the university community as a whole.

Bruns: Did you do this on your own accord or were you instructed to do so?

Dineen: No, I think perhaps I felt some responsibility to try to see that convocation was carried off, without disruption or interruption. I had no specific information as to what

plans, if any, were formed but there seemed to be a general feeling that there was a possibility that something might happen to interrupt and be in conflict with the program of convocation. Under the circumstances we felt that perhaps there were students who felt that convocation was a worthwhile thing and should be allowed to proceed according to plan. If there were incidents and they saw an opportunity to contribute to its continuing intellation then perhaps they could act accordingly. But I'm not sure now, in retrospect, that I should have done this. I felt I received some criticism from a number of students I spoke to because there was the implication that they should have made up their own mind in this regard.

Bruns: What major changes in the university do you foresee in the next decade?

Dineen: Well, I really don't know. It is very difficult to foresee it and I think one of the things which you may not be aware of is the extent to which the developments of the universities in N.B. come under the control of the higher education commission. What can be done at these other universities of the province depends on a very large extent to what funds are available, and this final analysis will be determined by the government. The interposing body involved is the higher education commission. It is there to examine plans for development and try to relate these to other priorities in which the government of the day feels that it wants to honor.

A few years ago, Dr. Macaulay and others attempted to project the enrollment at the university in terms of the total of the French speaking and English speaking graduate and undergraduate in and out of the province and we did the best we could. These projections were accepted by the presidents of the various universities at that time. The Macaulay Report in 1975-76 sees something like 7,000

students at UNB in Fredericton a 1,000 in St. John UNB. At the moment I think that we are running a little above the curve of the projection but whether the economic situation which provides the money for the young people to attend college either on their own or from the government support will cause this trend to continue and departing further above the curve I don't know but anyway if we do have 7,000 here and 1,000 in St. John. One wouldn't anticipate very great changes in St. John in terms of facilities because it will probably provide for a student body of 1,000. Here in Fredericton as you know, one of the problems is that of housing. With increasing numbers of students (and the co-op is a step in the direction of solving these problems), there will need to be further development in academic buildings. Nobody's ever talked about us starting up architecture or even medicine; if it's to occur is probably in the distant future, so I don't think there are any major programs. I feel we will be mainly trying to keep pace with the other universities in terms of what their facilities are, and what they can provide for their students for this gradually increasing registration here in Fredericton.

Bruns: What about accessibility to the university?

Dineen: I don't think that the university is particularly inaccessible to the lower class families or students from lower class families. I really don't think that has any connotation to any basis of the fact at all. It may be that if you look at the economic background of the people who are in university or have been here over the past decade that a preponderance have come from middle class and upper class families. In the past that would have been a reflection of the increasing degree of the economic background of the family. But in recent years aid to students has been increasing particularly in the past two or three years. Since the higher education

commission has come into existence I think the Canada Student Loans have been successful and now the province have also become involved in the supplying of assistance to the students. I am quite sure that we may not yet have reached that objective. The purpose is to try to insure that all students who are capable have a chance at higher education. There is another factor involved, because the young person who is a member of a large family which is not very well off may, for economic reasons, have found it necessary to drop out of school somewhere along in high school. He may be very bright but he just hasn't been able to progress to the point where he can establish his eligibility to go to the university. I suppose this relates somehow to other forms of social aid. I feel quite sure that the objective to these various student aid programs is to try to overcome this problem of students who may be very capable of doing university work but can't really get there. Free tuition is something which the economic planners can work out. I'm not opposed to free tuition, it's a matter of what the province can afford. In other words if the province were to finance free tuition it would involve an increase in an average of 25% of the provincial grant, which the university issues, which is not enormous.

Bruns: What about UNB SJ and its possibility of becoming a four year University?

Dineen: The branch at Saint John was established at the request of Saint John city for the purpose of being a junior college and the reasons were valid at the time the recommendation was made by Dr. Deutsche and his commission that it should begin as a two year program in arts and science. Based on the way that the development of universities must proceed, this matter will have to be considered by the higher education commission, taking into account all the factors, particularly the economic ones.

Then they would make a recommendation in respect to the possible expansion at some stage later on, or whether certain programs should be expanded fairly soon. The higher education commission has plotted a sort of an economic course for the provinces universities for the three year period beginning July the first of this year. Its chairman, Mr. Sullivan spoke to the people in Saint John about the fact that the commission hadn't felt that it could justify its expansion to a degree granting status within the next three years. I am not personally opposed to expansion in any way, shape or form, it's just a question of the economics of the situation.

Bruns: Is there any chance that the students will be able to take over the residences and run these like co-ops?

Dineen: Well, it's an interesting proposition. I haven't given it any thought whatsoever, and I haven't heard it mentioned by anyone. But the university has long term financial commitments because of the money it has borrowed in order to build the present student residences. I would say that if the Montgomery Street co-op becomes a success, and if its method of cooperation could be projected over into the other residences, there might be something to the proposal that you make. All I know now is that the university carries the responsibility of the financial commitments which have been made.

Bruns: One of the biggest beefs that the students have now is the library and the way it's run.

Dineen: Is that so? What's the problem?

Bruns: It's not open when they want it.

Dineen: Heavens! What do they want?

Bruns: There's a break when they can't get into the library.

Dineen: Seasonal, or daily, or what?

Bruns: Mostly seasonal.

Dineen: Well have they

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## THE FROSH TURBING ASSMEN



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't think I can d answer or ven give you swer. As you a sociologist ow all the re involved. are factors contribute to here are the world today: on and what s. To some

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## VIEWPOINT

### what advice would you have for upperclassmen?



ngo ngolayefa eng. I

"Lead the freshmen and set a good example."



adine rogers e.i.

"Go to hell."



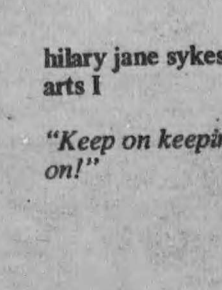
eric emery (freshie-soph) for II

"Hands off frosh girls!"



wendy winchester arts I

"Stop looking down."



hilary jane sykes arts I

"Keep on keeping on!"



lynn mcaslan arts I

"Take me out."



eric swetsky bus I

"Give the freshmen a good break."



gail thoms physed I

"Have pity on us."

