

Representation changes

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dents think they can direct adequately their education and the faculty does not. Since no criteria are at pre-

sent available for evaluating either position, the immediate solution is certainly the status quo.

Nevertheless, besides these political approaches, it is to be hoped that the Arts students will not put an end to their attempts towards educational changes in the Faculty. The matter of stu-

dent representation is as urgent today as the matter of the nature of academic knowledge and its form of transmission.

In fact, one should see in the urge for student representation only one aspect of a general strategy for educational changes. To this effect, two notions could be briefly developed: the quality of decision-making, and the

time involved for integral change.

It would really be sad to witness a body of students representing their peers on various levels of decision-making but not knowing which decision to take in order to fulfill the pressing needs for new educational principles and structures. On the other hand, students would really indicate a lack

of imagination if they took two or three years to be on major decision-making bodies and only then decided to create a committee which again would take a couple of years to provide the appropriate knowledge for rational educational changes.

To this effect, provisions should be made at the next General Assembly to create, parallel to a "representative committee", an investigation committee which would study basic issues such as the meaning of the actual system of academic knowledge, the confrontation of the academic system with the recent changes in students' personalities, the expectations of the 21st century and their relationship to the actual academic system.

At this point, it seems appropriate that a responsible body (existing committee, arts' executive or new group) begins to define and to develop a proper ideology without which decision-making cannot indicate real coherence. The fundamental notions of our age—democracy, cooperation, rationality, humanity and learning are understood neither by the majority of students and faculty members nor the administrators of the arts faculty.

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