

NOVEMBER 14, 1975

Education does not mean bookish knowledge alone

Dear Editor:

As a spot of departure in this letter to you, I would like to express my sincere congratulations to you for the pertinent and pointed editorial commentary of last Friday. Your editorial served to remind me one platform proffered by one candidate when he was running for a seat on the SRC. He indicated he would pursue the question you raised but unfortunately after the elections nothing was forthcoming. Maybe he should have acted forthwith since I knew him to be forthright; or maybe he did not get encouragement from both students and administrators.

But whatever the case the point has been made analogous to the famous saying that "man does not live on bread alone". In the same token, education does not mean bookish knowledge alone. And it is incumbent on the university to afford opportunities that will encourage well-rounded education. As Dr. John M. Anderson once correctly indicated that the university does not merely mean either the administration, or professors, or students or buildings, etc, but a combination of all these and more. So is balanced education, which should imply a combination of a smart pat on a student's shoulders, well-seasoned professors, good books, extra-curricular activities and the like. But it is common knowledge that more often than not, students tend to be satisfied with the grossly imbalanced education even at this level (university).

Probably some students don't know what an educated person is supposed to be. If one asked me

what I understand an educated person to be, I would not hesitate to define him or her as one who strives to know something about everything and everything about something. I would certainly bear with you if you were to complain to the effect that the definition is too ambitious. However, it is important to remember the golden rule that encourages you to always aim high rather than otherwise.

If we all aimed at acquiring well-done rather than half-cooked education we would all leave this place (when we graduate) being more educated than we usually are. What happens to some students is that they come to university almost uneducated and leave the institution almost uneducated but at a higher level. In such cases the education process can be said to have encountered bottle-necks. One would rightly say that such students have completed rather than graduated from university.

Now going back to what I said at the outset that as a student you need more than bookish knowledge and knowledge is imported to you by your professor in order to qualify as an educated individual. One should always remember that whilst one goes to university is comparable to a compound product being processed in a factory ready to be consumed by society. However, society's desired demand will be levelled at your services you will offer as an educated individual. It is necessary, therefore that the education encouraged or offered should be enough to enable a graduate of this varsity to serve the society willingly, capably and faithfully. Our education should be acquired for the main purpose of serving

members of our society who are the foundation on which it is built (either directly or indirectly). Who does not know that more than 50 percent of our education cost is defrayed by the tax-payers' money? My concern here is not the corporate taxpayer; I am deeply worried about your and my parents who can hardly enjoy everything excepting the necessities.

At this juncture I would like to reiterate the point made by The Brunswickan last week that instead of turning out graduates who are well suited to serve the needs of large companies only in search of the almighty dollar (shilling), students should be prepared (processed through this academic machine plant) by this university to serve society. Unfortunately not everybody is prepared to serve society because of differing motives of going to university. I am interested in those who intend and will be required to serve society when they graduate from this university.

I am sure the university is aware how important the activities that go on in this place are to the life of UNB. And most of these extra-curricular activities are run by students for the benefit of themselves and fellow students. I think the university or the students have got more to gain from the students participation than he (or she) himself is likely to gain from his involvement. One said thing is that no appreciation of students' participation is shown (or little appreciation is shown, if any) by the university administration or the students themselves. People should always remember that not all those who participate in student leadership and other university activities are ego trippers. Most of them are genuinely out to help out.

When most people (administrators and students) realize the importance of the activities, I don't think we need too much mind-stretching for the reasons why people who contribute considerably for the benefit of others should be generously compensated for it. I fully agree with the Brunswickan that money rewards are not enough. Money in most cases does not have lasting value.

Since (as far as I am concerned) those who participate in student affairs (leadership and activities)

tend to get a well-rounded education and are therefore better equipped to serve society, the UNB educational system (administrative system?) should be ready and willing to compensate such individuals academically. I think everyone agrees that it will take sometime to debrainwash our society of attaching an immense importance on the results in form of marks at the end of university life. Usually what one does at

university in terms of leadership and participation in student activities is not reflected in the sheepskin one gets on graduation day. And unfortunately it is a fact of life that no one can run after and catch two hares at the same time. Most students who sacrifice themselves for the benefit of their fellow students cannot score well in exams, as a result their future opportunities get jeopardized because they cannot proudly display respectable marks on their

transcripts.

In this letter I would like to go on record by suggesting that the university do these things for the really devoted students who participate in student leadership and activities:

1. There should be instituted, a Certificate of Participation signed by the university president and the dean of students.

2. A "built-in-percentage" academic recognition should be allowed for such deserving students (say 10 - 25 percent over and above transcript results) sent.

3. Special prizes by university to students of that calibre should be introduced.

These are just a few of the suggestions but I am sure the university can do more than that to encourage student participation (which is on the decline).

Yours truly,
Wenceslaus Batanyita
Comptroller

Le Siesta presents

THE JASON GANGES!

SIX MEN AND ONE WOMAN ON A THRILL-CRAZY JOYRIDE OF CRIME AND VICE!



starring
Ron Harper as "Rough Trade",
Steve Smith, Morag Smith, Randy
Read, Ron Read, and introducing
Rob Wright and Ken Bowes.

MacLean explains, continued

(Continued from page 7)

with regard to its "governmental" role would be to establish firm policy guidelines from which decisions can be made and to review these guidelines whenever necessary.

This of course is only half of the solution, but freed from the labourous problems of the day-to-day operations of the union, the SRC can now begin to approach the student - and the student must be approached. The student must be approached for his opinion about the previously mentioned policy guidelines, and he/she must be approached with regard to the "pressure group" role of his/her government. While it is logistically untenable to ask every student if so and so should go to a conference everytime someone wants to go to a conference; it is not possible to glean student opinion about certain general policy guidelines. God forbid but it might even mean candidates will start running on a platform that encompasses more than how many times their names appear in the Brunswickan last year. How does one approach students? One would hope that all student leaders would know this; but if past performance is any indication this is wishful thinking. Things to try:

- 1) A council newsletter delivered to all students.
- 2) Pamphlets discussing issues

of major importance.

- 3) Better use of the campus newspaper.
- 4) Orientation programs focussing upon student problems.
- 5) Seminars, Teach-ins.
- 6) Effective course unions.

7) Campus political parties (and I don't mean liberal, conservative and N.D.P. we've got enough of that now. I mean student parties based upon student issues.)

If the students government gets the issues to the students then the students will get their opinions back to the government and with them will come support and involvement.

In short the SRC must free itself from its "governmental" administrative tasks to enable it to approach students so it can truly represent and lead students in the solution of students' problems. One final note of warning should be voiced, and is voiced best by Alexis De Tacqueuille:

"Experience teaches us that, generally speaking the most perilous moment for a bad government is when it seeks to mend its ways."

However if collapse of the SRC is the only alternative to its continuation in its present form then perhaps that collapse is best.


As always,
Jim MacLean

More letters to the editor
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Jeans & Casual pants

denims, casuals dress pants
fall and winter jackets,
suede jackets sweaters
and all other accessories

ADR



MEN'S WEAR

Fredericton Mall

clothes with your mind in mind