



ARTS FACULTY TEACH-IN...
...ZZZZZZZZZZ??

Arts representation changes proposed

By JEAN-MARC LEMIRE

Initiatives have been undertaken to establish a committee to examine student representation at administrative or decision-making levels.

A meeting of political science students has already taken place to this effect and a newly constituted faculty committee, the Representative Student Committee, met with about 100 Arts students on October 30th. The official philosophy underlying these meetings was that students being affected by administrative decision should participate in their making. Logically, some of the assumptions behind such ideology are firstly, the students should be involved in the decision-making processes which af-

fect them, consequently the academic structures would probably adapt themselves better to different student population and secondly, the recommendations of various committees studying student representation would be of some effect and appropriate action would be taken.

A one day teach-in for Arts students has been decided upon, its main purpose being to understand better the philosophy behind student representation and to clarify the possibilities of future action. The Representative Student Committee hopes to publish an outline of the administrative structure of the Arts Faculty.

In order for the proposed teach-in and publication to be effective, at least three pre-

cautions should be observed. Every Arts student should be aware of the impact of the teach-in, through the knowledge of its major purposes and possible consequences. Any prejudice regarding the kind of people needed to prepare such a meeting must be cast aside, regarding as the only criterion that of competence.

The publication of the Arts Faculty administrative structure will include all information relevant to student representation—the number of students attending on each level and power of decision of each level based on precise criteria. Who has the right of veto? Who makes decisions in the end? Who meets more often? What are the respec-

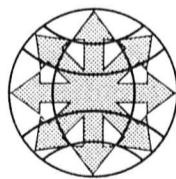
tive fields of jurisdiction? Who is necessary? Who attends on most committees? What are the occupations (civil and academic) of actual people on various committees or level of decision?

One must understand, however, that the teach-in and the publication of the Representative Student Committee are only a prelude to a General Assembly for all Arts students. This general meeting would vote on special issues. Among all issues, that of student representation at the Faculty level is expected to be the major one. Also, it is to be expected that the General Assembly will elect some students who would directly be responsible to the executive of the Arts Stu-

dents' Association. These newly-elected students would constitute a new committee aiming at appropriate student representation in the present administrative structures.

For many, it would certainly be relevant if the new student committee could sit in on the actual Representative Student Committee (made up of faculty members) with equal representation on both sides. Parenthetically, such a proportion of student and faculty delegates is not arbitrary—it is based on a number of direct contradictions that one finds when looking at students' and faculty arguments for decision-making. The typical arguments are that the stu-

Continued on page C-6
See "Representation"



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