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student's reasons for being at university. For the student who is solely interested in getting good marks on tests, a course may seem well-organized; while a student who has broader interests will find it dull.

Attitudes are not so easily modified as marking schemes. A particular manifestation of an attitude may be eliminated, but the attitude remains, to be expressed in different ways. Yet some student organizations feel lobbying tactics will be most successful in increasing professors' concern with teaching quality at the university.

Cynicism

This approach is based on a frankly cynical view of the possibilities for democratic decision-making within the university (and ultimately, in any institution). Real decisions are made, according to one course union executive, through "the door-to-door network"; corridor manipulation is the rule, and the university's formal governing structures serve merely to legitimize decisions which have, in effect, already been made.

If this view is accepted, students interested in improving the quality of teaching are best advised to learn techniques of corridor manipulation themselves; to refrain from "alienating" professors by making "unreasonable" demands; and to forget about student representation on "boring" committees which don't have any real power anyway.

Such a position is, in effect, an admission that students will not achieve significant influence on the decision-making process. But influence based on lobbying is no influence at all. Any success such an approach may have is only the professor's sufferance; there is no guarantee that the student position will be taken into account.

On the contrary, if the university is a legally constituted institution, which it is, certain of its decision-making bodies have specific powers which only they can exercise.

One such decision-making body is the tenure committee, the body which decides who is to get permanent appointments and who is not. If students gain representation on these committees, their concerns about teaching quality cannot be ignored as they can be

under the present system, and as they can be under even the most sophisticated lobbying system.

Quality teaching

Finally, it must be realized that the phrase "quality of teaching" has a broader application than the consumer's-rights objections indicate. That is, students are concerned not only with how well certain specified objectives are carried out in the classroom, but also with what objectives are to be pursued. Students have a stake in the content of their education, as well as in its style.

This realization raises problems which should not be dismissed just because of their difficulty. What is the purpose of education? To get a job? To get a degree? To comprehend the platonic forms lurking behind the mundane surfaces of reality?

There has traditionally been an opposition between science and humanities students on this point. Science students, it is claimed, are only interested in learning certain specific techniques.

Since Einstein, scientists have been increasingly concerned with the use to which scientific developments are put. Granted, the difference in time required for elementary training, then, there is really no difference in the concerns of science students and economics or social science students who claim the content of their education is geared

toward an uncritical acceptance of the world as it is.

Only students can define for themselves what they hope to get out of a university education. But they should be encouraged to make a positive decision and not passively accept decisions made for them by others.

Students have no interests more immediate than those relating to the quality of their education. Student representation on tenure committees will ensure that these interests are adequately defended.

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