

where it's at

Today

RED 'N' BLACK REHEARSALS at the Playhouse all day. **SUB BOARD OF DIRECTORS MEETING.** Agenda: Constitution, selection of program committee, hiring of SUB staff. Tartan room, student centre at 11:30 am. **DRAMA SOCIETY.** Mem Hall, Mon-Thurs, 8:30-11:30, Sun, 2-5 pm. **INFORMAL CONCERTS** given by Joseph and Arlene Pach. Mem Hall, 12:30-2 pm. **SWIMMING** Intermediate and senior instruction Tues and Thurs 7-8 p.m. Beginners, 8-9 pm. Sir Max Aitken pool.

Tomorrow

UNB SPORTS CAR CLUB meeting. First and third week of every month Tartan room, student center, 7:30. **STUDENT FELLOWSHIP.** Christian fun and fellowship. Third floor, York St. school, 8 pm. **LIBERAL CLUB.** Administration president Mackay and education minister Meldrum discuss *The university and the establishment.* Head Hall, 8:15. **BADMINTON.** Main gym, 7:30-10:30. **JUDO CLUB.** Gym training room, Mon and Wed, 8-10 pm.

PC CLUB meeting. Carleton 106, 8-10 pm. **MUSICAL MAGIC.** Coed fitness club. Exercises to music followed by casual swim. Studio of LB gym, 7:30-9.

Thursday

CUSO DAY. Movies all morning in Tartan room with Les Johnson former Cuso volunteer.

UNB FILM WORKSHOP. Film and camera techniques, Bailey Hall auditorium, 7:30.

22nd ANNUAL RED 'N' BLACK REVUE at the Playhouse, 8:15. Tickets at student center, playhouse, Mazzuca's. **PARAJUMP CLUB** every Thurs until Dec. 5. Carleton Hall, 7-9. Contact Tim Humes. **INTERVARSITY CHRISTIAN FELLOWSHIP** last meeting before Christmas, Tilley 204.

ROD AND GUN CLUB. Guest speaker, B. Wright, director of northeast wildlife station. Slides of *Banding of the woodcock.* Tartan room, student center, 7:30.

FIGURE SKATING. Lady Beaverbrook rink, 10-11 pm.

MODERN DANCE CLUB with

Marion Owen. Bare feet, men and women welcome. Dance studio, 7-9 pm.

Friday

22nd ANNUAL RED 'N' BLACK REVUE. Playhouse, 8:15.

HOCKEY. UNB at Boston. **SPEED READING COURSE.** Contact Gerald School, 454-3943. Tilley 404, 3:30.

GYMNASTICS. West gym, 4:30-6:30.

FREE PLAY. Gym 7:30-10:30.

SATURDAY

22nd ANNUAL RED 'N' BLACK REVUE. Final night at the Playhouse.

BASKETBALL. St. Mary's at UNB, 8 pm.

SUNDAY

FILM SOCIETY. Head Hall C13, 3,6:30-9:30 pm.

SRC MEETING. Tartan room, student center, 7 pm.

UP AGAINST THE WALL



Student power in Canada and around the world

By Roger Bakes

Needless to say, not all change is necessarily violent. Even some of the goals associated with "student power" have been achieved quietly and peacefully. Unfortunately these achievements have been disseminated very sparsely throughout the university community and, possibly due to the more violent exploits of the SDS and others, have not had sufficient impact or exposure to bring about widespread university reform.

For example, the University of Texas offered a non-credit course dealing with the theoretical approach to the academic community goals and methods of higher education, students' role at university; specific problems (residence system, grading); and recent and long-standing decisions of the administration. The student association president reports on the course: "To this date it has been successful in its original goals. We are merely trying to better prepare a wide diversity of students for participation in some aspects of the governing of the univ."

Another type of action which has met with considerable success is curriculum committees. Probably the most common form of student participation in administrative or faculty affairs, UNB has also attempted to allow student involvement in educational policy-making in this manner. The most successful, though, with this has been the NYU School of Education. Their student committee examined the university's statement of purpose and then abandoned it because of its lack of meaning; they prepared a new statement avoiding an overemphasis on vocational goals and an underemphasis on the development of the student. The statement was adopted by the faculty.

In regard to the curriculum, the committee criticized: over-compartmentalization of courses to the exclusion of discussion of the interrelationship of knowledge; lack of freedom in course selection; instances of inadequate faculty advising; narrow range of method courses; and insufficient field experience.

Students of other universities, when denied by the administration a voice in their own curriculum, took it upon themselves to organize student-organized curriculum committees. The student committee on undergraduate education at the University of Pennsylvania outlined its purpose as: "...we seek to establish a new spirit, to begin a constant dialogue among all members of the university. We are not attempting to define an academic utopia, but an atmosphere in which every member of the university community will be constantly aware of the munality of our enterprise. Crucial to this new spirit must be an increased respect for the opinions and freedoms of every member of the University, from the newest and most inexperienced freshman to the oldest and most famous member of the faculty." These committees have also prepared student evaluations of courses such as *The confidential guide to courses* published by the Harvard Crimson and Berkeley's SLATE supplement to the general catalogue.

About the most interesting and imaginative of student-initiated reform at university has been with student programs to supplement the curriculum. The community council at Antioch College hired a full-time "activist-scholar in residence" for an initial period of six months. The original proposal called for: "Open interchange and community dialogue, and especially, different points of view." The program committee emphasized that the "value of the program must come from a process of open partisanship which means the exchange and serious consideration of differing views, and a common willingness to be critical of our own commitment of values and to a social movement."

In many universities channels have been opened and used by students to initiate courses not offered by their institution. Since many of these courses often deals with drugs or sex, some faculty administration people claim that they are merely "dormitory discussion topic." However the students claim that they are justified by the subjects' relevance to their own lives. Other courses are offered independently, in the hope that through exposure their merits will be weighed and that they eventually will be integrated into the regular program.

The most successful with student-initiated courses has been Antioch College, one of their courses being *Revolution in black and white* dealing with the civil rights' movement and value changes in general. But more importantly, Antioch College has recognized the possible significance of such programs: "The... teacher is expected to be a man of many parts and to play many roles: the informer's, the motivator's, the evaluator's. As things now stand, he is primarily responsible for deciding what is to be studied and how, and for setting up standards whereby the excellence of a student's performance may be judged. The introduction of student-initiated courses will significantly change the teacher's role, for he will now share with students his responsibility for deciding what will be studied and how it will be studied. The benefits of such an innovation seem obvious: the curriculum will be broadened, provisions will be made for interdisciplinary studies, and a framework will be provided within which educational experiments can take place."

But when if all of the above mentioned programs were suddenly implemented into the university system, it still would not be enough; these methods are merely means to an end and not an end in themselves. The ultimate end involves reform not only in curriculum changes but in the principles, values and aims that a university bases itself upon.



Engineering queen Carol McDermid, electrical engineering is crowned by 1966 queen Diane Ganges Friday night at the engineering ball. Princesses (from left to right) are: Heather Stewart, nursing 3, Lauren Bassett, business 2, and Elizabeth McAllister, arts 2.

brunswickan photo by tom hoskin

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