

# Measuring out your life in coffee spoons

by Dan Weston  
Brunswickan staff

How is the intellectual progression of a university measured? Invariably it is done by actually observing the increase in educational discussion in the areas of congregation. On the University of New Brunswick campus - it is perhaps best measured in the Students' Center.

In September perhaps it is the rush of Autumn that creates these interesting gems: *Hi, how are you? How was your summer? Ya glad to be back? Get em all?*

By October there have been slight changes in conversational topics as interest turns to academic areas: *Christ, were you drunk last night! Get your*

*essay done yet? Whatsa Mobilization? I got my new skis.*

Immediately prior to the Christmas exams a dull seriousness settles over the Frosh while the Vets concentrate on upcoming activities: *I wish to hell I'd of switched courses. Do you think you'll get em all? I think my boots leak. Are you going to St. Sauveur for the reunion?*

After a relaxing Christmas holiday during which the student has had a chance for contemplation, he returns with a new determination.

Late in the month of January he has realized the depth of his potential: *I think I'll switch from Business to Arts.*

*We'd better start loading up beer for carnival. Did you get em all? Man, this tension makes me paranoid.*

The month of March is the time most have been waiting for. Knowing that constant work will alleviate the tension of cramming. The month is rejoiced, for activities have ended enabling the final push to those aces.

The library is jammed. The Students' Center is filled with only the intermittent sounds of resting but exasperated voices - all anxious for the April exams to be over: *Do you think you'll get em all? My prof loves me. I'm paranoid. I'm drunk.*

At last, there are the observations of the radically changed

now open-minded students who await their flights and trains; and their final sorrowful good-bye to the free-thinking, inspirational discussion: *Are ya packed yet? Got a job? Think ya flunked? Man, I love this Stud.*

Virtually every weekend produces an event. It is quite fulfilling to know that social boredom is practically non-existent on our campus. The same Friday topics are quite relevant it seems, throughout the year (at least until the academic month of March): *Going home this weekend? Who are ya getting on to tonight? Goin to the dance? Man, I'm goin to be warped at that social!*

Monday is the summing up period for the weekend's activities. Time for the big return from the grandiose to the sullen: *Did ya go home on the weekend? I freaked everybody at the party - man, was I high! Was she a good strap? What a bloody weekend!*

We could go on with the various stimulating events both social and academic that create this originality among the students. We are fairly certain, however, that most of us have used them: the point is made, then.

If you, as a potentially educated student, create any new conversational pieces, please do not inform us, just keep it for discussion with your friends.

# B of G rejects students' plea for voice

by Andy Wahl

Last spring the New Brunswick Legislature passed a completely revised edition of the University of New Brunswick Act. There were some structural changes and compromises, but no real changes in power. The President still has overwhelming control of all aspects of the university. The faculty were appeared when three of them were placed on the Board of Governors (the new name for the Senate, another corporate adoption). Students were left high and dry, as usual, and, as usual, no explanation was forthcoming from the President or those who prepared the Act.

Last winter the S.R.C. prepared a brief on student representation which was presented to the University committee preparing the new act. There were no students on that committee. The brief called for three student representatives on the Board of Governors, one student per faculty on the senate and equal representation on all faculty committees. A petition was circulated at the same time among the student body and over thirteen hundred

signatures were gathered supporting the changes for in the S.R.C. brief.

The new act was passed. At no time was the SRC informed of what student representation the Act called for.

Instead of granting direct student representation on the Board of Governors, the act called for one member representing students on the Board. The only condition attached to that clause was that the representative not be a student.

The act called for student representation on faculty committee, but not on faculty council.

Why were the students so severely rebuked by the powers that be?

Presumably the argument goes some what like this:  
(1) "Students are inexperienced and could not cope with the work of the Board of Governors". But what relevant experience do Political appointees have? Surely business experience is not the best background for dealing with educational policy!

(2) "Students are transients and are not affected by the decisions made at the top". Surely academic matters affect all members of the university. Decisions which raise tuition fees seem to affect students more than anyone else.

(3) "Students would be unproductive". Deans and faculty across the country are commenting on the imagination and new ideas coming from student representatives. Besides, to be less productive than most present members of the Board of Governors seem an impossibility.

(4) "Students don't have the time." If administration is scared to check, they would probably discover that many students spend more than ten hours per week on student activities.

(5) "Students are power hungry and would be destructive." Suggestions of that nature deserve no reply.

(6) "The Board of Governors deals with confidential matters which students cannot hear." It has yet to be demon-

strated that students are less able than others to keep secrets.

The university is a community of scholars interested in the necessary transmission and expansion of knowledge. It is, however, essentially a community. If creativity and imagination are to flourish, the members of the university community, but for the community.

The new university act show the degree of paternalism, regimentation and authoritarianism still prevalent at this university. Students should have a part in running such an institution. The only reasonable path is to unequivocally reject the token offers made in the new act.

They must work for governing bodies which are not afraid to make decisions in the open. They must work for a university where the faculty and students are the governing elements. Students must work for a truly democratic university.

## VIEWPOINT

by Gary Robins

### Should UNB have pulled out of CUS?



Gayle Isherwood  
phys-ed 2

Yes. If they didn't want to commit themselves to CUS policies, then they should have withdrawn.



Bob Goodwin  
pre-med 2

I don't know. I don't know enough about CUS or what it does.



Debi Karrel  
phys-ed 1

What's CUS? What's it all about? I don't know.



Ian Ferguson  
arts 1, STU

Yes. I think St. Thomas should too. We can use the money here on campus for better things.

Ken Carroll  
economics 4



Yes. Let's face it, what are they doing for us. They've got a lot of plans, but not enough people take advantage of them to make it worthwhile.

Donna MacKenzie  
teachers college 2



Yes. I don't think the delegation was in a position to commit UNB to CUS' policies.

Ken Tait  
civil 2



Yes. CUS never did anything for us. They benefited from our membership, not us.

Heather Warner  
arts 2



No. I think they need something to hold all the universities together.