

# HEARINGS OPEN TODAY

# Brunswickan

Monday, February 7, 1966

## Students and Policy-Making

We hear a lot today, particularly from student groups, about the necessity for student involvement in policy decision-making. Since, according to supporters of this position, universities exist to serve their students, those students ought to play a part in determining university policy. They contribute a substantial portion of the operating revenue and as clients their opinion of the services they receive should be sought. If a university is a community of administrators, faculty, and students, all levels ought to contribute to the formulation of

policy.

Now we ought to establish very clearly that universities do not exist simply to serve their students. The function of a university is to transmit and extend knowledge. In so doing the university serves the local society, the whole of civilization, its students, and itself. In gauging the effectiveness of the transmission and extension of knowledge those most expert in that task are the faculty. Obviously they ought to play a large part in determining university policy. And this does not mean simply academic policy. As

practically every aspect of a university is related to academic objectives, any distinction between academic and administrative policy becomes meaningless.

Opposition to student participation in policy decision-making chiefly centres on the problem of continuity. Students are not, as individuals, present at the university for

very long. They are comparatively ill-informed about the complexities of university problems and in most instances too immature to handle them effectively. Rarely would a given student be on a policy committee for more than one year. Thus there could be scarcely more than a constant re-explanation of policy reasons.

There remain, however, two compelling reasons for student membership on certain policy committees. The first is that there are many areas of university life where student needs are inadequately identified. Decision-makers would profit from a steady exposure to student attitudes and reactions to proposals. They would probably see, too, that there were many areas of university life that were simply ignored through the lack of exposure to student ideas. This is particularly true in a university where even the faculty plays a very limited role in decision-making.

Secondly, there is the question of morale. A student body confronted by decisions without much knowledge of the reasons behind them can become alienated from faculty and administration. This is increasingly a problem in an expanding university. There must be channels of communication which guarantee the students sufficient knowledge about policy reasons so that students will not become restively opposed to the other levels of the university.

Student participation on policy committees should simply not be viewed as a sharing of the decision-making power. They should be there to ensure that the actual decision-makers are aware of student reactions and needs. They should be there to ensure a ready communication between all levels of the university. A limited membership on policy committees in selected areas would not in any way turn over decision-making to the students. It would, however, be a constructive approach to fundamental problems that exist in any university.

### What is the Education Committee?

The Education Committee is an essentially new development at UNB. It existed in name before this year, but its purpose then was not very clear. It consisted of two members who were to be UNB's representatives at discussions of the Association of Atlantic Students. That organization has been relatively inactive since the fee increase protest marches last spring. Consequently, the Education Committee seemed to have lost its function.

The SRC was asked to present a report this year to the Commission on the Future of the University. Chaired by Dr. A. G. Bailey, Vice-President (Academic), the Commission is a Faculty board of inquiry appointed by the President. At a meeting in the first term, the SRC decided to reconstitute the Education Committee and give it the responsibility of drawing up the student report. Later they appointed Roger Harley, a post-graduate student in History, as Education Chairman. Two SRC members, Lawson Hunter (Third year Science and now President-elect of the SRC) and Ross Eddy (Fourth year Physical Education) agreed to work on the committee. Then two Second year Arts students, Madelaine Long and Wayne Beach joined to complete its membership.

The Education Committee  
(SEE Reverse side)

### Hearings Schedule

No single committee, nor even the SRC, can claim to represent the views of the whole student body. In preparing any report on student opinion, and student goals, the group responsible inevitably faces difficulty in determining what these opinions and goals are. This is the reason behind the Education Committee's open hearings. In order to make their report as comprehensive and as representative as possible, they need as much student discussion as possible.

Every student has a stake in the future of this university. Our degrees will be affected, not only by the past graduates and ourselves, but by those of the future. We should want to see this university become the best that it can in its circumstances.

We all have our own views on the strengths and weaknesses of UNB. Intelligent presentation of these views could certainly be of use to those planning for UNB's future development. It would assuredly make more representative the Education Committee's ideas. Take the time out to attend the hearings, especially on the night that your faculty is being discussed. It won't be that time-consuming, you'd finally be doing something constructive for one of the few times in your university career, and you might even learn something about UNB.

### Participation Necessary

Tartan Room — Student Centre — 7:30 p.m.  
Monday, February 7

Engineering  
Forestry  
Law

Wednesday, February 9

Science  
Nursing  
Education  
Phys. Ed.  
(Arts)

Monday, February 14

WUSC, International Students  
CUS  
Men's Residences  
Women's Residences

(Although no Arts brief will be presented on the 9th, Arts students are urged to attend and discuss their views.)

# An Editorial

The response to the Education Committee's requests for briefs has been encouraging. With only two exceptions, all campus organizations contacted by the committee have declared their intention to present briefs. But the two exceptions are notable.

Arts Society President, Carrie MacMillan, advised the committee that her organization lacked sufficient "enthusiasm and interest" to prepare a brief. Now it is true that faculty associations, such as the Arts Society, are not primarily academic groups. They often content themselves with the planning of social functions and the faculty's participation in the fertility rites of "Wildlife Weekend." These preoccupations are not valueless — in the absence of an opportunity to descend on Lauderdale, Carnival is a necessary substitute, however shabby. Yet these activities form but a small part of why we attend university.

No faculty contains more critics of the university and academic policy than Arts. In the midst of all that complaining there surely lie some ideas that are constructive. The Arts Society executive must know one or two people who talk about these questions and who would have been prepared to write a brief on them. The Education Committee's request specifically offered such an alternative: the Arts Society's refusal to contribute has denied Arts students a good opportunity to discuss their academic goals and the university's method of making those goals attainable. We can only hope that Arts students will go to Education Committee hearings and make their views known, despite the absence of an Arts brief.

A less clear exception is the case of the Men's residences. Their House Presidents were asked to make a joint submission and this they are apparently unwilling to do. Two intend to prepare individual submissions, but there will be no overall study of the residence system. Here is another area of UNB life where criticism is vocal. The planning of puerile revolts on the issue of open rooms is a poor substitute for an overall study of residence policy. Only the latter can fit the open rooms question into perspective. Proctors' functions, similarly, can only be redefined in the light of agreement on the general purpose and objectives of a residence system. Let us hope that the Aitken and Bridges House Presidents' briefs will attempt such a survey, but also that many resident students will attend to supplement their observations.

The other faculty and campus groups have been more helpful. It is now up to the Education Committee to examine their proposals, listen to the views of students attending the hearings, and draw some constructive conclusions for the SRC and Commission on the Future of the University.

## EDUCATION COMMITTEE (From front page)

has been occupied for the past month in examining many areas of academic and administrative policy at UNB. The briefs submitted to it by various campus organizations and the open hearings will conclude the research stage of its work for the report. It will then submit the report to the

The following is a list of specific questions the committee particularly wants covered in briefs from the faculty organizations. It is not an exclusive listing, but indicates major areas of interest.

### 1. Curriculum and Instruction

- (a) Are there particularly important areas uncovered by your faculty's course offerings?
- (b) Does the system of teaching represent a combination of techniques (lectures, tutorials, laboratories,

SRC for consideration, and after ratification and amendment it will be presented to the Bailey Commission on March 10th.

While the priorities of this year have concentrated the Education Committee's attention on this report, in the future the committee should serve as a permanent wing of the SRC. It has been constituted as a standing committee

- (c) Is the calibre of instruction an acceptable one?
- (d) Are research and special projects interfering with good teaching?
- (e) Is the expansion of the university improving or lowering the standard of instruction?
- (f) Is the time spent in class, etc. too great?
- (g) If your faculty has senior year theses, are they valuable academic projects?
- (h) Are staff members rea-

# Anti-Intellectualism

Are we really being educated?

The more you look around the UNB campus, the more cause you have to wonder. University life is supposed to provide something more than enough credits to receive a degree. Outside the lecture-room, what is there to incite the student to think thoughts worthy of an educated man?

Club activity is in the hands of well-controlled cliques who relegate to the few students interested enough to participate the job of carrying out their preordained policies. Student government, it seems, is not important enough to attract multiple candidacies in the higher positions. Sports activities serve only a small number of active students and occasionally give part of the student body a chance to show (quote) college spirit (unquote).

So what do the rest of them do between September and May?

There is certainly no spur to intellectual activity. But then the ability to think is not a requirement for university entrance.

It shows.

Despite the presence on campus of a newspaper and a radio broadcasting station, no one ever seems to know what's going on. Or to care. There is little communication between students either within or outside the classroom. If you were to ask someone what the students thought about a

of the Council and it is the logical student group to initiate inquiry and recommendations concerning academic matters at UNB. Student complaints and suggestions are of little value if not founded on a knowledge both of policy and the reasons behind it. It is the job of an Education Committee to provide the Council with such a foundation.

dily accessible to students, and do the latter take advantage of staff accessibility?

### 2. Facilities

- (a) Are your facilities adequate?
- (b) In what specific areas are they deficient?
- (c) Do projected expansion plans for the next five years remedy the deficiencies?
- (d) Is specialized equipment in sufficient supply?
- (e) Are library resources adequate for your faculty?

matter, you would get a lot of hems and haws but no indication of a consensus.

This university isn't all that large that it should be so isolating. It is, of course, partly to blame. The residences foster Good Time Charlies who have no conception of the rights of others. Anyone with a sense for privacy must learn to adjust to a situation where there simply is none. Your chances of getting a roommate with whom you can live without unnecessarily being involved in every detail of his/her life are slim; it's generally grin and bear it. And if you happen to be a person who tries to study now and again —

Nor is the architecture the most inspiring part of the campus (although there is a certain amount of curiosity generated by supposedly functional architecture being decidedly non-functioning). And the sops to culture we receive in the form of resident artists, musicians, etc., are stop-gap measures worthy only of the slight contempt with which they are received.

But it isn't the institution that is cold and impersonal, but the student membership. No one ever thinks about anyone but himself, and being greeted by a stranger is such a rarity that it can be a traumatic experience. Everyone runs around madly with no conception of why. Have you ever watched students dashing off to classes from Carleton Hall? Streams of people skittering down the hills, sometimes in twos and threes, but most often singly. Rushing to beat the bells, unthinking; existing but lifeless.

There is no cohesion, no life-giving force that can raise the student from being anything but an isolated individual. We are beset by sibling rivalries between departments and faculties, meaningless traditions, uninspiring (and uninspired) platitudes on the value of university life. The whole contributes only to an instinctive anti-intellectualism that is perpetrated by students as a protective shield.

This is the one thing that should never happen at a university. It only serves to make it an intellectual backwater, and to quash the enthusiasm of those students who are not content just to listen, without questioning the validity or usefulness of such an education.

We have only ourselves to blame.