

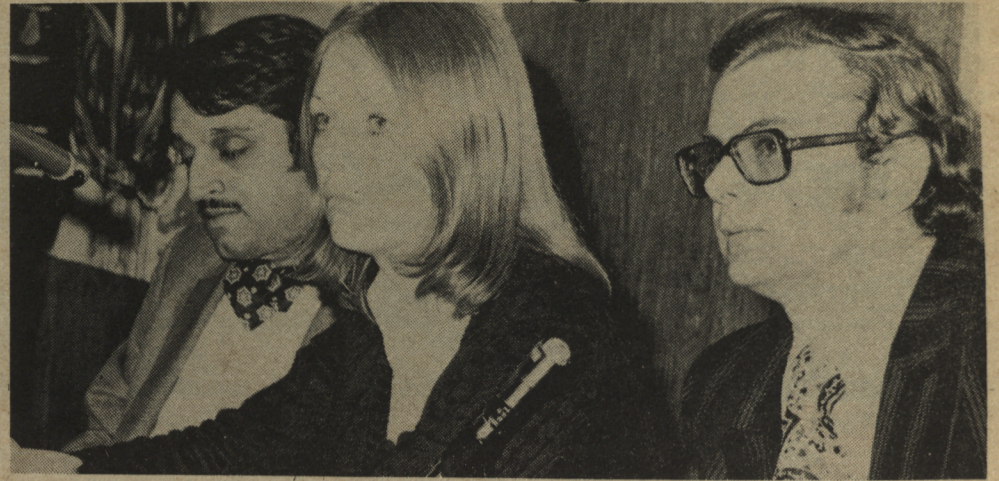
Education: A Festival Of Life And Learning Forever!

I cannot help but to urge all people who consider their stay in the University worthwhile and meaningful, to equate education with a "Festival of Life and Learning." Thursday of last week was a very meaningful day for me because for the first time in my brief encounter here at U. P.E.I., a number of students have concerned themselves with asking basic fundamental questions as to why we are here in the university, what role is the university playing and finally ; is the university benefiting and facilitating students real needs in terms of the decisions that are made by the administration who happen to be a very small minority when comparing them to the entire student body. The reason why Thursdays' half-day teach-in was focused around the theme "Festival of Life and Learning" is because it was felt by concerned people in academia that a real university education should be a combination of our individual lives and the interests we hold most important plus the academics which are necessary in order that we may become "complete" individuals. To remain untrue to the fact that education should be synonymous with real dynamic, stimulating learning is to suggest that ignorance, a sense of false consciousness and a distorted myth as to what education should be, tragically is governing the mind of a now conditioned academic, who can no longer think, speak, listen, act and react for himself.

A lot of people who attended the Teach-in, however, are wondering what the Teach-in will lead to; what will it mean in the future and is it just something to have for one day and then forget about it. The proposal of aims and objectives as submitted by the senate committee on aims and objectives and the student council, indicate firstly that there is a tremendous necessity to redefine the role of the university in our rapidly changing world to help make it more relevant and conducive towards developing the "whole" individual and henceforth understand the community so that we can help the community. However, it is not solely the responsibility of these people to implement their proposals so that change can be brought about. There must be support

and acceptance given by more than thirty or forty people. We must be 1400 strong in supporting aims and objectives that can only better and improve the university. The primary purpose of the Teach-in then, was to raise an awareness amongst students particularly, that we do need changes in the university and that the only way that change can come about is if there is a majority who support and adhere to relevant aims and objectives and hence actively exercise the power we as students have and thus see that the proposals are implemented so that what is determined by the students can benefit students who are the university.

What will come of all this? Unless the student takes seriously who he is as an individual, what he wants out of the university and why he wants it, as well as inquiring as to whether or not his present needs and desires are being met; change can never come because there will never be an awareness as to what the student needs and must desperately have and hence there will never be the initiative or motivation to desire the need for change. I believe that the Teach-in can be the catalyst needed towards raising this Necessary level of consciousness as to what those concerned need and long for,



Ho-Hum, Hype, and Ernest

photo by G. Coffin

in terms of constructive change that will more adequately satisfy those needs.

The Teach-in has precipitated some fundamental questions that are vital in terms of making us aware of what we have to be aware about in order to enact change. Some of these questions are: Why are we here in the university? Why do we need a university? What is the connection between university and community? How much power do students have to change things? How much power does administration have towards dictating student policy? How important is the Senate as a decision making body? What is tenure--should we have it? Why are university departments drifting further away into separate factions? Why aren't student resources being tapped in terms of helping to solve community problems? Why don't students eat with

faculty and visa-versa?

All of what has been said in this article will be meaningless and all of the aims and objective meetings that have been held will have been all for nought if students don't actively participate and be responsible for determining what the role of the university should be. We have a lot of theories on aims and objectives as to changing the university. We must go one step farther and implement these proposals. Change takes determination, persistence and time and unless we are willing to pay this small toll; small when looking at what we can gain from change, we will be untrue to the fact that education is a festival of life and learning and that we are essentially slaves to ignorance, illusions and false ideals.

Art Laffin

Student Report On Objectives At The University Of P.E.I.

We feel that one of the prime concerns of the University should be the appointment of an Ombudsman, a direct liaison from students and faculty to the governing bodies of this university; i.e. Board of Governors, Senate and the President. The Ombudsman would also serve as an arbitrator in problems arising within departments. The Ombudsman should be on an equal power basis with the Senate and Board of Governors. He could also serve as a direct link to government with complaints which students felt the Administration had unjustifiably cast aside.

Also, in this area, the students felt that a Council on University Life should be established to work hand in hand with the Ombudsman. A tentative make-up of this Council was established and it is subject to change on the

advice of faculty and students. This Council could consist of the President of the Student Union, the President of the Alumni Association, five elected Student Union members, 3 day students and 2 resident students, the Director of Athletics, the Director of Student Services and a staff member of Student Services, the three Academic deans and a Chairman. The 15th member would be the Ombudsman. It was strongly felt that the Ombudsman should be chosen from the general community, be hired by the University, and be completely free from all restraints in his efforts to work for the betterment of our University.

In the area of tenure, students felt the present system of tenure was inadequate. However, since

the system cannot be immediately changed without some study, we felt that an immediate change must take place in the Tenure Committee. A suitable make-up of such a committee would be:

- 3 Academic Deans
- 2 Faculty members from faculty of person being interviewed.
- 2 Students from faculty of person being interviewed.
- 2 Students to be elected (appointed) from the student body.

In the area of long-term planning with regards to tenure, we feel that a contract system would be far more effective than tenure. A number of the professors would be evaluated yearly; the minimum number to be evaluated yearly would be 20% of the entire staff.

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