

# Three academics give their views

recognition of ones motives and interests, and the development of learning skills.

I think that if students were to become aware of what they wanted from their experience at U.P.E.I., we could need a pluralistic university to meet diverse goals. Some students would recognize their main need as enhancing their position in the labour market, or as acquiring the necessary credentials for employment. Others might see their course work as a preparation for post-graduate education. Others may seek deep intellectual involvement and some may be after a more personal development. Perhaps there should be alternatives available that attempt to meet each of these diverse needs, programs that provide outlets for this plurality. Some may choose structural courses and majors, others a more loosely structured environment. Each, according to his needs.

Of course, we could always offer a course entitled Personal Responsibility 101 in the Dept. of Personal Responsibility with assignments, mid-terms, lectures and finals, but then, we might encounter the following conversation "Well, I've never had a course in personal responsibility before, so if you'll tell me what's expected....."

## Ronald Baker President

In an ideal world, as a graduate of an ideal university, I would be able to say what I think a university should do, wittily and with originality - in two hundred words, with twenty-two hours notice (sixteen of which are already scheduled.)

My graduate of the ideal university would be wise, creative, humane, selfless, courteous, and humble - in a word virtuous. (In an ideal society, of course everyone, would be like that.) But virtue, especially for everyone, is a goal that is probably beyond planning of prescription. Moreover, we shall never have an ideal university in an ideal world.

Consequently, I set different goals, though always hoping that they might lead to higher ones. I would like a university (for undergraduates) to be one that tried to see that its graduates were literate, preferably in more than one language, numerate - or at the very least, not afraid of quantification - convinced of the importance of evidence in some things and of feeling in others, and

capable of independent study, independent thought, independent learning, creativity, and growth. In a cliché, I would like the graduate to have learned how to learn and I use learn in its widest sense - to find information, to understand theories and hypotheses, to evaluate, and to come to conclusions.

I find it depressing that some graduates of all universities cannot read or write well, cannot use a library (have never heard of Winchell of The Reader's Guide for example) and are guilty of all the fallacies - the pathetic, the tautological, the etymological etc.

To use the etymological argument myself, I would also like a university in which the graduates and faculty in the humanities were humane (as I would like everyone to be), those in the social sciences to be both scientific and social (as I would like everyone to be), and those in the sciences scientific (as I would like everyone to be) about the problems of the university outside their own disciplines - parking etc.

More seriously, in my realizable university, I would like faculty to put teaching and students above all else, and since no-one wants students to learn out-of-date material, that means that scholarship must be equally important. In too many universities, the busy-work of committees and the attendance - during short academic year - at conferences, etc., appears to take precedence over teaching.

Many other things are important in a university, perhaps essential if the above goals are to be reached, but they are secondary to the goals. For example, student publications, student government, athletics, intramurals, music and theatre, the social life of universities, the resources in money, building, books, and so on, but in the brief space I have been given, my goals remain: literacy, numeracy, the ability to learn without formal instruction, and the ability to weigh evidence and come to a conclusion. If enough of us were able to reach those goals, we might be able to aim at the highest ones.

for university organization. As long as we still operate as historians, chemists, political scientists, etc., we will inevitably treat knowledge and learning as a series of separate, airtight compartments.

Encouraging, not hindering, experiments in teaching and learning that offer better results.

Encouraging the development of closer relationships in the university community between students and faculty. Quite possibly we could do this by breaking the university down into smaller components, or colleges, each with some distinct intellectual basis.

At least two of these suggestions are predicated on quite fundamental structural changes in the university. I would not for a moment deny that there are a host of problems involved. But surely the very process of debate on goals and objectives is a worthwhile end.

Council it may be for you."

