

Student Objectives Continued From Page 3

The evaluation could be a three-phase affair:

- 1) a simple evaluation form.
- 2) personal interviews with students in the professor's course.
- 3) review of data gathered before the appropriate committee, with professor present.

Several years ago, the faculty supported a proposal that there should be an opening of the Budget and Administrative books to the University community. Since that time, they have been content to let their decision be ignored by administration. Students also feel that books should be open to public inspection and we feel that this should be a total list of all staff; faculty, administration, and maintenance, and a report of all money paid into the University by the provincial government, donations, Progress Fund, etc.

There was a general consensus that the University should become more involved with the community. The province is not being tapped for its resources; i.e. people in the community and its facilities. The University remains an educational institution "above" the people, and specifically geared for high school graduates.

The university has taken steps to become integrated with the Island. For example, the Dunk River Project and the Irish Moss study. It was suggested that students could tutor elementary and secondary school students and give extra help to children with learning disabilities. These children could be contacted through the schools and the Dept. of Social Services. Also, the need for more extension courses relevant to the practical lives of the people on the Island was recognized. Another suggestion was that the professors should visit the high schools to give lectures and attempt to better inform the students about the variety and demands of a University education.

To further involve the community in the university, lectures should be open to the public; not only to people taking full or part-time courses but to interested parties.

Special lectures should also be open and publicized on local radio stations and in local newspapers to encourage participation.

There was a general feeling among students present that some method must be found to increase the competency of students written and spoken English. This does not necessarily mean the introduction of a compulsory English course. Past experience with English Comp. 151 has shown it to be of little use in assisting students in discovering proper methods of collecting ideas in the form of a well-constructed, readable paper. An English course which was offered to increase competency among students would have to be a well-researched course with input as to course content from all facets of the university academic community; i.e. faculty



and students.

Students felt that University departments were drifting further apart into separate factions; completely discouraging any move towards a general arts degree or interdisciplinary studies. This friction is promoted by the fact that departments are forced to compete for students and money. With the present system of tenure, some departments are becoming outdated because of their archaic teaching methods. A prime example of this is the English Department which has watched its enrollment drop drastically during the past few years.

In 1970-71, the enrollment in English courses at U.P.E.I. was 1400. At present, the enrollment in English courses is 500. These figures are only approximate but are quite

close to the actual statistics. Unless all departments strive to improve the quality of their material and make it more relevant to the students of U.P.E.I. in the 1970's, the downward trend in enrolment at U.P.E.I. will continue and those who do attend will choose their courses on the basis of the quality of the professors rather than take the subject or course which is of primary interest to the student.

There were also many suggestions brought forward that did not require as much discussion as they were unanimously agreed upon. The first

recommendation was that credit should be given to Island orientated courses, so that these courses will be recognized and these students

may work toward a degree. Secondly, it was felt that there is a need for different degree programs such as a practical Arts Degree. For example, Small Business Management without prerequisites. Thirdly, that an anti-calender should be written by students for students and professors. This could be used as an impetus to professors to improve their teaching and course content; also to objectively give students an idea of the courses they are enrolling in. This would be an expansion of the present university calender. Fourthly if students are to learn what they want to in university, they should be given the opportunity to actively participate in the planning of courses within their faculty. The department representatives can still

be the channel for these recommendations, but students must be informed that they can improve their courses. fifth, that a Canada Council Grant could be obtained for a visiting professor each year in different departments. This would add variety and stimulation to the Department offerings and broaden the student perception of their courses.

In conclusion this group of interested students feel that U.P.E.I. is offering too many courses that are common to all Canadian Universities and that we should be striving for the breakdown of this pervading mentality of assimilation. If we, as University graduates, are the "leaders of tomorrow" we should be concentrating our education on what we can constructively do with such broad subjects as the future of the world, of Canada, of the Maritimes, of P.E.I. and the future of students at U.P.E.I.

These proposals were submitted by: Gordon Cambell, Barb Stevenson, Scott Sinclair, Cathy MacNeill, Jean McCardle, Joanne Ings, Gary Higgins, Bing Ballant, Igor DeVreeze, Eric Patton, Elaine Smithies and Woozy MacDonald.

These recommendations are in no way complete, as all individuals aspire to different goals in university. We are open to suggestions, and want your proposals. Come to the Student Union Office if you want to get in contact with any of the above people. If there is the demand, we will hold another meeting to amend and add to the above proposals.

The "teach-in" last Thursday proved to me that there are students at U.P.E.I. who do want a better school and a more relevant education. Please come and help with the final draft of the Student Proposals, as I feel this document is in now way satisfying all the students at our school. The teach-in was a mere beginning for students and faculty to voice and discuss their opinions, but we can't let this die, or we will be labelled as "fadists" and essentially uninterested in the Objectives of U.P.E.I.