

## SOME SAY THIS

**ACTION:** What is a university?

**DANNY:** It should be an educational institution.

**ACTION:** Marg, please tell us why you are going to university and why you chose St. Dunstan's.

**MARG:** Life long dream come true! I want to go to college to complete my education.

**ACTION:** Is there any particular reason you chose St. Dunstan's?

**MARG:** No, no particular reason I guess.

**ACTION:** Why did you choose SDU, DANNY?

**DANNY:** First of all it's closest. Financial, second reason. It's one of the cheapest if not the cheapest in the Maritimes. You more or less know the teachers and the majority of the people. You get along a lot better because you know a quarter if not one-half of the student body. It is the best place to choose, in my opinion.

**TED:** Everyone always says education this and education that. You can't say you're in college for an education unless you know what an education is. Therefore the question is what is an education and is St. Dunstan's providing you with that and if St. Dunstan's is not providing that, why did you come here rather than some other place?

**DAN:** O.K., Fred, what do you think an education is?

**TED:** What do I think? O.K., in my opinion, a university is to make you universal. It is so you will know the areas of knowledge. You only get a bit and with that bit you can look beyond that to a kind of total view of the world. What you learn here is not education.

**DAN:** Do you think education is just that? O.K., we've got 20 or 21 courses to get off before you get your B.A. or what have you. Do you think these 20 or 21 courses is your education?

**TED:** Oh, hardly! To be educated is not having such and such behind a name. Education is a state of mind in which you assimilate various, often times disconnected, pieces of knowledge. The thing is, what do you do with these? Courses are just a path to an end.

**DAN:** O.K. then why are you going to university?

**TED:** It's certainly not to get a job. I've got to get that in. It's not to make money, because there is no money in getting an education.

**DAN:** But I say in the world today money talks.

**TED:** Well, what are you doing here then?

**DAN:** In the world today, I figure a person comes to get an education to be more or less, as, as a prime example, I heard it in a barber shop the other day, it might be a quaint example, but it comes true to form. This barber said to me if you got a good education you can sit down and more or less hold your own in a intelligent conversation. But if you're some labourer you'd sit there like a moron.

**TED:** Oh! Well you're not going here for money then.

**DAN:** Not for money but money talks.

**TED:** Money always did talk.

**DAN:** O.K., O.K. First of all we will say in ten years I hope to have

a half decent education. I would like to go into any class of people and talk to them and more or less not feel inferior. No. 1 that's it.

**TED:** You could call that a social motivation.

**DAN:** Social motivation, yes, I I guess you could. Second, with an education you can give yourself and your family security. These are my two motivations right there. Security and self-content.

**TED:** You're saying a half decent education. Do you agree with me on what I think an education is?

**ALLAN:** You haven't told us what an education is yet.

**TED:** I told you what is is. To be educated is a state of mind. It's a disposition.

**BERNIE:** But it's an ideal also that is very seldom reached.

**TED:** Oh, yes, yes! But I mean that what we get disposes us in a certain way. You can take here and take there but that's not your education. You assimilate this and it disposes you to see beyond these courses and these little things that you don't think are important.

**DAN:** What education would you have if you didn't have these courses? What education would I have if I didn't go to college?

**TED:** That would depend on what you did. It depends on your motivation. If you were motivated to study and assimilate this, this and this, you wouldn't have to come here. You could do this by yourself.

**BERNIE:** Certainly. A university should expose you to all the great ideas in the world. A university education should bring you into contact with those great ideas in science, philosophy, religion, literature, and it should prepare you to go

out into the world and thru to live a more complete life as a human being. The purpose of education is to gain self-satisfaction by knowledge.

**TED:** Is is a university doing this or has it changed?

**DAN:** Let me ask you a question. The idea of a university is held by whom? Who expresses it? Who gives it? Now what is the idea of a university?

**TED:** Me? I already said what I thought it was.

**DAN:** Alright, where did you hear it? Did you think it up in your own mind? It's more or less up to the individual, isn't it?

**TED:** It shouldn't be. The university by its very name is universal. If you go to an electronics school you don't go there with the idea that I won't take electronics, I'll take drafting. No you don't do that. If you go to an electronics school you take electronics. You go to a university, the idea is to become universal. No, I think this motivation to become universal has changed under the influence of the mundane middle class practicality.

**DAN:** That's okay but I would say the majority go for money or for self content. I would say the minority go to become universal.

**BERNIE:** The majority of people on the university campus are in error as to the purpose of education. The majority of people in America have everything all frigged up too but that doesn't make it right and it doesn't make it practical. Now if a university is supposed to broaden your mind and bring you into contact with the universal things in life you should never be ashamed to delve into these things and forget about money. Granted you do need enough to live on.

## SOME SAY THIS

**ACTION:** What is a university?

**FR. LEDWELL:** Kevin, Marsh?

**MR. MARSHALL CONLEY:** we'll leave it to the senior member here.

**LEDWELL:** —————

**MR. KEVIN BOGGINS:** It's a question no one has answered yet, it's very unfortunate. You can hardly expect us to answer it, really.

**LEDWELL:** Stephen Leacock said "give me a bull session room that I can throw up in the middle of a city and I'll give you a university" and I think that characterizes in a way the confusion about what a university should be. A university can be any number of things, and it can be a combination of a number of things. But I think that a university and what all the universities are attempting to do, to create an intellectual, a climate of inquiry into a truth. That's pretty general but I don't think you can get too much more specific than that unless you get down to talking about this university and saying well does this university reach this requirement in this area and that area.

**CONLEY:** Let's ask ourselves What is the basic pre-requisite for a university? What does a university need? It needs communication. I think one of the pre-requisites that we need are communication between students, between faculty, between faculty and students, between administration and the other two. And we need some form, some sort of organization which is going to enable us to have this communication but I think everything does resolve around communication. If you are going to ask what a university is, we are going to

have to start from there and build, and then, once we've solved perhaps the physical, we can get on to the abstract, the philosophy of what a university should be. But just what does a university consist of? It can consist of, as Leacock said, one room, preferably a smoker I think he said. I agree it comes back to communication. We have to communicate, all have to have these discussions, these bull sessions. The core of education is not standing up in front of a class and giving them information, it's dialogue.

**LEDWELL:** It's the old thing about the information that comes through the professor's notes and into the pens of the students without passing through the heads of either of them.

**ACTION:** Then it's pretty well decided that we need communication on the university level...

**LEDWELL:** I would qualify that. Though communication is again one of these generic terms that admits of all kinds of sub-divisions. For example, the condition of levels of communication. I'm quite sure you don't mean for us to sit around here and talk about hockey or women for the night. It's communicating but it's not communicating at the right level.

**CONLEY:** What do you expect then? You put in a value judgment, that you would not communicate at this level, because this is not the level that you would expect. If you don't expect this, then you must expect something else. What is it?

**LEDWELL:** I would even say you can communicate at this level for diversion sake, for the hell of it and all that. But I think, primarily, that

communication has to be a communication that focuses on the inquiry.

**BOGGINS:** Communication is a problem of our society whether you are talking about a university, institution or corporation. When you start speaking about a university, you have to judge what the goal is, for even the individual class. Communication can vary between them. This might be what you mean by level.

**CONLEY:** No. I can't agree there, because you're still going to have this inquiry. There isn't just this one way communication, there is feedback. If the student doesn't understand, he's going to ask questions. You're going to have perhaps greater dialogue in certain courses.

**BOGGINS:** This is why I ask if this is what you meant by degree. It would depend upon the particular nature you are handling. The primary objective of a university is probably education. Now education, I would say, is something active. The amount of activity would determine the amount of communication going on. You are going to have more on both parties, more so in some classes than others. But you are going to strive to get the greatest amount of activity in any individual class.

**CONLEY:** Sure, but you said that perhaps the primary purpose of the university is education. Just how do you define education?

**BOGGINS:** I was trying to get out that this idea of communication is common to everything. You can assume communication, but communication for what end? If you find what the end is, then you'll be more able to talk about this communication. You're striving for truth, this is the goal of every field in education.

I was just talking about the means there. You're talking about the communication that takes place. We're really talking about the same thing, but as being an active process. There can be communication, as that of a person conveying an idea but this is not what I was talking about. I was thinking more of an active communication taking place between two people. It is more an activity than a communication in the strict sense.

**CONLEY:** I see the communication problem as beyond the classroom. I don't think there is enough communication in other areas of the university as is the case in most universities. There is not enough communication between the students and the administration, between students and faculty outside the classroom in a less formal atmosphere. This is education, education doesn't stop when you go out the classroom door.

**BOGGINS:** We should start right at the basis of it, since most of the work is done in the class. How is communication in the class? I say it is not what it should be. When I talk to other members of the faculty I find there is a lack of communication in the class. On the whole there should be more.

**CONLEY:** Alright, can we analyze why there is a lack of communication? Is it just reticence because there is too much austerity about that figure behind the desk?

**BOGGINS:** There are possibly many reasons. I'm not sure. That could be one. I don't know myself.

**LEDWELL:** Well, I think we are not in a position to answer that question. Now I may be living under false delusions but I think there is wonderful communication in my class.