

but I mean if you are a practical person with a fairly decent education you'll see the real values.

TED: Do you think S.D.U. fits?

BERNIE: Does it put you in the real or unreal?

DAN: I don't think I'm in a position to answer. For one reason, I'm a Freshman. Sure you can walk around and say, "Oh boy! I'm in college, look up to me". Everybody looks up to me. I'm in college now." But don't regard myself as a person in college until I get past this stage.

TED: How do you think St. Dunstan's measures up to the real? Do you think the guys and girls you meet out here are thinking? Do you think they are vital?

ALLAN: Yes, I'm sticking out my neck, but I think they're thinking. I agree with anybody who says the majority are after money and social status.

TED: There has been a displacement of values, hasn't there?

DAN: This displacement of values is what I call being practical. It is the point I've been getting. Nine out of ten people have been displaced as far as you go. The majority of the people are being practical. You want to be universal but the average is what we're concerned with.

TED: Just because everybody is doing it, it doesn't make it right.

DAN: Sure, but people who haven't got all these brains and universal stuff are average.

BERNIE: They have the capacity. Now just because the education system on P.E.I. is no good, this doesn't mean they couldn't and shouldn't have this type of education.

ACTION: There seemed to be a general feeling among the students that were here earlier, that the coffee shop wasn't fulfilling its role as an extension of the classroom. Some thought that it shouldn't. Do you agree that the coffee shop's deficiency in respect stems from some sort of inefficiency on the part of the student or professor in the classroom?

BOGGINS: I just had another idea. Most of the students in this university are local Island students. They may have something to do with their upbringing. Is there something behind it, deeper than just the classroom itself.

LEDWELL: Are you suggesting that Islanders are poor communicators?

BOGGINS: Maybe among others not specifically.

CONLEY: I think maybe the suggestion here is that Islanders are inarticulate and perhaps this is true. But it's not just indicative of Islanders. Probably rural society in general has this, the people are not ready to participate in discussion.

LEDWELL: But yet there is a very important distinction to be made here. The fact that it's difficult to make an observation out of a person because he is insular and reticent doesn't mean that he's not thinking. It doesn't mean that he can't produce. Perhaps we produce too much academic and forboding an atmosphere in the classroom. So that a feeling that was brought up and went through his education in O'Leary and didn't get the neat language to put questions and observations in; nothing. Yet among these there is a keenness and common sense. Perhaps one reason why we don't get a dialogue is that perhaps we

DAN: Sure, but everyone can't keep that pace. As an example there is one teacher here who is more or less a clod.

BERNIE: Yeah, a clod. O.K. go on.

DAN: If you want me to tell his name I'll say.

BERNIE: Who is it?

DAN: ————. If you want to put that down that's my honest opinion.

GROUP IN CHORUS: Edit that! Leave it in!

DAN: He knows it but he doesn't know how to express it. First of all, he's going across it too fast and the other day in class we had to say O.K. Ole Boy, slow down or you're going to have 100% failure rate. So he slowed down. The point is, we had to tell him. He couldn't realize it.

BERNIE: If you're not getting it and you feel the rest of the class is not, sure it's your duty to get up and say hold on boy, let's see what you're saying. You may feel a little guilty demanding this of him but a good prof could be glad to hear you. It's a problem here at St. Dunstan's where we let the professors get away with murder. Maybe if we make a few more demands, we will get a little more education.

TED: Alright, we're pretty well decided there is a displacement of values at S.D.U. Does anybody think S.D.U. is a good community?

DAN: It's as good as any other one.

TED: What about the student body now. Do you think we're living up to the ideal of a good university?

DAN: No.

TED: Good! We've already decided that our student body is practical and that this practicality is out. I'd like to slip in a little example of his, right over there, the Coffee Shoppe. What do you think of the Coffee Shoppe?

DAN: I think it's good if it's used right.

TED: Alright, what does everybody think the purpose of a thing such as a Coffee Shoppe is? I think it reflects, it is a mirror against the college. It's a mirror that stagnation is here — stagnation and pseudo-intellectualism.

DAN: I think it's good in itself, the purpose of it is good.

TED: What is the purpose of it? This is what I want to know.

DAN: The purpose, I think, of the Coffee Shoppe is, more or less, to break the monotony of study and learning and of this sort of thing.

TED: Sure, but the whole idea of a university is a communal effort. This sounds awful phony, sure. I'll get shot down for it but this is what I believe. It is a community and the idea of this community is an active exchange of ideas, of personality. I help you a little, maybe, you help me a little. We try to get a little out of it. This is the whole idea of a University. You don't go here to listen to some idiot professor lecturing to you in notes. The history department does this, keep that in. You go in there, they give you notes, you IBM them and then you give them back. The whole idea is an active exchange. Now the Coffee Shoppe is another place for this exchange.

BERNIE: It's an exchange of gossip for most people.

MARG: It should be a place where

the group can get together not to gossip but to discuss perhaps what went on in class, to get other people's ideas. It's perhaps an extension of the classroom.

TED: The point is that Saint Dunstan's is essentially a doctrinal campus. It is in effect dead, intellectually. I hate to give these ideas. People will say listen to him. Ha! Gee, he's the same as us. Sure, sure, but the point is, it's not right.

BERNIE: Right!

TED: Now, how are we going to change it?

DAN: You'll not change it.

BERNIE: Oh, you have the defeatist attitude. Leave.

TED: Satan, begone.

DAN: Alright, we'll say I've come into this university with a certain attitude and that attitude is going to stay. I'm one of the pupils here, and would say the majority are pupils, not students.

TED: Don't get me wrong. I'm not saying you should be absolutely enthralled by all these subjects. You'll have subjects that will bore you to death, but you have to see them in their respective. They're not an end in themselves; they're simply a means to an end.

ALLAN: I don't know what it is. Is it the system that makes the faculty cram every class with notes and facts and no active exchange, no intercourse? Can it be changed?

BERNIE: Well, you don't pray that this system will change because God is dead. We're going to take some kind of action. Discussion is a start. You have to be an extremist here, just to get the average Joe going.

don't ask the right questions.

BOGGINS: You're bringing out the point that there might be some responsibility for the situation on our part.

LEDWELL: Yeah.

BOGGINS: I have to agree.

ACTION: How is communication among the faculty?

LEDWELL: Great, just great, don't you agree?

IN CHORUS: Yeah, sure.

ACTION: How is communication between the faculty and administration. I don't care what they do, they can do whatever they want.

BOGGINS: You'll find this communication going on smoothly, say, between lay faculty and priests.

LEDWELL: Yes, yes, very true.

CONLEY: This is a sign of our times that we who call ourselves faculty are becoming divided between the sense of involvement and non-involvement. My philosophy is involvement, that there should be involvement with the administration, with the students, whether the issue is controversial or not. There are those like yourself who have no interest whatsoever in what the administration does so long as you can teach your course, you're happy. I think that there's more than that. That isn't fulfillment for me or my students unless they're involved.

LEDWELL: As far as I'm concerned, I have a personal conviction that my job here and now in the university is to go on the podium for intellectual excellence, and that's all I want of my students. We may get at it in a crude kind of way but that is what we're trying to get at any-

way. I don't care if they give me a classroom down in the Sacred Heart Home.

CONLEY: Or whether the students have representation on the Senate.

LEDWELL: I don't care if they have representation. It doesn't matter to me. If they want it, give it to them. That's their problem.

CONLEY: I guess this is where we take our parting of the ways. Maybe it's because of my discipline, but I feel that there's more to it than just intellectual expertism in the subject, that is should be getting the students interested in making his own decisions, being analytical, being involved, thinking and acting about something. And I think this thing is very important.

LEDWELL: Oh, I quite agree with you. This view that I have is an eccentric view and I recognize it as such.

CONLEY: As mine maybe.

LEDWELL: How do you feel, Kevin? You're not an eccentric.

BOGGINS: Not along these lines. I feel that the Socratic method is the only method. The point I'm trying to make is the point I made before that education is an active process and this also applies to the man in front of the room. Being there he is also learning, getting new ideas himself.

ACTION: Would you care to comment on your attitude toward compulsory class attendance.

BOGGINS: I have never taken attendance at one class in my life and I don't intend to. Because again there is this compulsory attitude that you put on it that I don't like.

LEDWELL: You're not pleading

the fifth amendment.

BOGGINS: The class will hold it against you that you are a task master.

LEDWELL: Now we start to get into trouble, eh! Marsh?

CONLEY: I will agree with you that I don't agree with compulsory attendance. I read the announcement to the class that the senate had made this decision and since I was employed by this university, I was bound by the conditions of my contract to obey and I said I would do so until this situation was rectified. That's what I will have to do. I will attempt to have this situation changed because I don't believe in compulsory attendance.

LEDWELL: I believe in class attendance.

CONLEY: Compulsory class attendance?

LEDWELL: I just believe in class attendance. I'm all for it.

CONLEY: We all believe in class attendance, but we don't believe in having to pass around a mark sheet every day. Do you?

LEDWELL: Do I pass it around?

CONLEY: Do you pass it around?

LEDWELL: I'm afraid not. I have a very poor memory.

CONLEY: I think you're being very cagey.

LEDWELL: The Paul Martin of the group here.

**WHAT DO
YOU SAY?**