

## AN INTERVIEW WITH Dr. MEL BARTLEY

□ Dr. Mel Bartley remembers rainy days in the old, leaky-roofed quonset hut on Cumberland Street which was Lakehead Technical Institute. That was in 1948 when he served as the first principal to six students, the first-year enrollment of what was to become Lakehead University. Later, in 1952, he would begin 13 years service as a member of the Board of Governors of Lakehead College of Arts, Science and Technology and, in 1965, become the first and only Chairman of the Board of Governors of Lakehead University. Dr. Bartley steps down as chairman this month and as an "interested citizen" rather than a university official, offers some reflections and thoughts on Lakehead University and universities in general in this interview with L.U. Week:

*L. U. WEEK: Dr. Bartley, you have seen the University develop from an early dream of a small group of dedicated people in 1943 to the present imposing complex. There were no doubt many satisfying moments in those 26 years, from the first committee, to the first year of Lakehead Technical Institute, to the start of the present campus, to the first convocation and certainly to the successful recent Development Fund Campaign. What do you consider to be the high point for you personally?*

DR. BARTLEY: There can be no doubt that the two Development Fund Campaigns have been highlights in the history of the Lakehead College and Lakehead University. The enthusiastic response was most gratifying and a tribute to those responsible for the conception and conduct of the campaigns. For these I take no credit but will always be grateful for the time and talents of my colleagues on the Board for the success of these campaigns.

The high points for me personally are firstly the decision in 1948 to include the first years of Arts and Applied Science in the curricular of the Lakehead Technical Institute. This permitted the faculty and administrators to progress to the status of degree granting in an orderly fashion, avoiding the pitfalls of the "instant university". Secondly, and equally important was the fostering and maintenance of the unique conception that courses of instruction leading to degrees and leading to diplomas could be advantageously conducted under one roof and in concert with each other. The two are complementary and the combination has produced a rapport which is lacking in many segments of society. I feel it will be a sorry day if and when this arrangement is terminated.

*L. U. WEEK: It is difficult for anyone to pinpoint one general cause for campus unrest. However, there is a school of thought which suggests that it is a world-wide phenomenon brought about by the violent pace of change in society. The octopus tentacles of a heavily-structured technological world are choking the individual and he is striking out at structure in general. The university happens to be the first such structured institution that the students come into direct contact with as adults and thus it is a natural point of attack. Would you basically agree with this?*

DR. BARTLEY: No, I cannot agree. It is too general. Campus unrest has occurred and is occurring in various parts of the world but to state that it is world-wide is painting with a very broad brush. The number of centres of higher learning experiencing dissent with or without demonstrations is a small percentage of the total. Similar disturbances have happened in the past but with more advanced communications we are more aware of the distribution. The news media report the disturbances at these few universities, colleges and secondary schools because they are sensational. Conversely, the media tend to ignore the tranquil, smooth-flowing and cooperative relationships between students, faculty and administrators at the majority of educational institutions.



## Dr. Bartley

## Continued . . .

Society has been changing constantly and there have been dissentors since history was first recorded. The so-called "heavily-structured technological world" appears to be the bête noire of certain intellectuals and is their convenient excuse for the ills of the world.

L. U. WEEK: *Would you say that one of the reasons for the relative calm at Lakehead is this lack of "heavy structure"?*

DR. BARTLEY: Yes. If there is possibly one particular reason for campus unrest it may be the impersonal nature of the very large universities where the student feels he is only a cipher. In this situation he is easily influenced by the disrupters who hold out the carrot of Utopia. At Lakehead University we are very fortunate in having grown at a steady unexplosive rate which permitted students, faculty and administration to develop rapport and mutual respect. We are doubly fortunate to have a President who, because he is not far removed from the student generation understands their problems and is willing and anxious to help solve them.

It is noteworthy that throughout Ontario universities and colleges have been relatively free from campus disturbances. This is no doubt due to the fact that several institutions have small to medium enrollment, but it is also a credit to the wise selection of faculty and administrators who have personal and dedicated interests in the students. And don't forget the students themselves. They have gained much-needed reform by taking part in dialogue and proving their ability to accept new and important responsibilities.

L. U. WEEK: *What role do you see for students in university government?*

DR. BARTLEY: Students are playing an important role in university government now and the role can increase. A generation ago it was not customary for a student association to be responsible for student discipline and it was unheard of to have students involved in academic matters. The situation has changed and will change further. Today students govern themselves to a large extent and are invited to take part in things academic. Students attend Senate meetings either as members or on advisory committees. As the student members demonstrate that their presence is advantageous and beneficial, their influence will increase. This can only be accomplished however, if the student body elects rational, sincere representatives to governing bodies. Because of the non-academic functions of the Board of Governors, students would probably have less interest in this body than in membership on Senate or other academic boards.

L. U. WEEK: *The strategy of major student protests has followed a clear pattern: first, present a confrontation (the issue has seemed to be relatively unimportant), then occupy a campus building and wait for the police to be called, drawing television coverage, usually on a national scale. Then win the more moderate students to your side with calls of brutality, police state, etc. How far should student protests be allowed to go? Where are some administrations failing? How can we balance the right of the minority to dissent against the right of the majority to carry on their business without interference.*

DR. BARTLEY: Canada jealously guards man's right to freedom of thought, freedom of speech and freedom of peaceful assembly. Nothing should even jeopardize these rights. Everyone has the right to protest against a real or supposed injustice and seek recompence. Many laws have been enacted or modified as the result of protests.

Student protests should be heard, considered and, if valid, accepted. Reasonable protests are usually based on fact or a misunderstanding, both of which can be dealt with by mutual agreement after meaningful dialogue. The lack of dialogue coupled with stubborn dogma only leads to confrontation and the digging-in-of-heels on both sides.

Protests of merit should be dealt with immediately and any injustices rectified. There are so many examples where unnecessary delay has allowed a minor problem to develop into a major point of conflict. Those without merit or meaning should be allowed to die a natural death, because without merit, they will not receive the support of the National majority.

A minority has no right to impose its will on the majority nor to prevent that majority from enjoying its rights.

Peaceful protests or demonstrations which do not interfere with the normal activities of the university can be condoned. Conversely those which do interfere, abrogate the rights of others, are violent or destructive or any other way unlawful should be dealt with expeditiously and with determination.

Lakehead University enjoys excellent relationships with the community as evidenced by, among other things, the success of the recent Development Fund Campaign. They do not always understand each other but that may be a healthy sign. Any unwarranted and disruptive demonstrations could very well jeopardize this relationship. If this should happen, students and faculty would be the greatest losers.

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## FACULTY APPOINTMENTS

☐ New Appointments for 1969-70 include the following:

## NEW APPOINTMENTS

## FRENCH

Mr. Jean-Paul Pazziani, M.A. (Geneva) Lecturer in French

## NURSING

Miss Judy Watts, B.Sc.N. (Iowa) Lecturer in Nursing

## SOCIOLOGY

Mc. C. T. Hathwaay, B.A. (Harpur College, Binghamton, New York) Lecturer in Sociology

Mr. Stuart Douglas Baldwin, B.S. (State University of New York) Lecturer in Sociology

## PSYCHOLOGY

Dr. Norman Ginsburg, Ph.D. (Chicago) Associate Professor of Psychology

## CHEMISTRY

Dr. John Crossley, Ph.D. (Astron, Birmingham) Assistant Professor of Chemistry

## MATHEMATICS

Mr. Michael David Johnson, B.Sc. (Waterloo), M.Math. (Waterloo) Visiting Lecturer in Mathematics

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**Lakehead  
University**

**WEEK** 

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