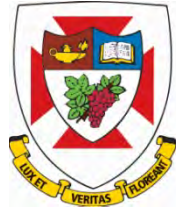


The University of Winnipeg and the City: A Report on the Urban University Workshop held at The University of Winnipeg, November 12 and 13, 1971

**prepared by Maureen Grant and David G. Henderson
1972**

The Institute of Urban Studies





THE UNIVERSITY OF
WINNIPEG

FOR INFORMATION:

The Institute of Urban Studies

The University of Winnipeg
599 Portage Avenue, Winnipeg
phone: 204.982.1140
fax: 204.943.4695
general email: ius@uwinnipeg.ca

Mailing Address:

The Institute of Urban Studies

The University of Winnipeg
515 Portage Avenue
Winnipeg, Manitoba, R3B 2E9

**THE UNIVERSITY OF WINNIPEG AND THE CITY: A REPORT ON THE URBAN UNIVERSITY
WORKSHOP HELD AT THE UNIVERSITY OF WINNIPEG, NOVEMBER 12 AND 13, 1971**

Published 1972 by the Institute of Urban Studies, University of Winnipeg

© THE INSTITUTE OF URBAN STUDIES

Note: The cover page and this information page are new replacements, 2016.

The Institute of Urban Studies is an independent research arm of the University of Winnipeg. Since 1969, the IUS has been both an academic and an applied research centre, committed to examining urban development issues in a broad, non-partisan manner. The Institute examines inner city, environmental, Aboriginal and community development issues. In addition to its ongoing involvement in research, IUS brings in visiting scholars, hosts workshops, seminars and conferences, and acts in partnership with other organizations in the community to effect positive change.

LIBRARY
INSTITUTE OF URBAN STUDIES
UNIVERSITY OF WINNIPEG

C.2
HT
169
C32W585
no. 265
C.2

"The University of Winnipeg
and the City"

A Report
on
the
Urban University Workshop
held at
the University of Winnipeg,
November 12 and 13, 1971.

Prepared by
Maureen Grant
and

David G. Henderson
Research Associate

Institute of Urban Studies
University of Winnipeg

February 9, 1972

The Role of the University of Winnipeg in the City of Winnipeg

The Urban University Workshop was held on November 12 and 13, 1971 under the auspices of the University of Winnipeg. Participants had been invited from the business and government sectors of the community as well as the Universities of Brandon, Manitoba and Winnipeg.¹ The workshops were supplemented by the input of guest speakers who addressed the R.H.G. Bonnycastle Foundation Lecture Series, held concurrently, at the University of Winnipeg.²

The objective of the workshops was to determine what role an urban university could and ought to accept in the development of the city, and in particular, what approach or measures ought to be considered by the University of Winnipeg, should the workshop discussions indicate that the Urban University does in fact have more than its traditional role to play in the community.

The two day session was successful in that several avenues for further discussion and thought were identified together with definitions of several tasks that the University of Winnipeg ought to undertake in relation to such consideration.

The opening remarks of Dr. Henry E. Duckworth, President of the University of Winnipeg, very clearly identified what proved to be the basic question to be resolved by the Workshop. Following a recitation of recently-initiated programmes of the University of Winnipeg in the downtown Winnipeg situation, he said: "No matter what the University does, it should never

¹The participants in the Urban University Workshop are listed in Appendix A attached.

²A listing of lecturers in the R. H. G. Bonnycastle Foundation Lecture Series is presented in Appendix B attached.

become the slave of the community. It must always be somewhat removed. It has the important role of critic of society. On the other hand, it should not be so far removed that it loses awareness that there is an outside world. There is a question of balance and it is expected that this workshop will help in determining what that balance ought to be."

This statement was given further focus when it was noted that the University of Winnipeg was at a "Watershed" in terms of the course of action and policy it ought to adopt with respect to any departure from the traditional role of the university. The following report to the workshop participants clearly outlined the recognition of the fact that the University of Winnipeg by virtue of its downtown location, had a responsibility to become a good corporate citizen of the contemporary community and was searching for ways and means of good corporate citizen of the contemporary community and was searching for ways and means of accepting that responsibility; "Our downtown site gives rise to certain problems, but it provides peculiar advantages and potentialities as well. We are near the hub of a metropolitan transportation system, we are well placed to serve the educational needs of the downtown working force, the problems of the urban world are at our doorstep for constructive study and action, our special facilities are conveniently located for community use, and other specialized public facilities are readily accessible to our students.

For example, on the educational side, and in order to complement our large evening program, we have just announced that credit courses will be given at noon in certain central locations - in a major department store, in a union centre, in the city's largest office building, in a well-populated insurance complex and in the hall of a downtown church.

On the research side, we have an action oriented Institute of Urban Studies which has assisted native people to obtain mortgages, has been the source of an extensive community television operation, has assisted in clarifying the potentialities of the new Unicity system of government for Metropolitan Winnipeg and has arranged this conference on the role of the Urban University. These activities, plus the longer-term individual research interests of many of our staff, represent a significant community involvement which we hope somewhat to co-ordinate and significantly to expand.

Our physical facilities are heavily used now for non-university purposes and this use is bound to increase. In fact, our future plans include a unit for athletics which will deliberately provide for community use, in particular, by the children of this area. As an earnest of our good intentions, we have removed our front fence and have begun to share our patch of green with our neighbours.

We expect that the sharing of resources in the opposite direction will also grow. For example, already our students make extensive use of the Provincial Library and Archives, the new Winnipeg Art Gallery will soon be operational and we have been assured a welcome there, and we have overlapping interests with the Museum of Man and Nature and the Manitoba Theatre Centre which might justify some formal co-operative relationships."

Perhaps it is significant that the initial response to these opening remarks came from the private sector. "The universities are on a collision course with the people in general. There is a lack of understanding of the role of the university and where the academics are going -- a point which could be of great concern to the university in future years. The university

can bring people to understand its role not by public relations ventures, but by doing." By coincidence or otherwise, much of the subsequent discussion was very much related to various philosophies and hang-ups experienced in both the university and non-university communities.

Attempts by the workshop to define "urban university" and "community" clearly indicated that broad generalizations would not facilitate progress in the workshop and as a result, there was early agreement that the University of Winnipeg was an urban university and that the community in which it is situated, in this community. Two participants from the academic community offered the following definition of the role of the urban university. "The urban university is one that recognizes the distinctive nature of its setting and its relationship to the urban environment; and consequently bases its setting and its relationship to the urban environment; and consequently bases its operation upon that setting and that relationship. This demands of the urban university that it develop its physical plant, curriculum, faculty structure, and research activities to meet the requirements of urban people with different urban life styles. The urban university would move toward an increasingly decentralized campus, new pre-professional and professional training, a greater curriculum orientation toward urban problems, a growing emphasis on continuing education program, emphasis on applied research, and a full involvement with the life of the community through action research and service activities."

This was promptly countered by the suggestion that there are those in the University of Winnipeg who would not go this far, and in fact might not lean in this direction at all. The general functions of the University of Winnipeg were described as follows: "Dedicated to providing instruction

in faculty of arts and science, and part of the ability to provide that instruction is the requirement that the staff be involved in some research of their own in order to make their teaching meaningful and up-to-date. Because of our location it would be appropriate that much of that research (and course-work) be related to the urban community. While basically we don't differ from other universities we might expect this bias to be superimposed."

Various points of view were then expressed by participants who understood that this or any other report of the workshop would not identify individuals with statements made, thus facilitating full and frank expressions of points of view. This resulted in the fact that several questions for future discussions could be identified.

- How does the university interact with people?
- Is the university going in the right direction?
- How can the university explain its role?
- Is an urban university different from an ordinary university?
- Need for proper balance.
- Is our location really relevant?
- Is reorganization called for?
- Should urban permeate everything?
- More decentralization needed -- university is "god" to community.
- Can we focus on extension of university into the community?
- Vocational training may be best done elsewhere?
- What can the university call on from the community?
- What kind of work are students preparing for?
- Is liberal education still relevant?

At this point, one of the R.H.G. Bonnycastle Foundation Lecturers provided a focal point for the workshop as it attempted to determine how the University might find a legitimate point of entry into the urban scene. It had been pointed out that the entire urban system is formed by the interaction of each part of the sub-system. The point was made that urban societies have been governed by program goals rather than system goals. It was also pointed out that it is time to take stock and re-examine the question as to how the urban university in its role as part of the sub-system can work within a particular sub-system. There is need for examination of the nature of how services are delivered, the question of professional domination, and the incapacity of people within the urban situation to interact with the sub-systems and develop a capacity to devise or implement policy.

Participants in the workshop found these remarks relevant to the search for answers to the previously listed questions. As a result much discussion as to possible points of entry of the University into the community, possible adjustment or changes in the traditional programs of the university and the research activities of its faculty, the capacity to engage with the community and still claim immunity, the degree of accountability of the University to the community both in terms of its education and research roles, and the question of the relevancy of the university as seen by the community, followed.

There were conflicting points of view as to whether or not the University should engage with the community for it was generally acknowledged that "The University cannot engage and maintain immunity."

There were many concerns expressed that the academic community had much internal house cleaning and reorganizing to do before it could be so presumptuous as to intervene and initiate processes of change in other jurisdictions such as the public school system, municipal government, and the delivery of social services. There was a general fear expressed for loss of the real value of detachment and self-determination which are important to the development of independent thought. Non-university people also appreciated this concern and wondered if the University of Winnipeg could not research and study urban problems in the abstract, find practical approaches to change, and leave it to others to implement.

It is along these lines that the workshop considered several suggestions as to how the University might intervene and yet maintain a degree of immunity for its traditional programs.

1. The university community might orientate certain of its studies and individual programs toward definition of market place alternatives to conscious and planned intervention (i.e.) the advantages of the concept of Guaranteed Income as opposed to various welfare and remedial programs.
2. An examination, in a systematic way, of each of the professions which interact in the urban sub-systems, and in the process, influence the nature of delivery of services, create the opportunity for new manpower careers, and have some impact on the professional training schools.
3. Examine and develop most effective means of entry of the demonstration project approach.
4. Determine entry points and strategies for the University.
5. Develop alternative strategies for solving urban problems.

These suggestions found general support and no real argument against the observation that the University of Winnipeg has a responsibility to become engaged with the community, and in so doing accept a degree of accountability to the community. On the other hand, it was suggested that the community must also change the basis by which it holds the university accountable for the funds made available to it. The observation was made that the basis for support of the university restricts innovative and social action programs. At present, the University is allowed on the frontier of the community only as long as that frontier remains irrelevant.

This in turn prompted an observation which gave further direction to the workshop, namely: "This university should go out and determine from the people what their needs and aspirations are, and then attempt to provide for these needs. The goal should be to improve the quality of life, both economically and culturally. This goal is needed if we are to pay back the community".

The question was resolved essentially to one raised in the beginning with respect to the achievement of that balance between the order of relevance and the order of comprehensiveness. The first involves a continuing assessment of the changing needs of the urban area, the temper of its inhabitants, and the capacities of university personnel and other resources. The second embodies the most traditional and universal understanding of the university, namely the development of knowledge and wisdom.

The workshop was able to agree that four basic areas for development of an urban university role had crystalized during the discussions. These were stated more or less in the form of questions yet to be resolved or expressed in the form of positive action. They were as follows:

1) There was the fundamental question of what has been the traditional role of the university as a teacher and a source of basic research.

There was a strong conviction that that role should not in any way be altered. However, it left open the question of whether that traditional role should be played out in different ways, and that because of the changing nature of the environment in which we exist, our role as teacher and educator of society might have to take different forms, such as the University of Winnipeg noon-hour sessions in downtown Winnipeg.

2) The question of the role the university should play in the community as an innovator or researcher. If the conclusion is that the university must work as a researcher in its role of the university, how is it best able to do that and also provide for its own protection as an independent source of thought.

3) The responsibility the university has to the individual in the community - the question of humanism and how we maintain some essential dignity for people in an industrialized world. In this case maybe our social responsibility as a university does carry beyond the fields of just doing research and teaching but also as to the degree to which we contribute to the fulfillment and role of human beings. Can the facilities and skills that exist in an institution, such as this, be applied to these kinds of purposes.

4) The responsibility the university has to not just the individual per se, but the collectivity of urban people. The university is being faced with an accountability by society for what it does and for what it stands. The requirement for the university is to say what it's about and to say what kind of role it should be playing - and to eliminate those roles which are peripheral to it and to undertake those roles which are essential to it.

A number of participants in the workshop had repeatedly urged their fellow participants to get down to specific recommendations as to how the University might initiate programs in support of the role of an Urban University. Two statements from non-university participants reflected the concern that something positive must derive from the sessions. For instance, "If the University of Winnipeg wants to do something in the community, let the leadership of the institution determine the role to be played, and do it." and "If the University of Winnipeg doesn't reach the community, someone else will."

These and similar concerns expressed gave rise to several specific tasks or courses of action which the University of Winnipeg should initiate. They included the following:

1. There should be joint discussion with large employers of university graduates in order to discuss course content and what happens to the student after graduation.
2. The university should go out into the community and ask the people what their aspirations and needs are.
3. The university should take responsibility for other levels of education - in the area of educational reform, change and alterations in society. Therefore the University has a responsibility not only for its own boundaries but also to become inextricably involved in the total educational process.
4. The university should concern itself not only with public education, but with extension education. People are afraid of institutional images and perhaps a new environment for extension programs is required.

5. The framework should be created whereby the resources of the University as well as those of the community can be co-ordinated to mutual benefit and realization of specific programs.
6. There should be developed a central registry of teaching resources and teaching needs of the community and have the university try and match up resources both from inside and outside.
7. We should establish the mechanism for deciding whether to keep on with present university programs, add on a few new programs, or go back to the whole basis of the university and program situation, cut out existing programs and do something else.
8. The university should identify and participate in community programs not only from the point of view of what might be beneficial to the community or the university, but also for the students.
9. The university should take leadership in the formation of a coalition between the universities in Manitoba, the business community, governments and the organizations and institutions in the community as a basis for giving focus to the teaching and research efforts of the university and the community.
10. The University of Winnipeg should initiate an internal assessment and a review of the institutional framework of the University in order that it might assume a role in the process of identification of urban problems, articulation of urban options and their implications, and as a revealer of information to the entire community.
11. The University of Winnipeg should be an agent of social change, both within the education system and the community structure.

The workshop closed with general agreement that the "whys" of the development of the role of the University of Winnipeg in the community had been fairly well discussed. It was also agreed that these are general criteria for definition of the University of Winnipeg's future role in the community but that the university community requires to begin the process of reassessing its function; determining what would constitute the best basis for achieving a balance which would recognize the immunity question and yet allow a degree of engagement with the community; and finding the best method to achieve some coalition with the business, government and private sectors of the community in any attempts to identify urban problems, develop new means of dealing with these problems, and distributing information which permit man to find opportunities for an enrichment of the urban environment.

The workshop concluded with expressions of hope that the exchange of views and ideas would become the subject of further study within the university and that the opportunity for continued co-operation with those outside the University would be developed further.

* * * * *

APPENDIX A

Participants* in the Urban University Workshop, November 12, and 13, 1971.

University of Winnipeg

Private Sector

T. Saunders
R. K. Siddall
C. Templeton
B. McLeod
R. Simonite
Alex Robertson
R. Kroft
H. A. Benham
Mr. Krueger
G. Siamandas
Mrs. C. N. Kushner
Mr. Zaymen

Governmental Sector

G. Mackie
A. Currie
A. Regenstreiff
C. N. Kushner
E. Simpson
C. McCallum
Mrs. Tanis Yankowicz
Miss Gloria Kunka
L. Cherniak
Andrew Robertson
B. Wolfe
Mrs. R. Forbes

University Sector other than
University of Winnipeg

Dr. L. Dulmage
S. Trachtenberg
Dr. T. R. Morrison
Mr. Burton

University Sector --

University of Winnipeg Faculty and
Administration

Dr. H. E. Duckworth
J. Riddell
J. Selwood
V. M. Batzel
J. E. Mulvaney
T. W. Barth
J. McNiven
C. Ridd
E. Levine
R. Veatch
J. Clake
R. Kurpatwa
D. Anderson
D. Jane Snidal
L. Ditz
W. Stevens
B. Kelly
J. Theissen

University of Winnipeg
Student Association

Miss Marilou McPhedran
I. Grant
D. Steen

University of Winnipeg
Institute of Urban Studies

L. Axworthy
D. G. Henderson
W. Kubiski
Miss Maureen Grant
D. Vincent
Mrs. Jocelyne O'Hara

* The above represents those registered for the workshop or whose attendance was recorded.

APPENDIX B

Guest Lecturers in R.H.G. Bonnycastle Foundation Lecture Series --

November 12 and 13, 1971.

Dr. Jack Meltzer,	University of Chicago.
Dean Vito Ferrone,	New School of Behavioral Education, University of North Dakota.
Mr. David Weatherhead,	Parliamentary Secretary to the Hon. Robert Andras, Minister of State for Urban Affairs, Canada.
The Hon. Sidney Green,	Minister of Urban Affairs, Government of Manitoba.
His Worship Abe Yanofsky,	Mayor of the City of West Kildonan, Manitoba.