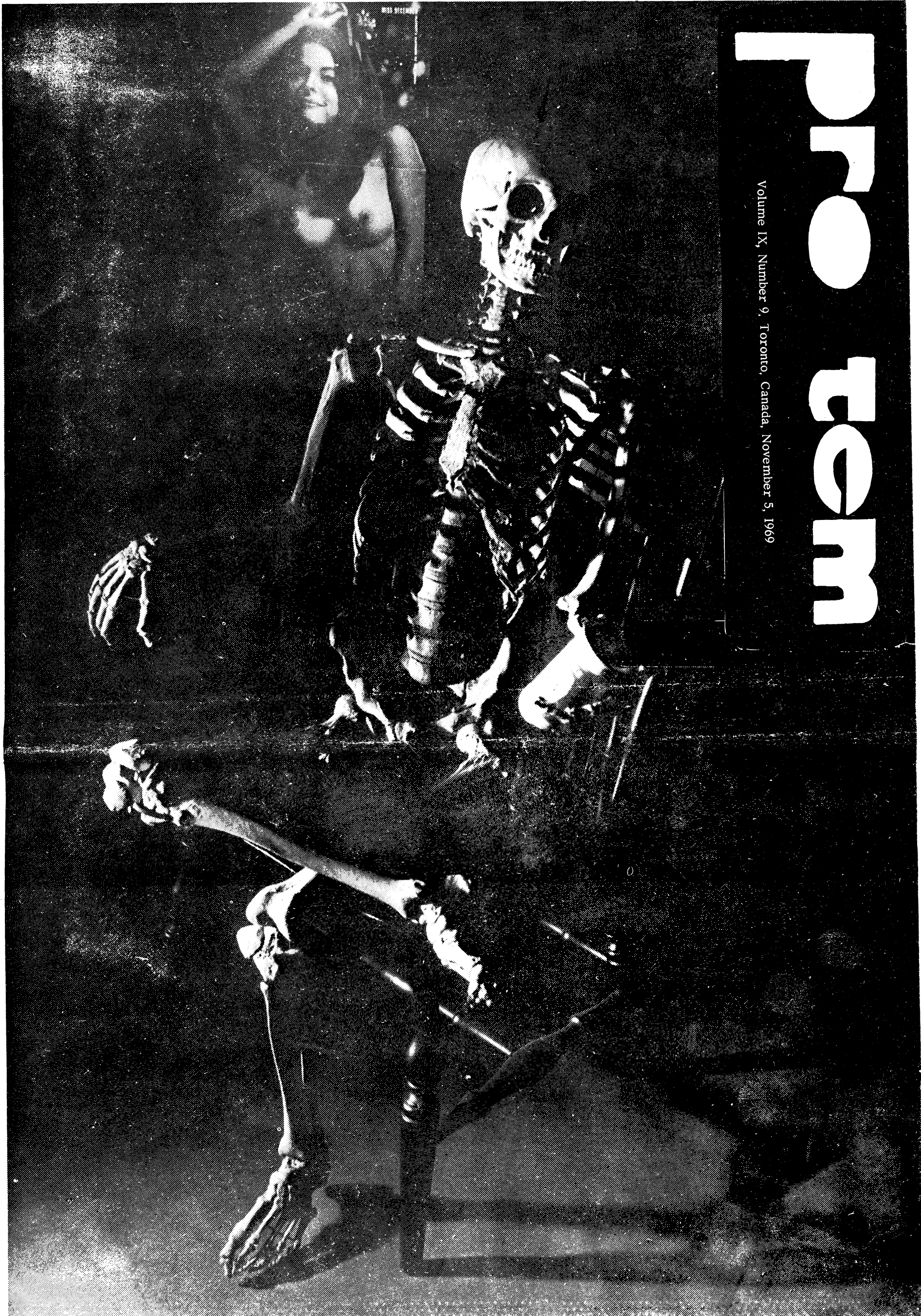


PRO FORM

Volume IX, Number 9, Toronto, Canada, November 5, 1969



***University government examined
... from plastic flesh to bare bones***

PSA strike: struggle at Simon Fraser

By DEE KNIGHT

"Education does not stop, it begins with the strike," says the statement entitled "Principles of the PSA Strike" issued by student leaders at Simon Fraser University in September. The statement sums up the strikers' aggressive, imaginative attitude towards the struggle, now in its second month.

The most remarkable thing about the strike is how much fun the strikers are having and how much trouble the administration is having. The moral? When you repress someone, he has nothing but fun, you have nothing but trouble.

So the administration obtained court injunctions banning all activities by or in support of the PSA department, including any 'unscheduled appearances-- i.e. demonstrations of any kind. But meanwhile, the students were carrying off a 'cultural festival' on the same day, October 24, in celebration of the first month of the strike. There was dancing, singing, rock music and even a play by the 'Strike Theatre'-- a 'tragicomedyspectacularfarce' entitled "The Case of the Nine Naked Professors in a Phone Booth, or, How I Got Screwed by the People I Trusted".

Who will eventually win, when the kids are having all the fun and the administration all the trouble? Nobody's guessing, because the administration also has all the power, and to win on the campus the students must take some of the power for themselves from the administration. The key is freedom: if the students can stay free enough to say that they only want education on their own terms, they can hold out long enough that the school will either recognize their demands or be shut down.

Administration take-over

The trouble started last Spring when students and faculty in the department of Political Science, Sociology and Anthropology began to receive static from a Bennett-backed conservative administration, because of their uniquely progressive arrangement of parity between students and faculty in the democratic management of the department and also the faculty policy of doing labour-oriented research programs, instead of the usual work for corporations.

Tension mounted this summer, as the department was placed under the direct control of the university Board of Trustees by the president, Patrick McTaggart-Cowan. He was then forced to resign in August by the Canadian Association of University Teachers, which censured the administration and board for 'continued interference in academic affairs'. But the new acting-president, Kenneth Strand, did nothing to change the arrangement, and, in fact, reinstated 'government by trustee' of PSA.

Strand also effectively fired four professors in the department by denying them tenure and further renewal of contract, and placed three

others 'on probation' with one-year conditional renewal of their contracts.

The former chairman of the department, Mordecai Breimberg summarized the faculty's position as follows: "The question is not whether people agree or disagree with the views of a particular PSA faculty. The question is whether this university will tolerate dissent, or whether it will violate all standards of academic freedom and establish a monolithic conformity. Why does this administration refuse to tolerate even one democratically organized and academically competent department?"

Power is the issue

But the issue for the students was power, or self-determination-- Who decides what and how we learn? PSA students had left a near-Utopian department in the Spring, and returned in the fall finding a repressive, powerless, intolerable situation. They quickly responded by issuing four demands to President Strand: an end to the administrative trusteeship of the department and the reinstatement of its former chairman (who had been elected by faculty and students on a parity basis); acceptance of the recommendations of the PSA department's student-faculty tenure committee, instead of those of the monolithic uninformed administrative tenure committee; reinstatement of the four fired professors; and finally, fundamental recognition at SFU that experimental practices in organizational and educational procedures should be encouraged and not repressed.

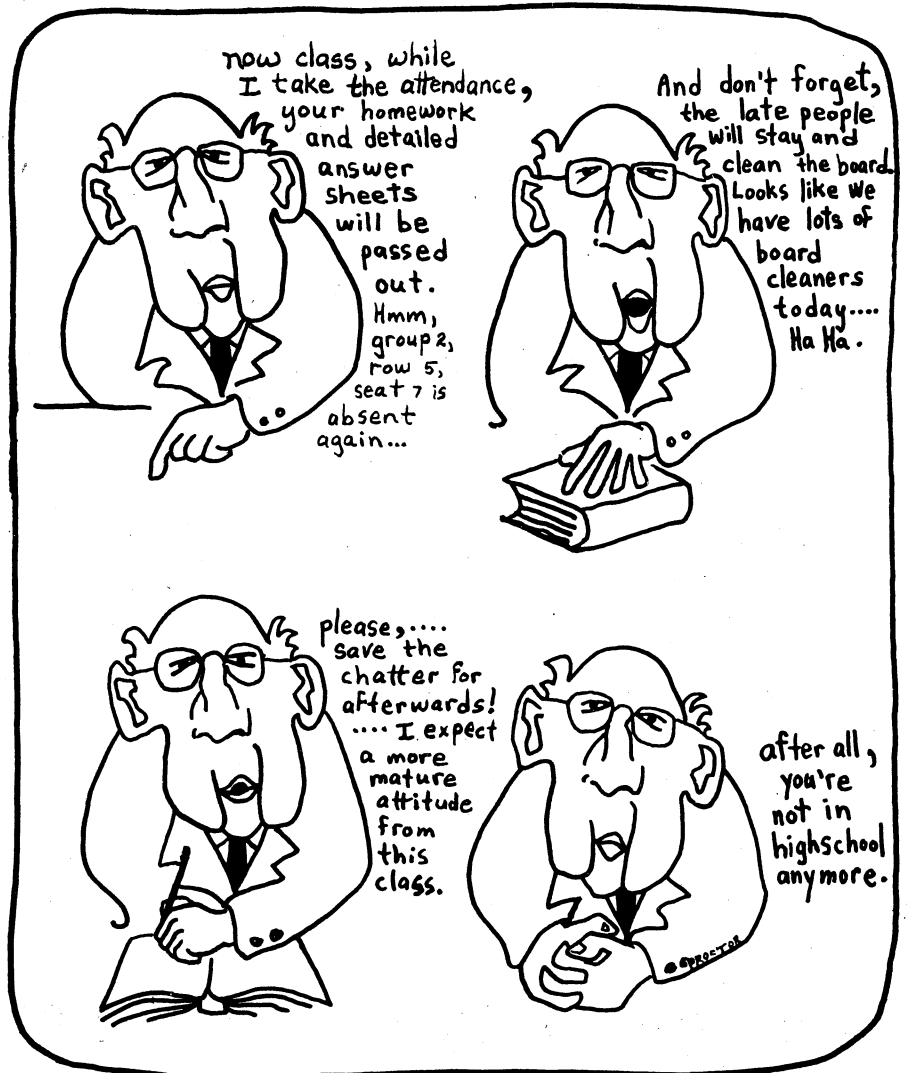
President Strand immediately stated he would not accept or consider student suggestions in regard to faculty, and on the principle of experimentation, said that it was only acceptable as a 'broad principle', within the confines of very restrictive university regulations. It was

basically a refusal to negotiate.

So enter Student Power, stage left. The strike was underway in a week, with 800 of SFU's 5700 students on the picket lines, encouraging others to join them. And they have. By mid-October, 'sympathy strikes' were taking place in the History, English, Education and Philosophy departments, and the students in Economics, Geography and Commerce had passed motions in support of their colleagues. At least one quarter of the student body is

boycotting classes, and close to another quarter is in sympathy.

And if the education that has already taken place through the strike is an example, a majority is only a matter of time. As Jim Harding said when he was here for the Barricade conference, if the establishment smashes you when you try to make democracy real and education relevant, you must "therefore go on organizing 'till you have enough power that injunctions and police can't stop you."



Sociology 255: I am just a student, Sir...

Does Glendon College perpetuate the high school mentality? If all our courses were like Soc. 255 the answer would be yes. The subject of the course in social psychology and the instructor is Mr. J. Spina. There is only one textbook for the course. No outside readings to gain perspectives or to see other points of view are encouraged. Mr. Spina lectures directly from the text. There are no essays to be assigned at any time. Four tests, totally objective multiple choices are to be given during the year. These tests are the only criterion used in giving marks.

With this type of format there is no room for original thought or research for which a student could be given credit. The student is obliged to remain a totally passive receptacle for information.

Mr. Spina has his reasons for setting up the course in this manner. He is trying to be as objective as possible both in the approach to the material and in the marking of the tests. By presenting only one point of view he hopes to avoid any confusion due to conflicting theories. To achieve these two objectives he has asked the students to memorize all the facts in the text.

But memorization is not learning; particularly when the only purpose involved is to pass a test. Facts memorized in this manner are useless and will be forgotten unless we are allowed to use them as a basis for active, creative thought and research. Moreover, this thought and research should be an intrinsic part of the course for which credit is given because it is essential to the learning process.

Mr. Spina's approach makes marking easy and is valid in the sense that it is an accurate gauge of how well the students have memorized the facts. But it is unimportant. What we take from the course that is permanent is a reflection of how involved we were.

Objectivity may be a worthy ideal in scientific research but this does not necessarily mean that all must be sacrificed to objectivity in the learning process.

At the last Soc. 255 lecture Mr. Spina said, "I'm in the business of teaching people the best way I know how. If people don't like it there's nothing I can do." Well Mr. Spina, we're in the business of learning and we feel there is a great deal that we can do. Let's see if we can get together on it.

Language Bill 63 divides Quebec

The past two weeks have seen an increasing number of demonstrations and rallies in Quebec against Bill 63. This bill will give Quebec parents the choice between English and French as the language of instruction for their children. Unilingualists believe that strong legislative action is necessary to prevent increasing assimilation of French Canadians into Anglo-Canadian-American society. Bill 63 would make such legislation impossible.

Toronto students are organizing a march on Friday, Nov. 7, in support of the anti-Bill 63 forces in conjunction with a mass march in Montreal.

The demonstrators are demanding that Bill 63 be defeated in the Quebec National Assembly, the end of police repression against left wing and separatist groups, the freeing of political prisoners, a democratic and representative mass media and last, but

not least, an independent and socialist Quebec.

American and Anglo-Canadian economic interests have obtained control of the political and financial superstructure in Quebec. For example, 94% of the Quebec mining industry and 90% of the petroleum industry is controlled by non-Quebecers, while only 10% of all corporate profits earned in Quebec accrue to French Canadians who comprise more than 80% of the population.

Because of this foreign economic control and its bastardizing effect on the French culture and the inability of the existing political institutions to control it, many Quebecers are now calling for an independent socialist Quebec.

The push for French-language teaching in Quebec schools is one of the most important and vital policies to the survival of the French culture in Quebec.

PRO TEM

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University Government

Information is power. It would be simplistic to say that students must know the systems in the present university government to be capable of changing the system, but not too simplistic. We know that data information is not as dramatic or as interesting as news, but information, it now seems, is necessary to the community's future development.

With the collapse of student council, two possible futures emerge for the student community. We can be "taken care of" by the administration or we could demand a more relevant, powerful and functional position in the running of this college and the university. The student council, by its very structure, avoided this central question. Now we all face it.

But two facts, like iron gates, hold us back.

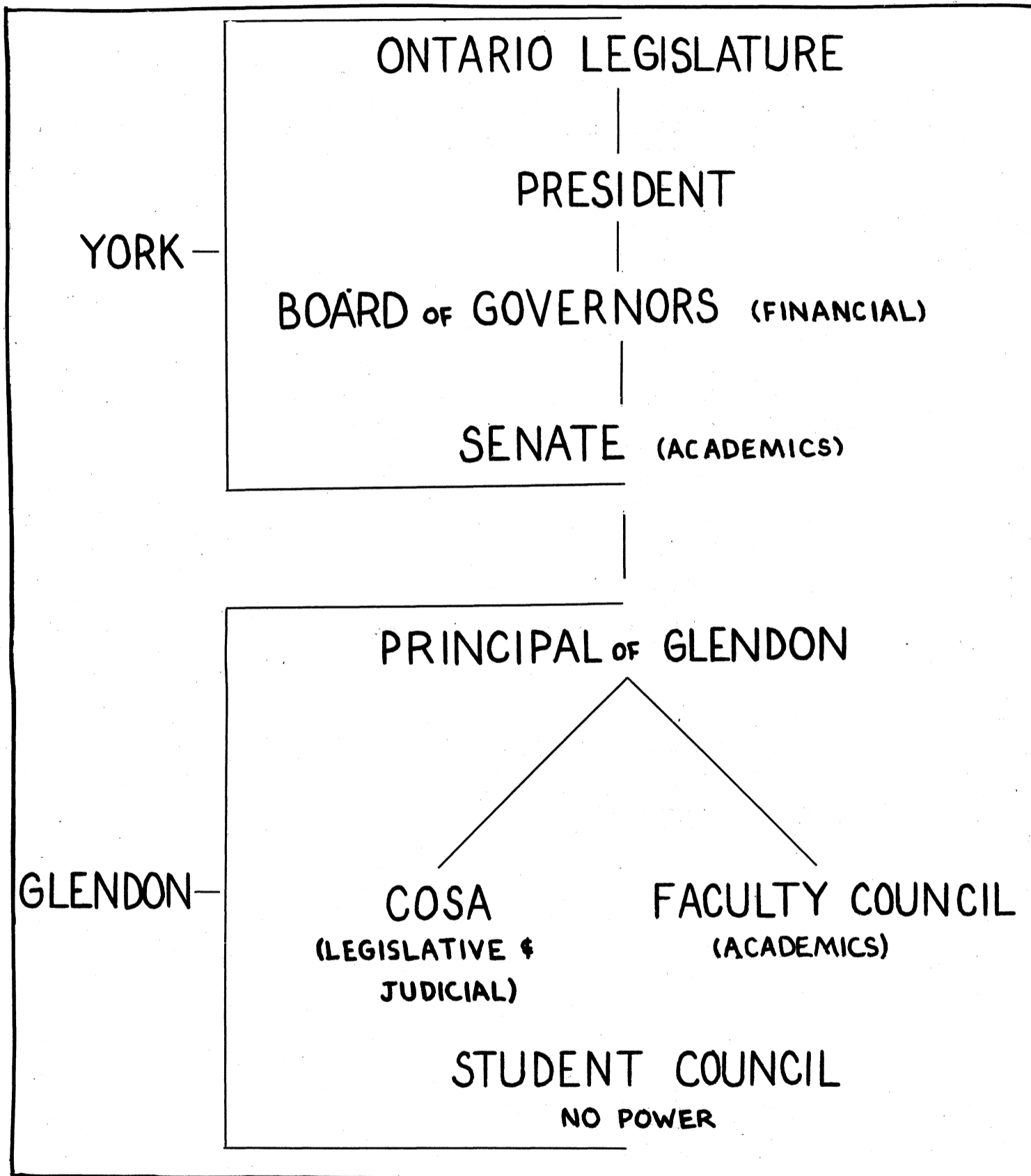
First, each of us is here only three or four years. This status as 'temporary resident' in the college drastically cuts back the individual's efforts to bring about change. All the administration has to do is cool it for a year or so, and

most of the "trouble-makers" are graduated, and either surrender or are branded "outside agitators" when they continue their efforts on behalf of the community.

The second fact is the central myth that the university is a "fact supermarket", where the student picks as he pleases among the various types of data. But the university is not a market place, it is a processing plant. The student is passed through the system, which, through unspoken biases and prejudices, implants in him a value system, in which he has neither been encouraged nor even allowed to examine personally for flaws beforehand.

The hypocrisy of the "value-free" university is betrayed by the position of the Board of Governors at the pinnacle of the power structure. They do not invest their money in the college, they invest their values, and the students are the unwitting product of their investment. This unawareness is the strongest obstacle to education in a university. Awareness is a necessity which we are recognising now.

The lines of academic power at York



The skeleton of York history uncovered

By DAVID MOULTON

Originally, York University was meant to be a collection of small liberal arts colleges, each much like Glendon, with emphasis on high academic standards, rather than another multiversity with mass-production goals.

In 1966, the Ontario Government applied restraints to university expenditures, so York was forced to accommodate itself in a tight money policy. This meant a greater volume return of students with the least amount of money. Many students and several faculty members became disturbed as the original concept of York University seemed to have been rendered obsolete.

In October 1968, Dean John Saywell, on his television program 'The Way it Is' responded to the reaction to the change at York. He stated that he would resign if the student panel on the show could prove their charge that there had been a purge of progressive facul-

ty members of York. Perhaps the following telegram, which Dean Saywell received the next day, could be considered proof enough.

Editor PRO TEM Glendon College
York University
Lawrence and Bayview Toronto.

The following is a copy of a telegram sent to Dr. John Saywell. The story which the students had a grip on during the television show 'The Way It Is' is true, even if some of the facts they brought forth may be technically incorrect. I need hardly remind you that my contract was not renewed and that for five years on the York faculty I had been a persistent and public critic of York's structure and educational policy. My forced leaving evoked both public and private protests by students. Like John Seeley, I was forced to leave York, but other faculty left out of disillusionment with an administration which betrayed hopes of freedom and experimentation in education.

Shame on you for a cheap trick of a rhetorical threat of resignation in order to obscure the very real basis of complaints which York students have against a patronising and sometimes vicious administration of which you may not have been the chief architect, but certainly the willing servant.

Richard K. Pope professor of Social Science and Anthropology, University of Saskatchewan Regina Campus.

And today the situation looks no better as education minister Bill Davis and his department continue to 'put the screws' to university expenditures in the province. One faculty member at the Steeles campus said that the university has so overexpanded its square footage that there can be no further internal development for at least three years.

So much for the small liberal arts colleges and the university which academics and students once thought could be a reality.

The administration retains control Who and why are the powerful 'they'?

By ROB BEADLE and ANDRE FOUCAULT

The Board of Governors

The top dogs in York's governing hierarchy are the board of governors. They are the absentee landlords appointed by the provincial government to rule York University.

What do they do?

The terrible twenty-two have the final say over everything that happens here - legislation, financing, discipline. Their job is that of protectors of academic freedom and defenders of the faith. They protect the ivory tower academics from the realities of the world outside (la vie dans la grande ville) and the big bad provincial government. They also make sure that the university is run in a business-like manner, and that it turns out graduates who can efficiently take their place in business and government (and incidently preserve our present society).

Originally, the government had hoped that it might dig into its own pockets and into the pockets of the upper-class friends and associates to bolster the University's funds. However, according to a Senate committee report dated October 8, private donations

will only make up 1/2 of 1 % of York's operating costs for the 1969-1970 fiscal year. The other 99 % comes from the tax payer and the students, who are not nearly as well represented in the University's governing structure.

Who are they?

The Board of Governors is basically made up of an elite from the business world. Of its 22 members, we have one judge, one labour union representative, and Mrs. John David Eaton. The rest are business men of some sort usually the best in their particular field.

Your 'average' board of governors member is 58 years old, a chairman or director of nine companies and a member of five clubs.

So, the next time someone starts talking about the Board of Governors at their university, Glendonians can proudly say that the corporate elite on our board of governors could probably buy and sell out any other board of governors in Canada and probably has.

The Senate

The Senate is the second most important body of the administrative structure, responsible only to the board of governors. It is comprised as a total of 108 members, of which 11 are from Glendon (10 faculty members and 1 student); Glendon's representatives are probably the most influential members of the Senate since Professor Tucker is the vice-chairman and Principal Reid and Dean Harris are also great contributors to the assembly.

The bulk of the work handled by the Senate is dealt with at the committee level. Most of the decisions concerning budgets and policy-making are made by the Senate with usual automatic acceptance by the Board of Governors. Murray J. Ross serves as go-between from the Senate to Board of Governors.

The Glendon Administrators

In most matters, the administrators here at Glendon are quite free and independent from the main campus.

The senior administrator, Mr. V.L. Berg is, in practice, the chief of staff and personnel services. However, the big decisions must be approved by the vice-president of the respective departments at the main campus, Mr. Small.

All routine budget work is done here at Glendon by Mr. Berg in consultation with the heads of the various branches under his jurisdiction. Then the reports are officially okayed by principal Reid and subject to inspection by Mr. Small and the Senate. This college operation budget covers everything from the salaries of the staff to the faculty and department expenses.

There is usually no interference from the main campus in the routine planning but all long range and high expense items are handled at the main campus by the vice-president of administration, and his department. "The set-up is good," says Mr. Berg, "because we enjoy the benefits of organization of a big campus without having to absorb the high cost it usually entails." The administration bureaucracy of the main campus is stacked with experts and specialists

in their respective fields.

The hiring of staff is handled by Glendon's senior administrator. Candidates are sent by the main campus administration but the final decision lies with Glendon.

Most of the funds come from the Provincial Government and the tuition paid by the students. The contributions made by private sources is quite minimal. In turn, Glendon must apply for its share of the capital through the main campus.

The faculty also makes up a budget in order to meet the salary expenses and other departmental costs. The hiring of teaching staff is done at the departmental level in consultation with the faculty and rarely the students enrolled in the department. The final decision is then sent to the executive of the main campus for formal approval.

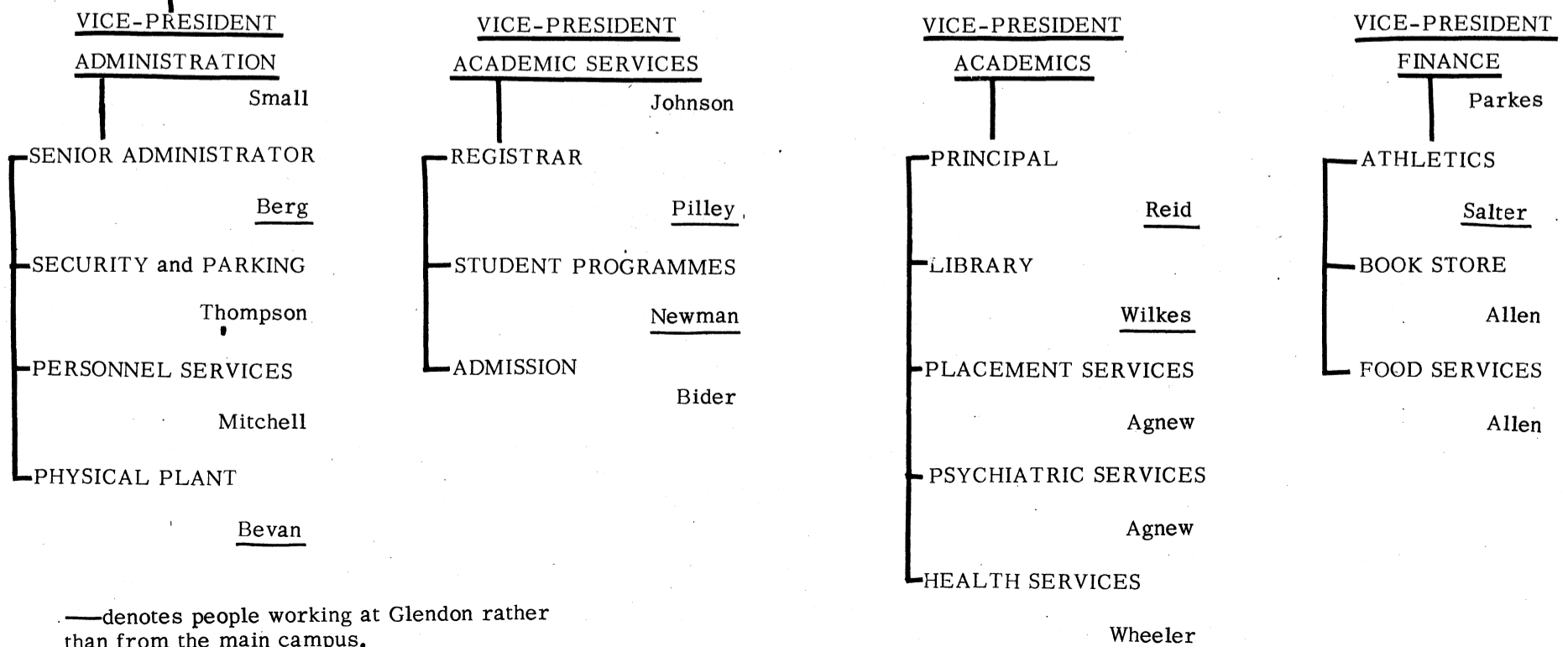
All admissions are presently handled by the director of admission at the main campus, Mr. Bider. It is quite unlikely the Glendon will have its own admission office in the near future since it is not ready to handle the extensive bureaucratic work involved. Once a candidate has been accepted under the York University standards, then the selection is left up to Glendon.

Organization of Administration at Glendon

LIAISON WITH STUDENTS

SECRETARY OF UNIVERSITY

PRESIDENT - Murray G. Ross



COSA's quest for legality

By SALLY McBETH

The Committee on Student Affairs was set up as the result of a board-senate-student committee and proposes "To originate legislation as well as to deal with matters referred to it" (Opening statement by the Principal to COSA, February 1969).

COSA's power is dependent upon two tacit agreements: that between university President Murray G. Ross and Escott Reid, and that between Mr. Reid and COSA. Reid can refer a motion passed by COSA back for a revote, but has agreed to accept the motion if it is passed again by a majority of both students and faculty.

In the event of a violent disruption on campus, Reid has given COSA the power to decide whether or not the police should be called in. Members were asked to remain on call during the 'Year of the Barricade' forum should such a decision be necessary. However, a precise policy on making this decision has not yet been formulated.

COSA has, therefore, a tremendous residual power, although it has in fact dealt with only one case where disciplinary action could be taken. Disciplinary problems are u-

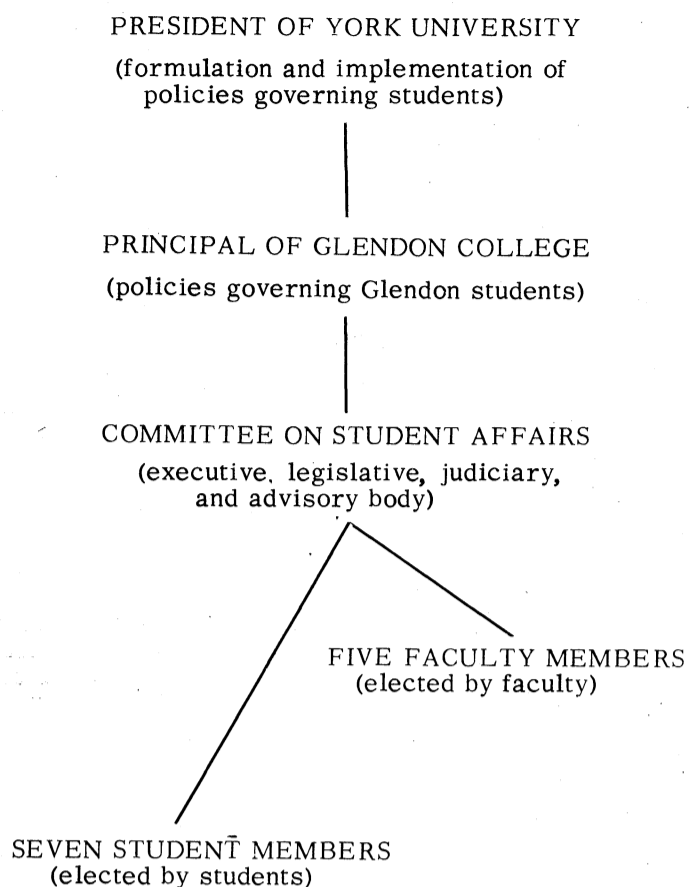
sually worked out quietly between the student involved and the dean of students, or they are settled by small courts within the residence houses.

As for its legislative function, COSA has no set of rules and makes its decisions on the basis of 'what is in the best interests of the college community'. The council was recently attacked by students on the illegality of its dual-functionalism as implementor of its own laws. There was subsequently a proposal by students that the council's structure be altered.

Little consideration has been given to this proposal because, explained student member Charlie Stedman, no set of laws comparable to those of other legislative bodies exists, and until the Committee on the Rights and Responsibilities of the Members of York University submits a report defining what actions are or are not against the interests of the college community, the proposal must be considered somewhat premature.

The student proposal regarding COSA would have those guidelines defined by the entire community, through referendum, not through committee.

Committee on Student Affairs Delegation of Power



Faculty Council makes or breaks your year

By DAVID STARBUCK

Faculty Council is the most important legislative council at Glendon College -- the one whom you should be able to take all your problems to. Only it doesn't quite work that way, not yet, anyway.

Faculty Council is the highest academic governing body at Glendon College. However, all its important decisions are subject to ratification by the Senate.

Its major responsibilities are curriculum content, examinations and academic standards, tenure and promotion of faculty, secondary school recruiting and liaison, and the library and the bookstore.

Recruitment, the library and the bookstore are controlled by the university administration at the other campus. Faculty Council can only recommend actions to be taken, and it has very little power to enforce its recommendations.

Last spring, for example, Faculty Council prepared a brief for the Senate in which it asked in part for additional funds for the library. The Gardiner Committee on the Future of Glendon College also recommended an additional grant of \$51,000 for the library. However, it is highly unlikely that Glendon will receive this money.

The Glendon Bookstore committee has tried to get an independent bookstore for Glendon as it believes that an independent bookstore would be able to provide a cheaper and more efficient service. The administration, however, has not acted upon this proposal.

Senate regulates membership

Faculty Council is legally a committee of the Senate. The Senate therefore has the power to regulate membership on the Council, its rules of order and procedure, and to make and amend its constitution.

Any bill must be passed, in order, by a Faculty Council committee, the Faculty Council itself, a Senate committee, and finally the Senate itself. Things are rarely passed in less than two months.

The Committee on Instruction, (Tucker Committee) was struck in the fall of 1967. It deliberated for a year and a half before producing a report last February. No action was taken on implementing the report, which had been generally favourably received, until last month, when Council struck another com-

mittee to investigate the findings of the Tucker Committee. It will be several years before all the recommendations of the Tucker Committee will be implemented.

Faculty Council has a rigid committee structure. There are committees on college government, rules and procedures, maximum use of academic facilities, and the implementation of the report of the Committee on Instruction. Students have parity on the Committee on College Government only.

There is also the Executive Committee, which can act for the Faculty Council when the Council can not be called. Recently a Committee of Chairmen has been established which, while it is not officially part of Faculty Council, parallels the Executive Committee in membership except that it contains no students, and is closed to the public. The exact powers and functions of the Committee of Chairmen are still unknown.

The Principal is an ex officio member of all committees. The Senior Administrator is an ex officio member of most committees. All standing committees have Senate Observers. There are 118 members of Faculty Council, 91 full-time faculty, with the rank of instructor or higher, 9 part time fa-

culty, and 18 students. Students have only been represented on Faculty Council since the fall of 1967. The first student representatives were the result of a report on college government produced by Rick Schultz, Vice-President of Student Council in 1967. They were appointed directly by the student council.

Students join faculty

The first elections were held in the spring of 1968. Faculty Council was still a closed body at that time. The push for open meetings gained steam in the fall of 1968. Once the principle of student representation was accepted, it was only a matter of time before the principle of open meetings was also accepted. PRO TEM was providing verbatim reports of most meetings which made the closed meetings a farce.

At this time, the number of student representatives was increased to twelve. In the election of December 1968 twenty-six candidates ran for eight positions. This October, the number of students representatives was increased to eighteen. This is the maximum 15% now permitted by the Senate.

The faculty members of Faculty Council represent no-one except themselves. They may be pulled by divergent pressures -- department,

age, national origin, liberal ideology -- but in the end their vote they cast represents only their opinion. The student members, however, have an additional pressure -- their duty to represent the views of other students. There are thus two types of governmental structures present -- direct participation on the parts of the faculty and representation on the part of the students.

Students who are not members of Faculty Council must rely on the student members to put forward their point of view. This is difficult as the student member is usually presented with several divergent opinions. The faculty member, since he represents only himself, does have a meaningful voice. Faculty Council is therefore inherently undemocratic.

Faculty Council will remain undemocratic as long as there is only token student representation. It is unlikely that Faculty Council will accept the 'one man, one vote' situation on Council in the foreseeable future. The only solution to this 'undemocracy' is some form of parity, whereby two equal plenums are constituted on democratic 'one man, one vote' lines and negotiate as equals.



"All right, all right! I promise you you'll have a bigger say in running the flock"

Student council evolution: dances to politics

By MARILYN SMITH

The Glendon Student Union has no history of bloody revolution. Rather, the struggle has been in trying to get out of the sandbox and its limiting politics.

Early councils revolved around issues of school spirit, school rings, and announcement posters in the 'rah-rah' fashion of high school. The wearing of academic gowns was a key issue of 1962. Council passed a recommendation that students wear the gowns - Glendon cum Oxford fashion.

With a legal status dependent on protection from the Senate, the early councils were in no position to seek representation on administrative or faculty committees. Nor did they want to. In 1962, someone proposed that the council president sit in on the meetings of either the Board of Governors or the Senate, so as to facilitate rapport between student and administrative officials. The council president reacted negatively.

Student "self-government" limited

Murray G. Ross, President of York University, stated that wide staff representatives were a part of the student council, a student on the Senate or Board of Governors could not be a very effective influence. In a PRO TEM interview, Ross had said that "self-government by students should be limited only in order to protect courses, staff and property of the university. Members of the staff still have to help him have foresight of the consequences". So the proposal was defeated.

When Garry Caldwell ran for office in 1962, his platform was one of 'student freedom and responsibility'. That year's council established a student court, the first recognized student responsibility. The court had control over non-academic affairs only.

In a reversal of roles, the college Dean suggested an all-student court while Caldwell pushed for Senate and faculty members on the court as well. The compromise was an all-student court with a faculty court of appeal.

decisions, only to reduce penalties.

In 1967, this student court was disbanded. Its authority was given to the Glendon Committee on Student Affairs. COSA is presently a student court. On the basis of an interim recommendation of the Laskin Committee on Rights and Responsibilities, COSA should become the college court.

The making of a Council, 1962

In the beginning, Council created itself out of a void. The first elections followed guidelines of a newly written Elections Act. No official constitution governed the actions of the first council, although drafts were compiled.

A new council was elected in March of 1963. The outgoing council decided to remain in office until the end of the academic year. This arbitrary decision could not be contested, as no legal constitution was in effect. It was shortly after this that the constitution was adopted and the Elections Act revised. All future councils were then subject to a term of office from the spring of one year to the spring of the year following.

The original constitution named a 14 man council; the Executive, the year representatives, the social representatives, and the athletic representatives. The president was given the most power. All decisions were subject to his will save if the remaining executive united against him. Succeeding constitutions weakened the power of the president.

The constitution adopted in 1966 gave advisory positions to two faculty members. In 1967, three faculty members were given full voting privileges on council. This was a leverage device in measures to get the first student representatives on Faculty Council.

The current constitution (although in a suspended state) decrees a seven man council. Each council member has one vote. This lends a greater deal of flexibility to the council as the Chairman's vote technically carries no more weight than that of any other councillor. Councillors are not elected to a particular position. Each one has to define his working role within the council framework. The influence any

councillor or the president may have is dependent on his personality and his work output.

A hard push for student responsibility came in 1966. Jim McDonald, council president, and Rick Schultz, council vice-president, formed a solidarity front in an attempt to push the administration out of college government. A student-faculty coalition in decision making was to be the replacement.

Schultz presented a brief, 'Student Participation in the Government of York University' asking for student representation on the Board of Governors, the Senate, and Faculty Council. Students now have representatives on all but the Board of Governors.

Student representatives at a decision-making level are increasing in number. Course unions would give students parity with faculty on all levels of decision making. All decisions are subject to the approval of the Senate and the Board of Governors, but the administration is playing a shrinking role in the governing of the college.

The first student-faculty councillors (5 in number), were chosen in 1967 by the student council. That power was taken later from council and given to the student body. 1967 was also the first year that freshman students were permitted to vote in the presidential election. The administration had been accused of not giving true responsibility to students. But students would not even give true responsibility to fellow students. The grounds were that newly arrived freshmen would be too much inclined to make a popularity vote. Later reform made it possible for a student in any year to run for the office of council president.

The 7-man elite

One great gulf has always existed between the council and the remaining student body. With succeeding constitutions, council has been called a 14 man clique, and finally, the 7 man elite. The failure to communicate drove the recent council to mass resignation. Students and council were not attuned to listen to one another. Bad communication was blamed for the poor turnout at the fees referendum. Many said they did not know about the voting, or about the importance of the issue.

Past councils experienced this same failure to communicate. The executive position of Communications Officer was created in 1966 to establish a liaison between students and council. This was to "offset the predicament of preceding years, where individual council members acted without the support of the student body." Ironically, part of the fees increase was to have been used in setting up kiosks around the campus as communication centres.

Council has a responsibility to lead, not follow student opinion. But in leading, council has to maintain a pipeline to the student body. Should council disregard the communicative lines, alienation sets in. Without that linking tether, the last council withered and died, just as other councils in the past threatened to do. Whether the student body will shrivel in scope without a council at its head remains to be seen.

University as seducer

By JIM PARK

A critique of the structure outlined above must be based on some basic assumptions about the definition of education and the role of a university in contemporary society. It should be obvious that the chief, and in fact only justifiable role of a university is to educate the members of society both directly and indirectly.

This definition, then, precludes a concept of education as something that socializes people into an acceptance of the mores of the existing society. And yet, from even a cursory examination of the university and its structure, this is exactly what it does.

First of all, the chief governing body in the university is composed of members of the economic and social elite of the society. It is an

elite with a particular set of perceptions deeply rooted in a particular concept of society - the one which has given them their position of privilege.

Second, this body heads a structure which is at best benevolently despotic, and at worst blatantly authoritarian. The members of the university do not decide, albeit on the basis of advice, what should be taught, built, regulated. They do not decide who should do the teaching, when it should be taught, or whether it is relevant to them or society as a whole.

In short, the members of the university 'community' do not have control over their academic or physical environment. Indeed, they do not even have access to, much less control over, the budget of the institution they are most directly concerned with.

Feiffer

IN THE PAST I FAVORED DIALOGUE WITH THE ESTABLISHMENT, BELIEVING THAT IN TIME IT WOULD LEAD, THROUGH A PROCESS OF CONCESSIONS, TO A GRADUAL ACCEPTANCE OF RADICAL CHANGE. THESE VIEWS NOTWITHSTANDING, MY EARLY DIALOGUES WITH THE ESTABLISHMENT PROVED WHOLLY DISAPPOINTING, THE OTHER SIDE ARGUING THAT THE AIRING OF DIFFERENCES WAS PROGRESS ENOUGH, MY SIDE HOLDING OUT FOR MEANINGFUL CHANGE. FURTHER DIALOGUES LED ONLY TO FURTHER MISUNDERSTANDINGS WHICH BECAME THE



SUBJECT FOR NEW DIALOGUES DURING WHICH PREVIOUS POSITIONS WERE RESTATED AND PREVIOUS CONCESSIONS REAFFIRMED, AND ONCE MORE NOT CARRIED OUT. SINCE DIALOGUES ARE MEANT TO SERVE AS A SAFETY VALVE AGAINST VIOLENCE I WONDERED WHY THE MORE WE TALKED THE MORE I FELT BRUTALIZED, EVENTUALLY HAVING NO CHOICE BUT TO TURN INARTICULATE BECAUSE I WAS UNWILLING TO ADMIT THAT THE ONLY WORD I COULD THINK OF SAYING WAS: "KILL."



FINALLY I WAS FORCED TO STOP TALKING IN ORDER NOT TO START KILLING. THE ESTABLISHMENT BLAMES THE COLLAPSE OF OUR DIALOGUES ON A BREAKDOWN IN COMMUNICATION.



FOR THEIR SAKE I HOPE THEY DO NOT SUCCEED IN REESTABLISHING CONTACT.



LIKE MAN Y'KNOW.



The flight of the Led Zeppelin

By JIM ALBRIGHT

"Everybody comfortable? 'cos we won't start until you are!"

Showmanship and artistry marked the Led Zeppelin concert at the O'Keefe Centre on Sunday. The surroundings weren't exactly the best for the creation of a relaxed, involved, groovy audience -- but the heavy music in the darkness slowly loosened the crowd and relaxed the people, but never to that point of uninhibited hysteria that the Zeppelin seem to expect.

Rock is becoming an art

It became very obvious as the Zeppelin took the stage that rock music is now an art which, at peak performance, is experimenting with combinations of electronic sounds and voices. Rock is closest to achieving the function of pop art -- interpreting the industrial environment of machines and motors to people.

But the 'Edward Bear', who are supposedly a new and fast-moving Canadian group first disgraced themselves with uncoordinated, loud and clumsy derivative noise. Don't bother about their first album which is to be dumped on the market soon.

Theatre is a large part of the success of a rock concert -- the dance of singers and players, exhibiting slim and graceful bodies to the virile music, the element of surprise and old-fashioned carnival showmanship.

After a long and absorbing drum solo called 'Moby Dick' the Led Zeppelin wound up with the last, important component of good rock -- audience reaction, as they moved us out of the theatre, still rocking and clapping our hands, the formal and straight atmosphere of the O'Keefe blown to kingdom come.



Newman's non-western

By DAVE ELLIS

At the Hollywood Theatre this week, there's this new western-cum-undertow picture starring Paul Newman, Michael Redford, and Catherine Ross. Now look. In a good review ya gotta express the "with-it" quality of the film, or debunk it. But the forthcoming is a lousy review.

I'll just mention that the photography compares in beauty to 'Elvira Madigan' -- pastel foliage along riverbeds, perfect painted buttes. Also making it is the humanity and easy acting typical of 'Bonnie & Clyde'.

But mainly this is a lots-of-fun, non-new-wave, 'Ballou' picture. Purely entertaining -- due to perfect acting. It's a question of knowing to wink big-eyed, knowing how to glint slit-eyed, and knowing when to not wink or glint: with synchronized timing. And right there is the tremendous Paul Newman forte. Lemme see -- there's the time Redford (Kid) invites Ross (Etta) to run away 3000 miles with him -- with all the tenderness of someone telling his sister to run down to the corner woods and bring back a dirty salamander: and there's Newman with the satirique, "Don't sugarcoat it, Kid. Tell it to her straight."

Which reminds me. The picture starts in black and white (and brown?) with Newman entering a bank and just standing there and looking all around him at the layout. A great dialogue ensues with the bank guard:

Newman: What happened to this bank? It was so beautiful.

Guard: They fortified it.

Newman: But why?

Guard: People kept robbing it.

Newman: Seems to be a small price to pay for beauty.

And that's it. The freewheeling of the West is in the process of being contained by big business and is losing its soul. The inference could even be to computers, or God-knows-what that restrains the human spirit.

The use of the dialectic colouring continues through the introduction of Sundance (as his friends call him) -- a more serious, bulky type of funlover. Anywho, the important thing is this use of black and white as a more effective transmitter of information than colour, that is intriguing.

A question we might ask is whether colour TV is going to be too hot a medium in comparison to cool black and white. At any rate, the themes running throughout are Aging, Responsibility, Death and Inevitability. But its a highly visual film -- don't let me tell you how they're handled. O yeah, the bike salesman is Henry Jones.

Glendon Students!

Come and hear,

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ELYAKIM TAUSSIG- Pianist

Old Dining Hall

Thursday, November 6

7:45 p.m.

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Saturday at 6:15 and 9:45 - \$3.00, \$4.00, \$5.00

STUDENTS \$2.00 any performance except

Friday and Saturday late shows.

STAFF MEETING

Wednesday, 4:30

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is no sense in try-
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-Bob Dylan

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sports

Girls second

We Sportsies would like to thank all you spectators at last Wednesday's exhibition women's volleyball game. Thanks to both of you. Of the seven teams that participated in the round-robin tournament, Glendon came out on top, or at least we would have if College E had stayed home. Mac, Vanier, and Winters got knocked out of contention in the semi-finals along with Scarborough and Erindale (hiss, boo rivasak).

In the finals, the first two playoff games went into overtime with scores of 14-12 for E and 11-9 for E again. Glendon blew the last game with a score of 13-6 and the championship was awarded to thEm.

The next Women's intercollegiate ice-hockey game is scheduled for November 5th at York arena. Glendon plays Founders at 4 p.m. and it should be quite interesting. There's a rumour circulating in the PRO TEM office that Mother Beaver herself is to appear.

For all you aquatic types there's a co-ed intramural swim meet on Thursday November 6th at 6 p.m. down in the valley. (The pool not the river). Try to be there girls, even if it's only to look at the life-guards. Other upcoming events are the inter-course ... sorry, the intramural table tennis and archery meets, so keep them both in mind.

- BETH REDMOND

Gophers blank mac

In the opening game of their inter-college hockey league schedule the Gophers wound up on the long end of a 3-0 count, beating McLaughlin in a game played at the York practice rink Wednesday night. The officials had an easy night in assessing only 12 penalties, Glendon getting 7 of them.

Glendon opened the scoring at the 1:20 mark of the first period as Rick McKenzie slapped the puck from close in on a pass from C.K. Andre. Mac goalie Byback appeared to have little chance on the goal. Andy Raven of the Gophers was off for high sticking at the time. Glendon carried the game to Mac for the rest of the period with several opportunities to score.

The Macmen threatened on several occasions in the 2nd period but were stopped by a sharp Gopher defense and some fine goaltending by Terry Walker.

Mac put on the pressure in the third, but Walker turned them back time after time. At 5:10, the Gophers again went on the offensive, as Andy Raven took a pass from Joe MacDonald and drilled a slapshot past Mac goalie Byback from just inside the blueline.

On one occasion the Gophers held the fort while being two men short. At 17:00, Dave Roote wrapped up the game scoring from close in.

Glendon showed a lot of potential with strong goaltending, a solid defense, and three threatening forward lines. Outstanding players were Terry Walker, Andy Raven, and Jack Daly.

- BILL KORT

Filthy Pornography Today

By NICK MARTIN

We bet that when you saw that headline you thought you were going to read a bunch of dirty smut, didn't you, you commie pervert? But we lied, chortle guffaw. By using typical PRO TEM yellow journalism, we drew your attention to the fact that the Red Guards will be playing for the intercollegiate soccer championship tomorrow. The game will be played at 4 out at the hinterland campus, Tim Taylor told us for the usual fee.

The Red Guards were undefeated in league play this year. Not only that, but they didn't lose any games either. For keeping the opposition scoreless in every game, goalies John Bramberger and Wild Bill Wade have been named co-winners of the Doris Day Purity Award. The reputation of their net remains unsullied.

"The Dorian Grays have won the men's intramural volleyball tournament" (from "The Thoughts of Chairman Salter"). 4th year skunked Ye Greene Machine #2 in two straight to capture the diadem. The Octogenarians were captained by Pete Gusen, with the rest of the Ageless Wonders consisting of Arrowman Pete Van Heusen, Roger Keane, Tony Tilley, Marty Bazinet (a small bazin) Newsom Lalande, and Rod Maior.

The co-ed swim meet will be held tomorrow night. The organizers would appreciate if you registered beforehand but latecomers can sign at poolside. Premier Ed Schreyer of Manitoba will officially open the meeting by throwing out the first business man.

Osgoode rugged

Glendon ruggedged Osgoode 8-6 (guess which sport from the lexical clue -- this is not a contest). Al Brogan tried double hard and Doug Street converted for the good guys.

Mike Salter has bought a new machine for the weight-lifting room, a latissimus dorsi machine to develop the muscle of the same name. (Martin, did you look that up to make sure we can mention it in a family paper? - Dee). "It's a pulley device on which you can lift up to 200 pounds," reports the machine's inventor, Harry Hernia.

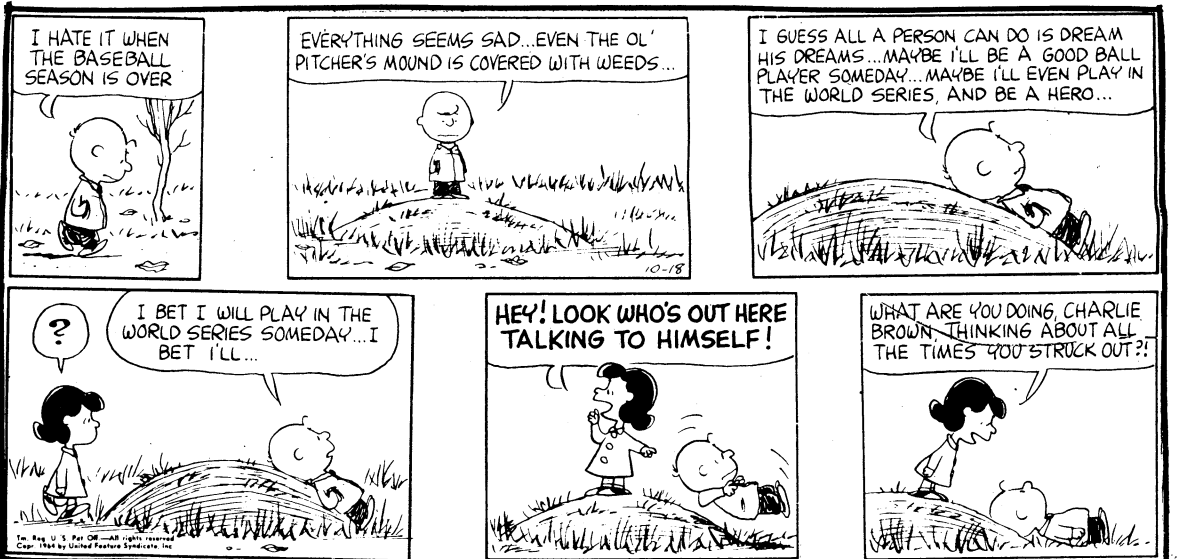
The outdoor archery meet was cancelled due to Jack Frost's recent snowstorm. Jack's off to a fast start this year, causing archery to be postponed until later in the year.

STOP THE PRESSES. The fieldhouse crew are presently laying down ice on the rink. They aren't making any promises, but if the weather stays cold, we

should have ice this week. Turning to the serious question of the race issue, we find that the frosh are lapping the pack in the race for the Glendon cup. They lead Ye Greene Machine 815 - 640, with the sophomores third at 405 and the Animals at 395. In intercollegiate play, Glendon leads McLaughlin 815-665, but soccer should greatly increase our lead, he predicted chauvinistically.

General consternation (leader of a marine unit operating out of Danang) has been expressed over reports that the Canada Council has granted one million dollars to a team of scientists for the purpose of capturing the Serpent of the Don. It was bad enough when they took plaster impressions of the slither marks on the football field and sent traces of mung to Ottawa laboratories for testing, now they plan to send a submarine armed with tranquilizer warheads searching through the sub-surface catacombs.

An ad hoc Save our Serpent Committee has been formed. You can make donations through the PRO TEM office. Protect our Serpent who after all might not be alone there. In light of the government's backing of this expedition, we would remind Prime Minister Trudeau of his statement that government has no business being in the nation's bedrooms.



E Wins Football Pennant

By NICK MARTIN

Just as Ron Maltin fearlessly forecast in our third issue, the D House Animals finished second in the GFL. However, he called the Pensioners to take it all; in fact E House copped the pennant, tying D with a 6-2 record, but getting the nod because they tamed the Animals during the season.

We asked Ron why he made a mistake in his forecast. "Howcum?" we inquired. Maltin refused to go into detail, short of quoting the famous maxim of Ace Bailey. The Sons of B were third, and the Axemen fourth.

E House beheaded the Axemen 15-1 to wrap up their title. Doug Street hitted and Jeff Love got half a dozen to lead E. Pat Flynn broke the goose egg by hoofing a single. Flynn was subsequently named winner of last week's contest, "Will you give us a break?" For his date with the widow Mona, he plans to take her to the valley tonight for a bit of serpent-watching.

Does anyone have a nickname for E House? Send your answer in to Contest C/O PRO TEM. Winner gets to

light the fire when we give my running shoes a Viking Funeral at the end of the basketball season.

The frosh clobbered Ye Greene Machine 27-14. Craig Donovan scored twice, ably assisted by Chris and Jones; or should one more properly say Jones and Chris? Perhaps we were never meant to know. Mrs. Allan's son tallied for C, as did Roger Riendeau (French for no money).

The Animals horseshoed one from the Beavers, edging 3rd 27-24 in the final minutes of play. Bill Elkin was a two-timer for D, Terry Smith and Mulock got one each, and Ramblin' Ralph Trodd got two vital converts. Lorne Rogers scored twice for the Beavers, with Scooter Scanlan and Nick Martin onceing.

Bob Pinkerton of 3rd, playing his first game of his career after finally recovering from a nuga transplant, made two great interceptions. All the vote has now been tabulated, and Tricky Pinky has been named Rookie of the Year.

The frosh and the Beavers finished out the season with a double default. The squads

were left too short-handed to continue following a lightning raid by guerilla squirrels. The attackers were quickly beaten off by the Masked Beaver and Captain Bourgeois, fleeing under a barrage of mung rays after inflicting heavy casualties.

COMMIE SQUIRRELS

On his part in the rescue, Captain Bourgeois told PRO TEM, "If you don't like the way things are, why don't you go live with the commies?" However, the Masked Beaver was far more explicit in his fears. He found copies of propaganda on several squirrel corpses, leaflets signed by the Viet Squirrel and exhorting the squirrels to recover their rightful forests from 'the imperialist fascist two-legs'.

"Undula arriba mung gork ungunung ayayayayayiii," the Champion of Justice told Pro Tem as he warned that no-one should leave the enclave area of the main buildings without a heavy armed escort. He has also put a strict restriction on trysting in the valley, effective immediately. Tough luck, Pat.



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