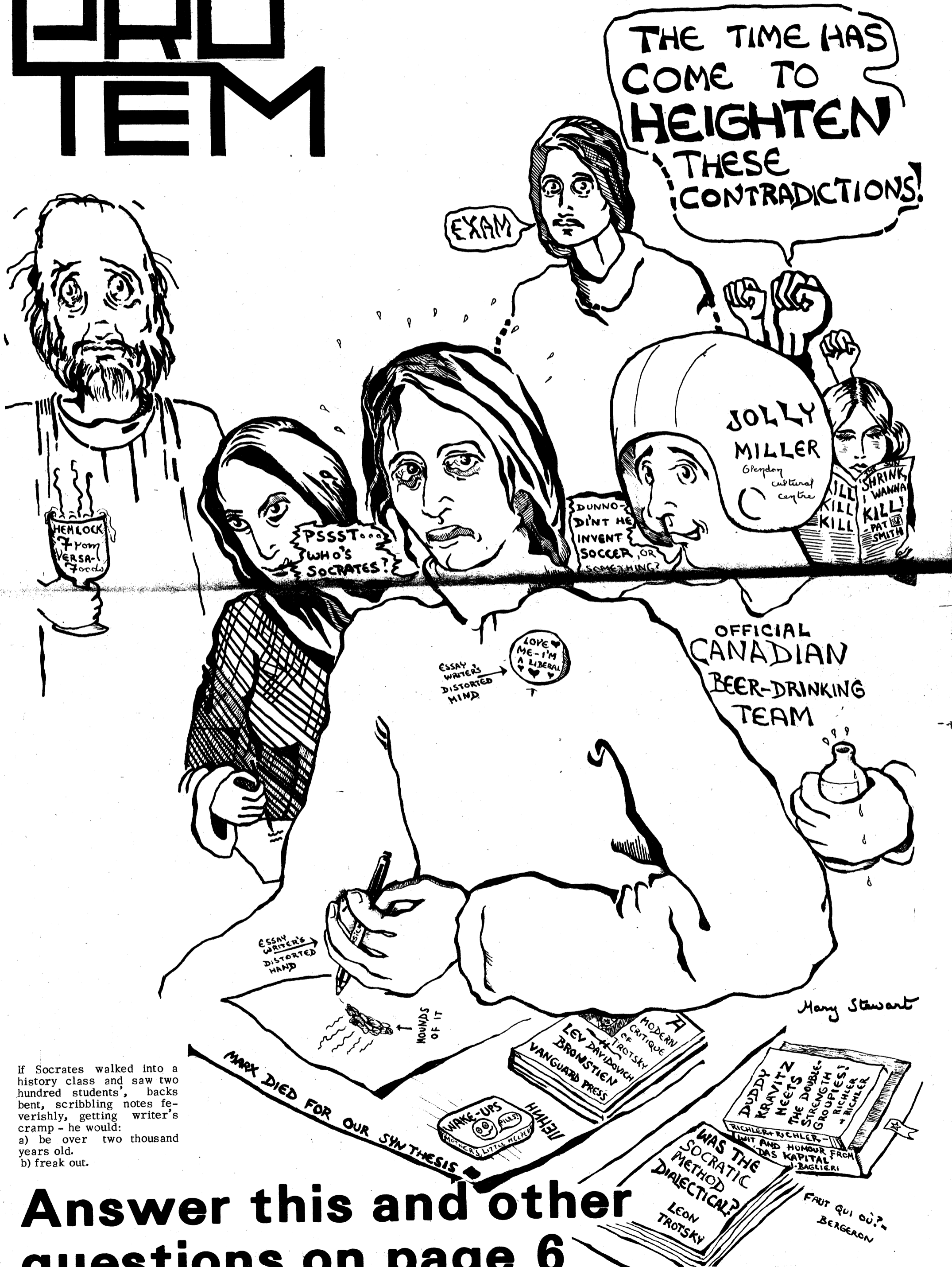


# PRO TEM



If Socrates walked into a history class and saw two hundred students, backs bent, scribbling notes feverishly, getting writer's cramp - he would:

- be over two thousand years old.
- freak out.

**Answer this and other questions on page 6**

# Kitchen proposal won't reduce residence cost

by JOHN SPEARS

Last Wednesday afternoon a meeting was held in the ODH to discuss the idea of installing kitchens in two of the houses in Hilliard Residence. Dean of Students, Ian Gentles and Charles Kirk, the head of Food Services, spoke to a group of 25 students.

Gentles opened the meeting by explaining how the idea of installing kitchens had developed from the original recommendation of installing kitchenettes in each of the houses in Hilliard. The cost of construction of the kitchens would be in excess of \$20,000 and a student living in a kitchen house would pay \$45 more than someone in a house without. His position was that people living in such a house should participate in a 5 meal a week plan so there wouldn't be as much congestion as there would be if all the meals were cooked in the kitchens.

Bill Rowe, Residence Council chairman, then stated that the cost of paying for a 5 meal plan, \$277.50 at \$1.50 a meal, (or \$288 according to Mr. Kirk), on top of paying for the room would leave little money left to pay for the remaining food, not to mention loss of time involved in cooking, cleaning and buying food. He noted that after paying for the room and a 5 meal plan the difference between that price and the price someone would be paying for a room with a 14 meal plan would be less than \$200.

Rowe also mentioned the partial results of the kitchen referendum presently being conducted by the residence council. Residents voted 98-13 in favour of constructing the kitchens provided there be no meal plan and 50 out of 110 expressed a desire to live in such a house.

Mr. Kirk mentioned that there would be kitchens in one of York's new residences and students would have the opportunity to not belong to a meal plan. He explained that because the operation was larger at the other campus food services could afford to let some people opt out. He stated that at Glendon this would involve a much greater percentage of the residents (although Gentles pointed out that it would

only involve 15 per cent). Kirk quoted a figure of \$288 for a 5 meal plan, the high expense being justified, he said, because of greater administrative costs involved and because there would be no missed meal factor.

Dean Gentles pointed out that this would be charging more than the \$1.50 per meal that cash customers pay. He argued that it seemed a little unfair to charge people who committed themselves to a substantial number of meals over the year more than cash customers.

Student council president-elect Dave Moulton said that the students' council would be willing to help organize things so that residents in kitchen houses could buy their food collectively, perhaps from a wholesaler, in order to bring costs down.

Although Food Services has never lost money at Glendon, it is as yet not known if a 5 meal plan will be allowed at this campus next year. However, Gentles believes that the kitchen proposal would not be feasible without a reduced meal plan, and is pressing his case with main York officials.

## Reduced honours requirement

# English dept. protests

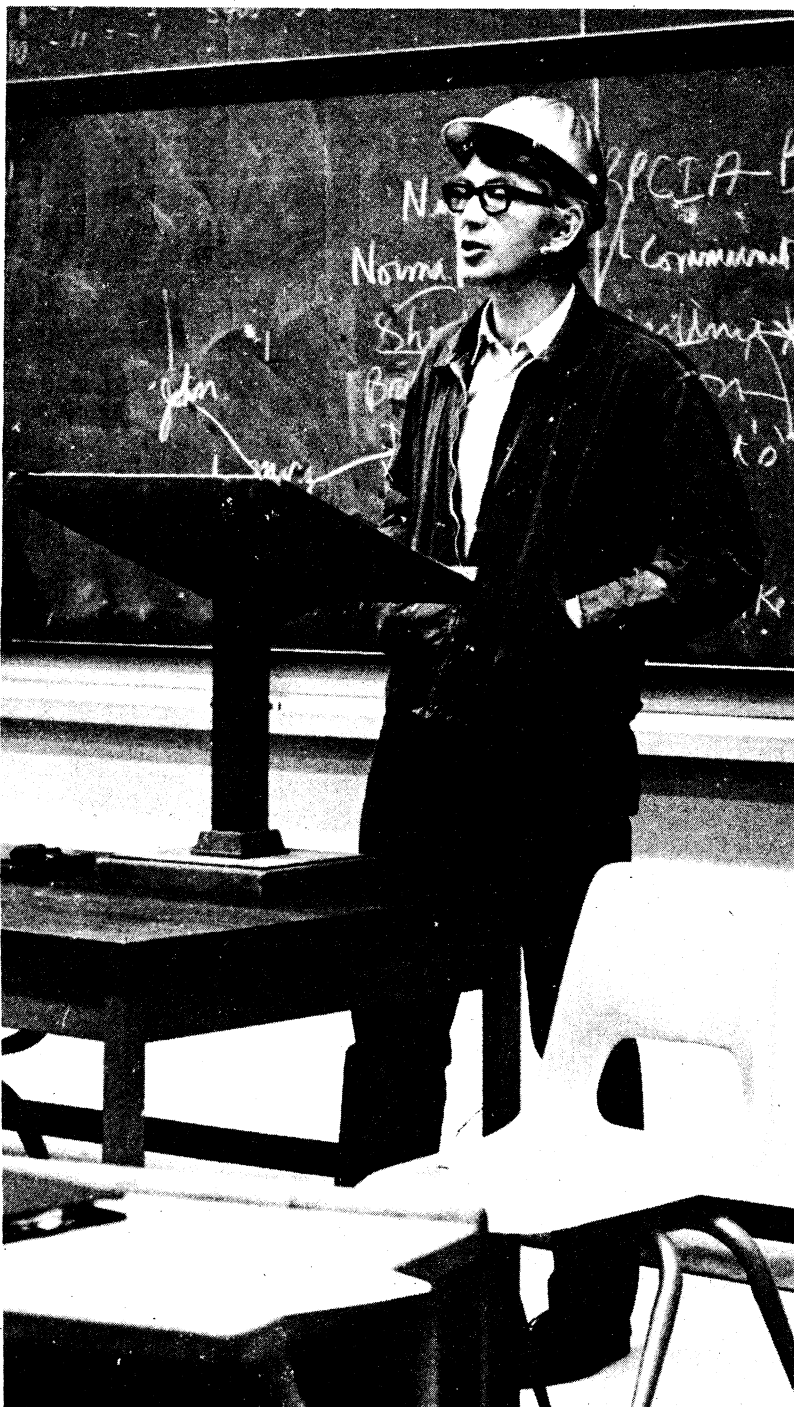
by JOHN SPEARS

The requirement that students take a minimum number of courses in their major or honours subjects is to be reviewed once again by the Academic Policy and Planning Committee. This non-decision was made following a vigorous debate on an APPC recommendation that the minimum number of courses required for a specialized honours degree be eight for all disciplines.

English instructor Penelope Doob felt that before a decision was made the rationale behind minimum requirements should be discussed and alternatives, such as abolishing all requirements and improving the faculty's advisory capacity should be considered. Her motion that the whole matter be sent back to APPC was passed by a clear majority.

Earlier in the meeting Principal Albert Tucker had said that the policy of eight courses was merely a convention. He argued that a certain uniformity of standards was necessary if Glendon as a whole were to retain an identifiable academic policy. If each department went its own way the well-integrated nature of the Glendon programme might be ruined.

Although denying that the proposal was directed especially against any particular department, Tucker pointed out that the English and French departments combined receive 43% of the College's



Proletarian Professor Ronald Lang depicts graphically the élan of the class struggle in a lecture on the CCF-NDP in Political Science 254.

budget. Aside from this financial imbalance he feared that Glendon might lose its liberal arts orientation and become primarily a language and literature school if these expenditures were not controlled.

Both English and French departments required specialized honours students to take ten courses in their honours subject. The Philosophy department requires seven courses, while all other departments require eight.

Opposition to the APPC proposal was led by English professors, sixteen of whom attended the meeting. English chairman, Richard Handcombe wanted to know why the number eight had been selected. He asked whether the English department would be forced to drop courses and reduce the size of its staff if the proposal was implemented. Michael Gregory insisted that in English ten courses was a minimum requirement because of the range of topics — linguistics, literature, history — which must be covered.

Supporters of the proposal pointed out that its purpose was to prescribe a minimum number of courses, not to limit a student who wished to specialize. If students want to take more than the required eight courses they can do so, but it is unfair for some departments to set high requirements which would necessitate offering more courses and spending more money than other departments.

Several councillors felt that the issues of departmental financing and minimum course

requirements should be treated separately.

In other business council decided that a minimum of 150 and a maximum of 225 first year students be admitted to the unilingual stream next year. Total first year enrolment is to be 550. Joss d'Oliveira said it was still too early to make precise predictions about next year's bilingual-unilingual ratio.

Pending the report of the Committee on College Government expected next fall, student seats on FC committees can only be filled by students who are members of Council. This ruling passed at the recommendation of the Nominating Committee, is in essence a compromise between students and faculty necessitated by the move to committee parity. Student councillors had previously elected students to sit on faculty council committees, but when the faculty insisted they relinquish this right it was agreed that only elected student representatives could be nominated.

Debate, which was sometimes touched with acerbity, was dominated by the faculty throughout the meeting. Several student councillors said after the meeting that they felt the matters being discussed were of no particular concern to students. Although a reduction in the minimum requirements for French and English majors could free large sums for the use of the other, smaller departments, no more than 11 of the 18 student councillors attended the meeting.

# Gen Ed reviews Soc Sci

Although most departments have already submitted their course offerings for the 1972-73 calendar year to the Curriculum committee for approval, the General Education sub-committee at this point is still four courses short in filling expected demand for Social Science credits.

Matters have not been helped by the fact that the political science department informed the sub-committee this week that it could not offer Developing Nations next year as a Social Science offering.

At the same time, however, Bernie Wolf of the economics department and Stan Kirshbaum of political science have submitted a proposal to teach Socialism and Capitalism as a full-year course next year.

The irony of this situation is that while Developing Nations was, by and large, well received this year, Socialism and Capitalism met with generally negative reaction.

When questionnaires regarding the course were distributed during re-orientation week last fall, 82 per cent of those responding stated that the course had "fallen short of their expectations."

Although student committee member, Chris Lucyk, has managed to have consideration of the Socialism and Capitalism proposal delayed, it may not be possible to obtain a suitable replacement for the course due to the pressures already on the Gen Ed sub-committee.

Kirshbaum and Wolf plan to be joined next year by economics prof Brian Bixley. Despite many complaints this year, however, they have once again proposed to hold no seminars in the course.

Lucyk maintains that at least part of the reason for the shortage of Social Science submissions this year has been the sub-committee's failure to specify areas in which courses might be taught. Department chairmen have been asked only to submit proposals to the committee.

Developments in the Humanities division are more promising, however. The committee seems determined to offer a Women's Studies course next year, and is presently considering several course proposals.

In addition, there is a very real chance that the Learning in the Community City Workshop established this fall through the efforts of Principal Albert Tucker and the students' council will be offered next year by the political science department as a formal Social Science 370 credit course.

## Pipe Room employees appointed

Dean of Students Ian Gentles announced yesterday that the Pipe Room Board had selected Karen Howells as manager of the Café de la Terrasse and Moe Jansons as manager of the Pipe Room for next year.

**PRO TEM**

**staff**

**meeting**

**Thursday**

**1:00 p.m.**

**Free beer!**

# PRO TEM

PRO TEM is the student weekly of Glendon College, York University, 2275 Bayview Ave., Toronto 12, Ontario. Opinions expressed are those of the writer. Unsigned comments are the opinion of the paper and not necessarily those of the student union or the university. PRO TEM is a member of Canadian University Press and an agent for social change. Phone 487-6136.

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## History precedent should be followed

The problem of tenure and promotion in the history department appears to have been settled for the moment. Their decision to set up an advisory committee to the Chairman with parity membership was charmingly liberal.

But, regrettable as it is, this is as far as the departments themselves can go. The Board of Governor's in the University Act have specified that the responsibility for tenure and promotions belongs to the chairman of the department. This effectively precludes a strictly democratic system and insists on an elitist structure that gives power to select individuals.

Even more unbelievable than that is the fact that History is the only department that has progressed even that far.

The Economics department claims to have an "informal" structure. This meant that the last time there was a question of promotion, the faculty and the course union (which no longer exists) met and discussed the situation. Then each member made an individual report to the chairman, who made the decision. The policy was defended as being necessary, since "economics is a small department."

The French department has a very structured system. The committee

is formed of 4 members — three of whom are varying ranks of faculty and only one of whom is a student. To make matters worse, this student is appointed by the executive committee of the department. This latter committee has parity. This system of elevating ranks of selection has to be the most flagrant example of elitism in the college. This system was partly based, according to Mr. Robertson on the assumption that since it is a very serious subject and faculty are around the college for many more years than any student, that it is "one aspect in which faculty should be dominant."

Even the Sociology Department, with its reputation for being progressive does not have a parity committee but rather has two faculty and one student on each. Their committee is only created on an ad hoc basis.

The English Department committee is now four years old and still has three faculty and two students on it. David Clipsham, chairman of the committee says that the history idea "sounds excellent" and that "I think three and three would make better sense."

Mr. Tursman makes no bones about his view of parity on their committee

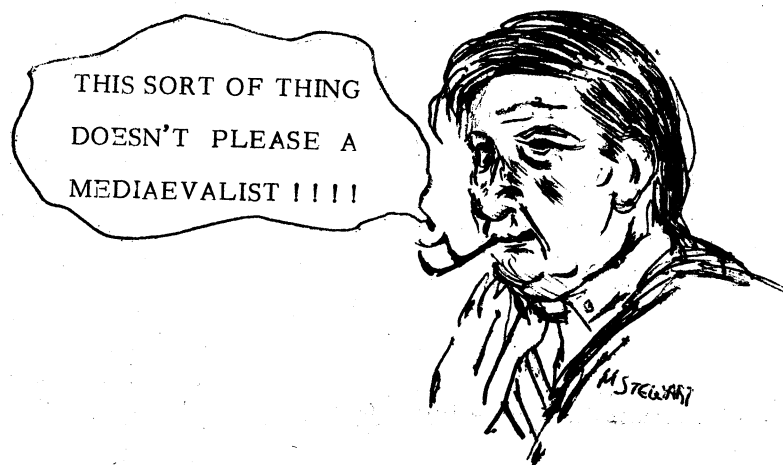
since "most of the students don't have good judgement about such things as teaching material." There is presently no such committee since there is no one up for promotion at the moment. Tursman feels that the committee should be formed of "professors and good students" with something like "three professors and one or two students."

Mr. Appathural (of the Political Science department) says that at present their committee is formed of only full-time faculty and no students but that he hopes to include students next year. He says, speaking as an individual, that he thought that the history department decision was a good idea.

This then is the situation of the departmental tenure and promotion committees. There is certainly no standard policy and no guarantee that students will always be called in to help determine departmental policy.

It should be evident by now that the move is towards a democratization of structures and that this healthy trend should be extended and the principle of parity on governing structures should be institutionalized. The departments must be pressured to move further in this direction. If they don't students should ask why not.

by ELEANOR PAUL



## Caucus must be active over summer

Around this time of year student participation in extra-scholastic activity is at an even lower ebb than at most times throughout the year. People start considering seriously the opportunity costs of taking time to eat meals, get a good night's sleep or take in a few beer at the Jolly. All of the necessary or at least more basic things in life tend to suffer as people place a higher priority on pulling themselves up for A's and B's in their majors, or even a pass in Nat. Sci.

Marks are the all important consideration so other issues which may have been considered necessary earlier in the year are conveniently shelved until next September. The job of wringing out another issue of PRO TEM becomes increasingly more difficult; attendance at faculty council, which has been about 11 out of 18 student members all year, slipped to a disgraceful 11 on Thursday; meetings are difficult if not impossible to organize; its like pulling hens' teeth to try to talk someone into stepping out for a few brew; everything just falls to pieces. But the great rationalization becomes — "I'll do a lot better next year."

Unfortunately, things like student organizations tend to fall apart over the summer and things never quite get rolling again until late in the year. The only way to avoid this unfortunate setback, it seems, is to have all those people who have not suffered too many crushing disappointments through the year, or who have become sufficiently pissed off with the way things didn't seem to work out, do some creative planning over the summer.

A good Orientation week is probably the best way to get things off and running from day one of the new year. I'm of course not suggesting the kind

of Orientation Week we've experienced in recent history — 'cause they were the shits.' A bad schedule of high school type events isn't going to get anyone hyped up for anything. What we need is something more along the lines of the Liberation Week which took place four years ago.

That year an organized group of student advisors suggested that students should not register for courses until the last day it was possible to change courses. This was intended to give students the opportunity to shop around for the best courses and the best teachers — certainly not a very radical proposal. But the proposition worried the administration and the faculty to no end and sparked an active debate among the students. The story was picked up in the major newspapers, the dining hall was filled several times through the week with students waxing philosophically about responsibility, relevant education, giving the system a chance, overcoming all the problems with personal initiative and self-determination, etc. The whole proposition was dropped eventually and students registered on time. But this should not be considered a complete failure because out of the debate and discussion came a very peculiar apparition — student generated courses. Non-credit seminars in everything from Platonic philosophy to music lessons — education and learning for the joy of it. As Bob Gibson pointed out earlier in the year in his article about residence integration, an atmosphere of experimentation flourished.

Glendon seems to be escaping the problems of declining interest in post secondary education and the resultant dropping enrollment which has hit other arts faculties across the province. But this is more like-

ly the result of a fine recruitment job than the kinds of experimental ventures that the students are entering into here. The experimental nature of this college has been dying a slow death of late. It is the job of the students to revive it.

The student caucus of the faculty council has been challenged to meet at least once over the summer to discuss goals and hopefully plan something for Orientation Week somehow. The students' council is planning to have weekend retreats over the summer to mount a more meaningful programme for the year. A meeting of interested students will be held this afternoon to consider the same type of plans. This is a good sign but more people than just the student bureaucracy should become involved.

The student faculty councillors and the students' council should co-ordinate their plans and organize the Orientation Week around specific easily definable demands for change within the college. Student control of grades and the abolition of compulsory courses, and greater student representation on a new college council to replace the faculty council are possible suggestions. As occurred during the Liberation Week, debate among students and between students and faculty would force people to analyze the function of the university in society—the issue has only been opened; there is still much to be questioned.

As students in the department of Social Work at the University of Quebec argued earlier this year, "education is no longer simply the responsibility of the professor. The entire (college) must co-operate in deciding the goals of the teaching process." These students established a parallel department to continue their studies when the administration

refused to grant students the right to determine their own marks. It is that kind of forceful, determined and radical action which may eventually be necessary here. Students must realize fully the validity of such reasonable demands; they must agitate for real change in universities and if change does not come about they must act decisively.

The Sherbrooke students said in their manifesto that "our action sustains a vision of the student based on responsibility and personal development inside a collectivity. The student cannot lose three or four years inside a cocoon of university courses, powerless in the face of the social reality which surrounds him." Our student representatives have an obligation to consider that challenge to the status quo and apply it to Glendon.

They must take the summer to ask many questions, in fact. How DO grades aid in the educational process? Are they necessary? If they are, why should students not have the right to determine their own grades? Would a pass-fail method of evaluation make the educational system seem less absurd? Why are some courses compulsory? If courses were as good as they should be would they need to be compulsory?

These questions require answers and it is up to the student to come up with them. Our representatives should not come back to school with just good intentions about attending meetings. If we are going to have change—if we are going to have a better, more meaningful system of education—we cannot be satisfied merely with adapting to faculty, administration or governmental proposals. Students must seek a system which will serve better their own needs and the needs of society.

# History reps to be elected

In a general meeting of history faculty and students held last Monday it was agreed to let the students elect their representatives on the chairman's new advisory committee on tenure and promotion.

A debate had arisen over the chairman's suggestion that the committee have student-faculty parity but with the two students being selected by him.

A petition drawn up and signed by Dave Moulton and Eleanor Paul was circulated among history students last week after History chairman Albert Tucker agreed to call a general meeting to discuss the proposals contained in his report.

History Department chairmen, Albert Tucker's suggestion that the students be appointed had been accepted as a compromise by the faculty at a meeting. However, student feeling at the meeting (with the exception of Don Walker,

who was more conservative than the faculty) seemed to be for elected representatives.

Professor John Bruckmann asked if it was an advisory committee or a departmental committee which was being created. He explained that the Board of Governors in the University Act have declared that hiring and firing were the responsibility of the chairman and that therefore a departmental committee would have no real power in any case.

It was decided that it was an advisory committee and after that there was no problem. As an advisory committee the only one to consult on its form was the chairman, and he agreed to let the students majoring in history elect the student members. A compromise was reached in which it was agreed that all those in specialized or combined honours in history could vote.

# Glendon applications up again

by JIM DAW

Unlike most other arts programmes in the province, projections for Glendon's first year enrollment next year are very promising.

The number of grade 13 students applying to enter university has fallen off sharply this year — as much as 8 per cent since 1971 despite a 3 per cent increase in the grade 13 population, and this has every Ontario university worried since government support is based on student enrollment figures.

Glendon seems to be in a good position however. Although initial applications are down for Glendon this year, from 684 last year to 500 this year in the bilingual stream, a public relations coup designed to steal people away from York's Faculty of Arts (FA) has won an additional 307 applicants to the bilingual stream. The number applying to the unilingual stream has also gone up from 178 to 620 since the school's liaison department sent all FA applicants information and an

invitation to consider the Glendon option.

Applications to York's FA programme were already down by 15 per cent this year. With 749 students transferring their applications to the Glendon programme, the situation is even worse.

The Glendon programme seems to have improved as well. Among those students listing the Glendon bilingual programme as their first choice, 58.1 per cent had marks over the 70 per cent level. This compares to 51.1 per cent with the same high marks in 1970-71 and the all-time low of 32.1 per cent last year.

These figures do not include those transferring from the FA applications list, but administrators at the main campus have the impression that the transferees are of equally high quality. About 100 FA students were granted late admission to the bilingual programme last fall. Their marks were for the most part 65 per cent and lower and thus the overall academic profile was poor. A more normal distribution of marks is expected among those 307 who are seeking early admission.

# Pub referendum passed

In the referendum held last week, students voted 172 to 17 to approve a student union fee increase of \$4.00. The increase will be effective for a three year period.

Notice of the results have been forwarded to the Board of Governors, which must approve the increase before it can be collected by the students' council.

The roughly \$13,000 to \$15,000 collected through the fee increase will be turned

over directly to the Pipe Room Board. It has now begun action to incorporate in order to obtain a permanent liquor lounge licence.

In addition, the Board intends extensive alterations to the Café de la Terrasse. A ventilation system, necessary for cooking, will be installed at a cost of approximately \$2,000 and draught beer outlets, pizza ovens, charcoal grills and deep-fat fryers will be added.

W.D. Farr, Secretary of the University, is confident that the Board of Governors will accept the proposal for a licensed area at Glendon, and the Pipe Room Board has been informed that the North York Planning Board will not oppose its application to the Liquor Licencing Board.

The Pipe Room Board is hopeful that with these additions the Café will show a profit and it can take over management from Versafood.

# Chile's Allende battles the right

Reprinted from THE CHEVRON

Late in 1970, the voting population of Chile elected the Popular Unity (UP) coalition, led by the Socialist Party and the Communist Party to power. Salvador Allende became the first socialist elected to the office of president in the Americas. Since the election, the UP coalition has fought hard against the foreign controllers of the Chilean economy (mainly U.S. corporations) and against the biggest industrialists within the country.

Recently the opposition of these reactionary forces to the programs of the UP and of the non-governmental Left Movement (MIR) has increased.

The UP administration is trying to lay the basis for building socialism in Chile. While the coalition is not now attempting complete transformation into a socialist economy, it is drastically restricting the role of foreign investors and large land owners in the country's economy. Inflation has been reduced by over 60 per cent, real wages of workers have been increased as has employment and the big estates have been broken up and given to the peasants who work the soil.

The UP has been careful to do all this through legal, constituted means. The right wing and centre parties, which usually act in the interests of the Chilean and foreign capitalists, control the parliament and the courts, making progress a very difficult and long process. In large part, the UP has speeded up reforms which were begun at a snail's pace by previous administrations.

Although some attempts have been made to mobilize the workers and peasants who are benefiting from the reforms, the main decisions and actions have taken place in the halls of the governmental palace. Although the vast masses of workers, peasants, stu-

dents and unemployed in Chile back the coalition government, most people have yet to be organized into any left organization.

To accomplish this task and increase its strength, the UP has been setting up neighbourhood support committees. The Revolutionary Left Movement, the mass-based left group which supports the UP coalition from outside the government, has increased four-fold since Allende was put into office.

Laws were arranged to support the position of the few who exploit the many. UP is working within, not abolishing such a constitutional framework.

Fascist squads such as "Land and Liberty" have been set up by the right to terrorize the leftist groups and their supporters have broken up demonstrations and beaten leftists. In December 1971, opposition parties organized the well-publicized demonstrations of the "pots and pans" in protest of alleged food shortages. The march was composed mainly of upper and upper middle class women — many of whom gave their servants the day off on the condition that they too participate in the demonstration.

Many of the supposed food shortages protested by the opposition were in fact caused by these people from the upper class. Shortly after Allende's election, large cattle owners slaughtered masses of cattle and left the meat to rot, large landowners cut down their forests and left abandoned the wood in efforts to force prices up and create shortages. At the same time, the rich withdrew their money from the banks in order to panic the country.

At the "Pots and Pans" demonstration, the right provoked clashes with leftist students. Later, the reactionaries in parliament used these clashes as an excuse to demand the removal of the Leftist Minister of the Interior Toha. In

a brilliant parliamentary manoeuvre, Allende made Toha Defence Minister. His removal had been considered a test run for an attempt to impeach Allende sometime in the future. So the attempt of the UP to remain within the governmental system is a precarious road.

Throughout the past year and a half, the U.S. government has been overtly and covertly hostile to the leftist administration. The CIA has been active, and it has been claimed by the UP that the intelligence agency is behind the terrorist group called VOP.

At any rate there are various options open to Allende at this point. He can rely more upon parliamentary and legal methods of gaining the much-needed reforms will all the compromising that this entails. Or he could rely mainly upon the organized support and action of the people, increase their political and organizational struggles and participation in decision-making and combine this with minimal use of the parliamentary system.

Lastly, the elements of the UP might be forced to engage in an armed struggle with the Chilean capitalists and their foreign supporters. The MIR feels that events will eventually reach this point, and they have continued to organize the Chilean people into armed groups in preparation for that time.

What will actually happen probably cannot be said with certainty by any outside observer at this point. One thing is certain: No ruling class gives up its power without a struggle, and Chile is no exception.

Before the 1964 elections, which Allende lost, the right-wing received one million dollars monthly from the U.S. to help finance ads slandering Allende and communism. One broadcast on the radio featured the sound of machine guns followed by a woman's cry,

"They're killing my son. The Communists ... An announcer broke in, "Communism offers blood and pain. So that this doesn't happen in Chile, we must elect Eduardo Frei (the Christian Democrat incumbent) for President."

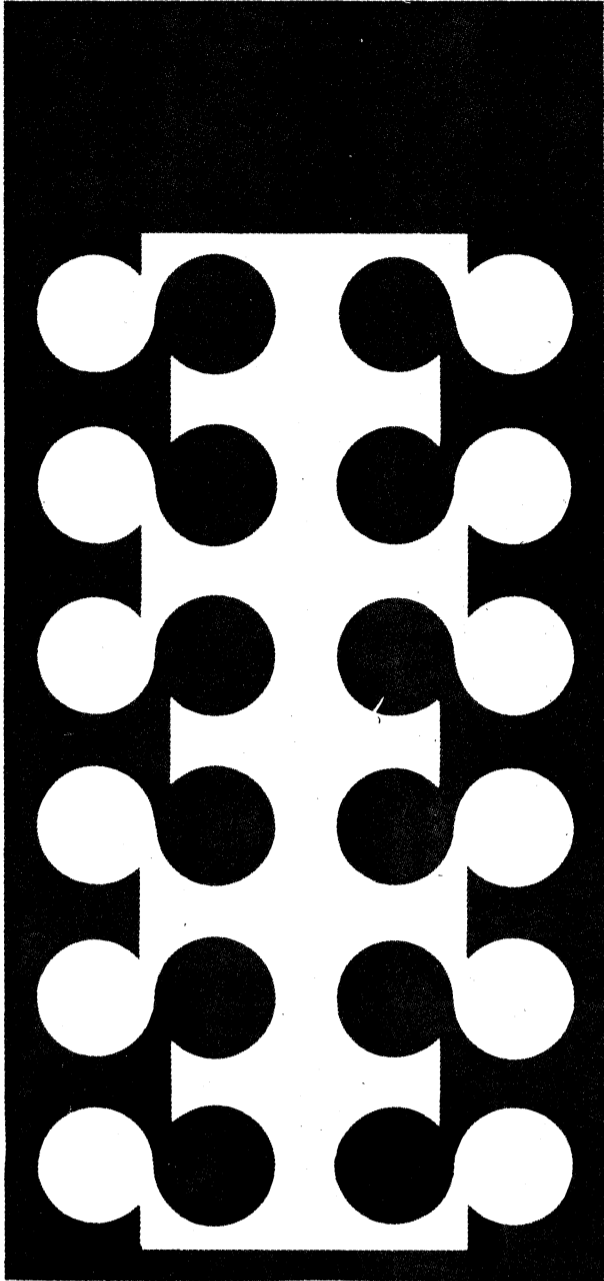
More recently the U.S. used its control of the world copper market to cause a 20 per cent decrease in the world price of copper in the last year. Since copper is Chile's most important export, millions of dollars which could have gone to help workers and peasants will be lost.

In addition, Allende inherited the old government debts of hundreds of millions of dollars to U.S. controlled agencies. Chile's external debt is the second largest in the world, and most of it comes due next year. So it is logical to expect that the U.S. will attempt to use the debt as leverage on the Allende coalition in an effort to help out the local right-wing.

The forces of the right in Chile have been stepping up their campaign against reform in recent months, with growing propaganda and violence. In the face of this growing drive, the Popular Unity coalition is being pushed closer and closer to a crisis of confrontation with the right. Some outside observers, as well as the Revolutionary Left Movement in Chile, feel that the UP is not fully prepared for such a confrontation. Although there have been some instances of workers' takeover and control of factories, this has not been widespread. Actions like this that make workers participants in revolution rather than beneficiaries of reforms put them in a stronger position to defend the government from right-wing attacks. But the broad masses who feel sympathy for the UP have not yet been organized into political groups. Without this link of organization on a mass scale, the future of the UP is indeed questionable.



## Commission on Post-Secondary Education in Ontario



by ALLAN GROVER

Since its release early this year, university administrators, faculty and students have been united in their opposition to the recommendations of the Draft Report of the Commission on Post-Secondary Education in Ontario. Unfortunately, because of the obvious conflicts of interest involved, these attacks have generally not been co-ordinated or systematic. It is clear, however, that the Wright Report represents a very real threat to post-secondary education as we now know it, and more importantly, as most have thought it should become.

The Commission recently announced that it will now accept written submissions regarding its Draft Report until May 30, although it had originally intended to begin writing its final report for the government by the end of March. Despite this, it is sometimes extremely difficult to believe that the Commission is taking its opponents seriously.

Part of the problem is the systematic policy of reducing educational costs the Conservatives have pursued for the last three years. The announcement in March 28th budget speech that tuition for enrolment in Ontario universities will be increased next year by \$100 is only the beginning of the onslaught on post-secondary education to come. The government has already sufficiently enraged elementary and secondary education school boards across the province with the budgetary cutbacks they have been forced to make for the last two years.

There is a deep suspicion on the part of many individuals and groups that the Commission is merely being used to justify a course of action already decided upon by the government. Although perhaps unfair, this suspicion is given credence by Doug Wright's strong and long standing ties with the Department of Education, itself distinctly Conservative.

Perhaps the greatest problem with the Draft Report lies in the blatant and glaring contradictions between its stated "Aims and Objectives" and its specific recommendations. The Commission holds high, we are told, the ideals of universal accessibility and public accountability, yet proceeds to recommend for the first that tuition fees be raised substantially, and for the second the creation of government appointed (and controlled) Co-ordinating Boards to oversee the operation of all post-secondary institutions — Boards neither representative of the public nor compatible with academic freedom.

Perhaps the greatest concentration of attack to the Draft Report has been directed at its proposals for Co-ordinating Boards. In discussing public accountability, the Commission writes: "Both political principles and reality demand that we recognize the public nature of post-secondary education. The fact that practically all the direct costs of education are borne by taxpayers is alone a forceful argument for public accountability. What makes the acceptance of it necessary is, and must be, our faith in our democratic political institutions."

# The threat to secondary education

That's all very well and good, but nowhere in the Report does the Commission go on to attempt to actually define "public accountability." And as for "our faith in our democratic political institutions", we need only ask why the Department of Education has embarked (originally under the auspices of now premier William Davis) on a course of consistently overruling the decisions of the elected Boards of Education in the province.

In its Critique of the Wright Report submitted to the Commission last month, the Glendon students' council touched on this problem of the Co-ordinating Boards. Its Critique reads in part:

The growth of post-secondary education in Ontario has been fostered over the last two decades primarily in order to ensure the emergence of a technologically advanced corporate state. In accordance with this assumed need our universities and colleges have been used to a) job-train technicians and professionals, b) aid in the creation of new employment in the tertiary industries that are not directly related to the actual production of goods, c) control the influx of human resources onto the job market, and d) educate the populace in terms and theory directly compatible to their integration into the political socio-economic structure of our society.

It strikes us that the Commission has done an excellent job in recommending changes in the post-secondary structure that would further enhance and facilitate this aspect of its function. However, in its stated reluctance to critically examine our society, the Commission has failed to safeguard the universities' role in examining that society.

We believe that the universities alone offer the facilities and atmosphere for continuing debate regarding our society, its ills and its direction. We would further maintain that we must cherish and safeguard this function of our universities, for the collapse of free and continuing discussion and criticism can only lead to a static, bureaucratic and oppressive society.

Further to this perception we must ask the question: are the recommendations designed to safeguard education as a liberating force or can they be employed as a subtly repressive force that will stifle debate through indirect (or perhaps direct) political control over both educational content and alternatives to existing institutions?

Recommendation 52 of the Draft Report advises the establishment of a Co-ordinating Board for Universities composed of 13 government appointed members, among whose functions will be "To establish new faculties and programmes and discontinue duate and undergraduate level." What, we may ask, are programmes, at both the graduate and undergraduate level? What, we may ask, is an unnecessary programme? Is a programme that examines the values of our society "unnecessary"? Clearly, or at least we hope, this is not what the Commission had in mind. However, the dangers in esta-

blishing a government co-ordinating board to oversee university operations must be apparent.

This is only one example of the kind of recommendation, and indeed the over-all philosophy of the Draft Report, which makes us fear for the future of our universities as viable, energetic and free institutions. We cannot understate the gravity of this fear, and we hope that the Commission will before presenting its final report to the government, re-examine both the content and potential implications of its recommendations.

Quite apart from the fact that its members are to be government appointed, the proposed makeup of the Board presents serious problems. Six members are to be "nominees of organizations representing industry, labour, and other lay public groups", and another six "selected from nominations made by organizations representative of institutional, faculty, student, and staff associations."

The proposal for the first six members seems to entail the creation of nothing more than a miniature Board of Governors — a proposal bound not to find support from student and many faculty organizations which have already labelled such bodies as unrepresentative and undemocratic. But to then suggest that six people can adequately represent the interests and viewpoints of the administrators, faculty, students and staff of the 15 odd universities in Ontario completely defies credibility. It is clear that with these members serving strictly on a part time basis that real control will rest with the Board's chairman — and ultimately, the Department of Colleges and Universities and the Treasury Board.

To make matters worse, the recommendations of the Co-ordinating Board will be subject to review by a Senior Advisory Committee, which will receive the recommendations of the three Co-ordinating Boards for Universities, Colleges and the Open Sector, and then advise the government on the allocation of funds. It is clear, therefore, that what the Commission on Post-Secondary Education is in reality recommending is that all decisions regarding expenditures, programmes and the allocation of funds within the university be made by the government. Whatever the Commission's intentions, its proposals could conceivably create an Orwellian structure made, run and dominated by the government and for the government. And the people be damned.

The second major problem with the Wright Report lies in its dealing with "universal accessibility." The Commission begins by stating that all residents of Ontario should have an equal chance to pursue

a post-secondary education. Its specific recommendations, however, seem designed to discourage as many people as possible from pursuing that education.

It recommends, for instance that the individual pay one-half the costs of his education. In dollar terms, this would mean that tuition for a general arts and science and applied arts and business degree would rise to \$625 per year; for an honours arts, commerce, law and technology degree, \$750; for engineering and architecture, \$1,100; and for a medicine, dentistry, or post graduate studies degree \$1,500 per year.

The Commission couples these recommendations with a proposal for a revised grant and loan scheme. Students whose parents' income is in the bottom quarter below the mean provincial income would have their tuition totally subsidized; those at or above the mean would be eligible only for loans. Students would be eligible for grants for the first three years of their post-secondary education, but after the third year would be subsidized through loans alone.

These recommendations, if adopted, would force the majority of middle-class students pursuing even a B.A. \$2,000 into debt. With no grants proposed after the third year, the cost of continuing for all but the very rich would become exorbitant.

The Commission believes that its aid scheme would facilitate accessibility to post-secondary education. Yet it has chosen to ignore the fact that decision to pursue an education is based largely on the individual's perception of cost versus eventual reward — and that the prospect of a large debt is considered to be substantial disincentive to continuing one's education.

The grounds for deciding that these recommendations would open the doors to higher education may only be evident to the Commission. One thing is clear — at a time when the government seems determined to substantially reduce educational costs, these recommendations would most certainly lead to a further — and quite possibly drastic — decline in university enrolment. And as Carleton President Davidson Dunton has pointed out, the university and professions would once more (or rather, would further) be entrenched as the enclave of the rich.

Although some specific recommendations of the Wright Report are progressive, it is clear that as a whole it represents a serious threat to post-secondary education. We can of course hope that the Draft Report will be substantially revised before being presented to the government — but we must all, administrators, faculty, students and staff, be prepared to fight to ensure that these recommendations do not become Ontario government policy.

### Submission to Wright Commission Report:

1. Requests from interests organizations for meetings with the Commission will be received up to April 15, 1972.
2. Written briefs will be received and considered up to May 30, 1972.

# MULTIPLE CHOICE EXAMINATION

by Larry Trach Reprinted from THE SHEAF

204. Introduction to Fundamental Myths and Realities in Education  
Time: to be handed in 3 days before the elapse of eternity. Late arrivals will *not* be accepted.
1. The purpose of a university is:
- the pursuit of truth and goodness.
  - the pursuit of a job.
  - the pursuit of A's (B's or C's).
  - the pursuit of the opposite sex.
  - all of the above.
  - none of the above.
  - your own favourite combination (as in a pizza).
2. It has been a few years since you were in high school. You spent four years studying French (Algebra, Physics, etc.) If you were to re-write your Grade 12 French final today, you would score:
- 75-100 per cent
  - 50-74 per cent
  - 25-49 per cent
  - 10-24 per cent
  - 0-9 per cent (remember, no bullshitting)
3. You have now earned your B.A. and you have studied History 102 (Social Institutions, Cultural Anthropology). If you were to rap about the French Wars of Religion, George III, and-or Garibaldi, you would:
- be satisfied with how much you remembered.
  - be disappointedly hazy.
  - remember very little.
- (note: if you are like the overwhelming majority of students and don't remember who George III and Garibaldi were, don't sweat it, you get to keep your degree anyway.)
4. The Coleman study reported that the average amount of time a high school student spent in mental alertness in class was:
- 10 per cent
  - 90 per cent
  - both of the above.
5. The Cameron study claimed that the average amount of time a university student in lecture spent on sexual fantasy was:
- 25 per cent (hum, if this test gets any easier, I may have to curve it.)
6. The statement "students can take scads of courses in a field and are ignorant of the basic perspectives and presuppositions in a field" is:
- true, and happening all the time.
  - true, and often uncorrelated to the grade.
  - a and b.
7. You have a B.A. (or some other set of initials after your name). Many people equate the credential with an education, learning and even intellectualism or erudition. Have you:
- a sense of history.
  - an appreciation for literature, artistic expression.
  - read the Bible or Karl Marx.
  - etc.
8. Which of the following choices best describes the learning process as you experienced it:
- dynamic, involved, interesting, joyful.
  - dull, passive.
  - a and b.
9. As a six year old, you probably possessed a directness of attention, natural curiosity and more Dionysian sense of reality. How do you feel sixteen years of schooling has affected you:
- deadened and stunted your capacity for experience.
  - had no effect on your capacity for experience.
  - enlarged your capacity for experience.
10. Public school was:
- dull, boring, intellectually sterile and unrelated to the concerns of youth and society.
  - destructive of independent free thinking; one vast institution teaching conformity, yesmanship and servility.
  - intimidating.
  - a place to learn joyously, enthusiastically.
  - your favourite combination.
11. Ideally an examination is a creative and thus learning experience. One should relax and enjoy the exam. As a student, your immediate response to this statement is:
- an inability to comprehend the statement.
  - startled disbelief.
  - hysteria.
  - shock.
  - vomit.
  - your own spontaneous expression of alienation.
12. Examinations measure:
- your ability to write examinations.
  - your ability to cram and memorize (and sometimes your understanding).
  - a and b.
13. The grading system:
- focuses the school term's learning material on the final exam (what you remember four months later is irrelevant).
  - causes constant fear of exams which inhibits learning.
  - prepares you for fierce competition in the real world.
  - teaches us another set of phoney motivations.
  - trains people to jump.
  - is a cruel and inhumane system which rejects and disapproves of the not—so—bright.
  - all of the above.
  - promotes learning and growth (hint: this is a wrong answer).
14. What word(s) best describes a system which will assign 100 per cent (60, 40 . . .) of your grade and thus judge a year's learning in one three hour exam, on one certain April day—regardless of factors like a shattered love affair, a friend's wedding, a miserable cold, etc.:
- artificial.
  - inhuman.
  - absurd.
  - all of the above.
15. Our economic and political elite (i.e. Board of Governors) want our schools to produce:
- poets.
  - technicians.
16. Our economic and political elite want our schools to produce:
- honest, questioning, exploring visionaries.
  - conforming materialistic suburbanites who are happy with roles and a good pay check.
- (note: these questions do not imply that a technician cannot be a poet.)
17. A university is:
- an ivory tower where true learning goes on.
  - a credential factory where people become qualified employees complete with the requisite bureaucratic working habits and values.
18. Does schooling remind you of:
- a Platonic academy where thoughtful questioning, serious debate, and reflection abound.
  - a factory, complete with mass production learning, rigid time discipline, repetitive and uninteresting toil, and an unquestioned reverence for "superiors".
  - b.
19. The best word to describe what goes on in schools is:
- learning.
  - training.
  - programming.
20. Schooling prepares the student for a job, the "real world" (and upon occasion, self-realization). The most important functions of schooling are:
- to get one used to meaningless routines and uncreative lives.
  - to snuff out independent thinking, passion, excitement, questioning, self-determination and emotion.
  - to teach the value of extrinsic rewards (grades, honour rolls and gold stars) so that one values extrinsics in the real world (status, cars and bucks).
  - to instill a blind reverence to "superiors", and unquestioning obedience to arbitrary decisions.
  - to create uninhibited adventuresome people ready to explore the world with confidence.
  - f is a write-in, so compose your own answer.
21. If you go to a university and just turn on to the classes you enjoy, you are:
- deemed irresponsible by conservative romantic partners.
  - losing "time and money".
  - probably learning.
22. Multiple choice exams are:
- the easiest and most enjoyable way to beat the system.
  - another reason some students cannot express their thoughts.
23. If Socrates walked into a history class and saw two hundred students—backs bent, scribbling notes feverishly, getting writer's cramp—he would:
- be over two thousand years old.
  - freak out.

Answers will be found in:  
*HAPPINESS IS SUBMISSION*, A.B. Student  
*THE PROTESTANT ETHIC AND THE SPIRIT OF APRIL EXAMINATIONS*, Maxie Weberoo.

Note: Prolonged cogitation upon the above composition may randomize your synapses in a manner dysfunctional to the mentality needed to write finals. So, forget it.

**Additional Contest Question:**  
**Does everyone like examinations?**

**Submit your answers to CONTEST c/o PRO TEM**

# It's duh quotes dat tells duh real athletes

by BROCK PHILLIPS

What makes a Glendon athlete great? Athletic ability you say? Well you're almost right. Athletic ability is certainly important but it does not always mean the difference between being a head table guest and one of the assembled throng or autograph hunter and autograph giver. But it is the ability to issue quotable quotes that separates the great Glendon greats from the Glendon also rans.

Look at it this way. Bob 'Deep Threat' Edwards is known around the campus as one of the top 'athletes'. He has starred on the A-house basketball, football and water-throwing teams but his name has not appeared in the paper very often. (Appearance in the paper is usually the measurement used when de-

termining whether one is a Glendon jock or not).

If you check those back issues of PRO TEM that used to line the inside of your waste paper basket and the bottom of that bird cage, you will see however that Charlie Laforet also of A-house (I think you are just witnessing another example of biased sports reporting — J. Daw) is mentioned on numerous occasions with an accompanying quote.

Charlie's greatest feat of the year has been a bench press with a two pound dumbbell, but is on the list of candidates for the Glendon Hall of Fame.

You say you've never heard of Charlie Laforet. It's about time you started reading PRO TEM.

Windsor has. Charlie tells us that PRO TEM is sent to

Windsor every week and that a Charlie Laforet fan club has started up with chapters in St. Catharines, Chatham and Tillsonburg. "I beg your pardon. The fan club in Tillsonburg is the Albert Knab fan club," says Albert Knab.

How does one come up with a quotable quote? "I'd tell you," said Charlie, "but I want to keep it a secret." So in order to help the rookies PRO TEM is printing some of the worst quotes of the year.

Susan Boothe started off the year with the first quotable quote. After she scaled the grease pole in record time, the sports editor on his first assignment for PRO TEM asked her why she would ever consider climbing the pole. "Because it was there," she replied ... You had to be there.

After being involved in a close win over the A-house

Axemen Animal Steve Greene shouted, "First A-house, now the world."

After helping 4th year faculty win the basketball championship Bob Gibson was heard to say that, "I'm glad we won. I needed a new beer mug."

K.C. Haffey also had something to say to the press. On the occasion of equalling his scoring record for one game (1 point) he said, "They knew I was a scoring threat, so they triple teamed me."

An instructional quote comes from Astro Andy Raven. "When you shoot high there's a possibility that the puck will go over the net. If you shoot low there's no possible way it will go over the net."

An example of a post-game comment comes from Charlie Laforet, "We would have won

the game if we had scored more goals than them."

"We had a potent offence and porous defence," explained the comedy team of John Frankie and Greg Cockburn after the Gophers lost the hockey championship. "That's astronomical" replied Andy Raven. "It's ludicrous," added Bonnie Stanton. "Best we not discuss it," said Arch Love. "I don't want to talk about it," chorussed Laurie Donovan and Donnie Young. "It's not even funny," exclaimed Lois Bartman.

As always the last word goes to Sydney. "Be kind to your friends in the swamp, because a duck may be somebody's mother. Be kind to your friends in the swamp, where the weather is very, very damp. If you think this is the end, you're right."

## on campus

Le film "The Grapes of Wrath" sera projeté dans la salle 129, York Hall, à 16 heures et 15, et à 20 heures. Entrée libre.

Wednesday, April 5

Friday, April 7.

A meeting will be held at 5 pm today in the Student Council office to discuss formation of committees and the structure of next year's (1972) ORIENTATION WEEK programme. Anyone wishing to get involved in the programme or in the committees should come to the meeting today.

Le Pipe Room va présenter un Café-théâtre. 1ère partie: Jean-Pierre Eugène avec poèmes et chansons. 2ème partie: "George Dandin" de Molière -- Metteur en scène Jean-Pierre Eugène à 20 heures et demie. Entrée \$0.50.

## records

### Sea Dog and Buckwheat

by MODRIS JANSONS

Last week we received two new albums from London Records. It set me to wondering about the general quality of music today. Whatever happened to the days when a group or a singer dedicated all his energies and talents to one song, and was on top of the world if he got a single released?

The trend today is to the production of albums. Some people, particularly the performers, argue that an album allows them added possibilities to express their talents. I am usually unimpressed, however, by the material which is used as filler in these albums which usually highlight

one or two particular songs. It may be that this garbage actually makes the one good song look better. If this is their motive, we are paying for it heavily.

Naturally there are exceptions to this (ie. Chicago and Beatles (old), in whose albums there were a majority of excellent songs), but the great mass of albums do not produce more than one excellent song.

The problem is obvious. If the musicians have to dedicate their talents to a dozen songs rather than to one, the quality must be sacrificed for the quantity.

The two albums in question support this argument. The first is by Sea Dog, a local Toronto band. One song, 'Tell Him', has potential as a single in Toronto because of the group's following here, but probably not anywhere else. The music is an attempt to combine the forces of rock, blues and jazz. The combination is nice, but they tend to play the same thing in every song. They have latched onto

a nice sound and play it into the ground. One gets tired of hearing the same guitar solos, the same bass runs and the over reverberated voices (usually the sure sign of inadequate vocal control). Thus, the songs tend to float past you like Muzak.

The second album, 'Movin' On', by Buckwheat (from California-way) at least gives us a reasonable variety of music. The title song is exceptional, and so you may be hearing more about them soon. 'Movin' On' is what we used to call soft-rock in the style of the Jefferson Airplane. They also present us with some nice ballads, some gospel-type stuff (if you like that sort of thing) and a couple of catchy novelty songs.

One of Buckwheat's most outstanding features is their female vocalist. Her rendition of 'Simple Song of Freedom' brings back pleasant memories of Janis Joplin. With a voice like that, they shouldn't miss.

As their first effort, it is good, but the next should be excellent. This group may be worth the investment.

## Confront Nixon in Ottawa April 15

Return tickets on the Peace Train for \$5 and further information available at the desk outside the J.C.R.



## The Rolling Stones

by ANDREW MCALISTER

In 1964, the Rolling Stones were a dirty, ugly band. In 1971, they were still a dirty, ugly band, but for different reasons, which anyone who saw the film 'Gimme Shelter' would know. Their latest release, Hot Rocks, 1964-1971, is their musical autobiography which consists of cuts in chronological order from each of their major albums.

After brief and unsuccessful excursions into other areas in the late 1960's, the Stones have returned to what they do best — hard rock, incorporating the lewdly sensual energy of Mick Jagger, the precision of Bill Wyman and Charlie Watts and the genius of Keith Richard. With the addition of Mick Taylor, the Stones are better musicians now than they were in 1964, but the message is still the same; their music is a reflection of the seamier side of life that other bands generally ignore.

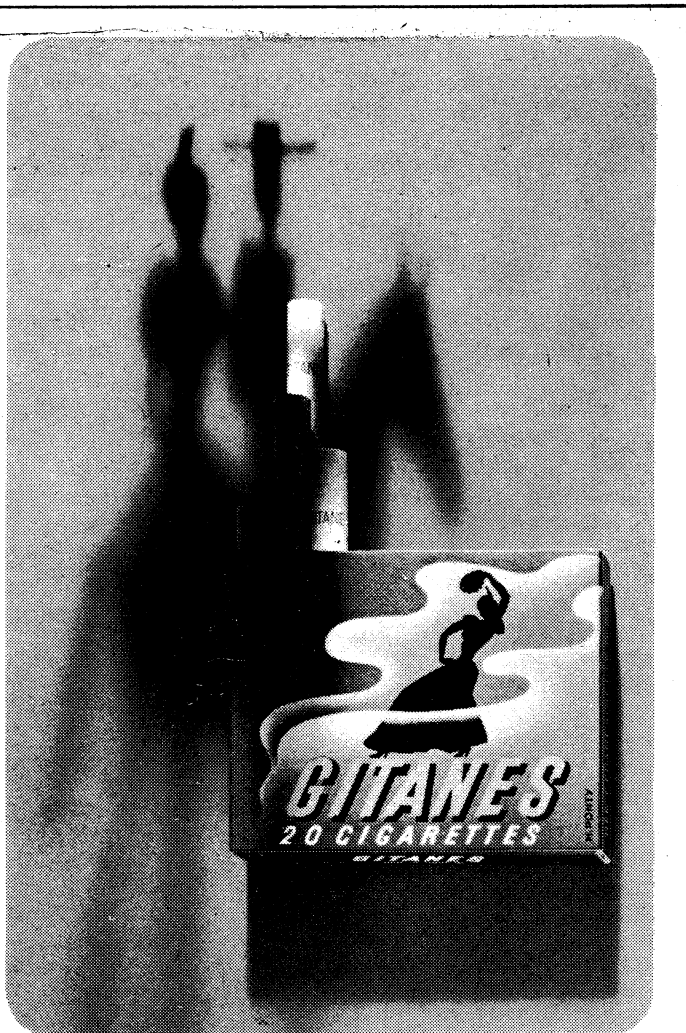
The Rolling Stones are the best rock band in the world, and Hot Rocks, for anyone who needs convincing, says it all.

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# Knit one, purl two, PRO TEM you-whoo!



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