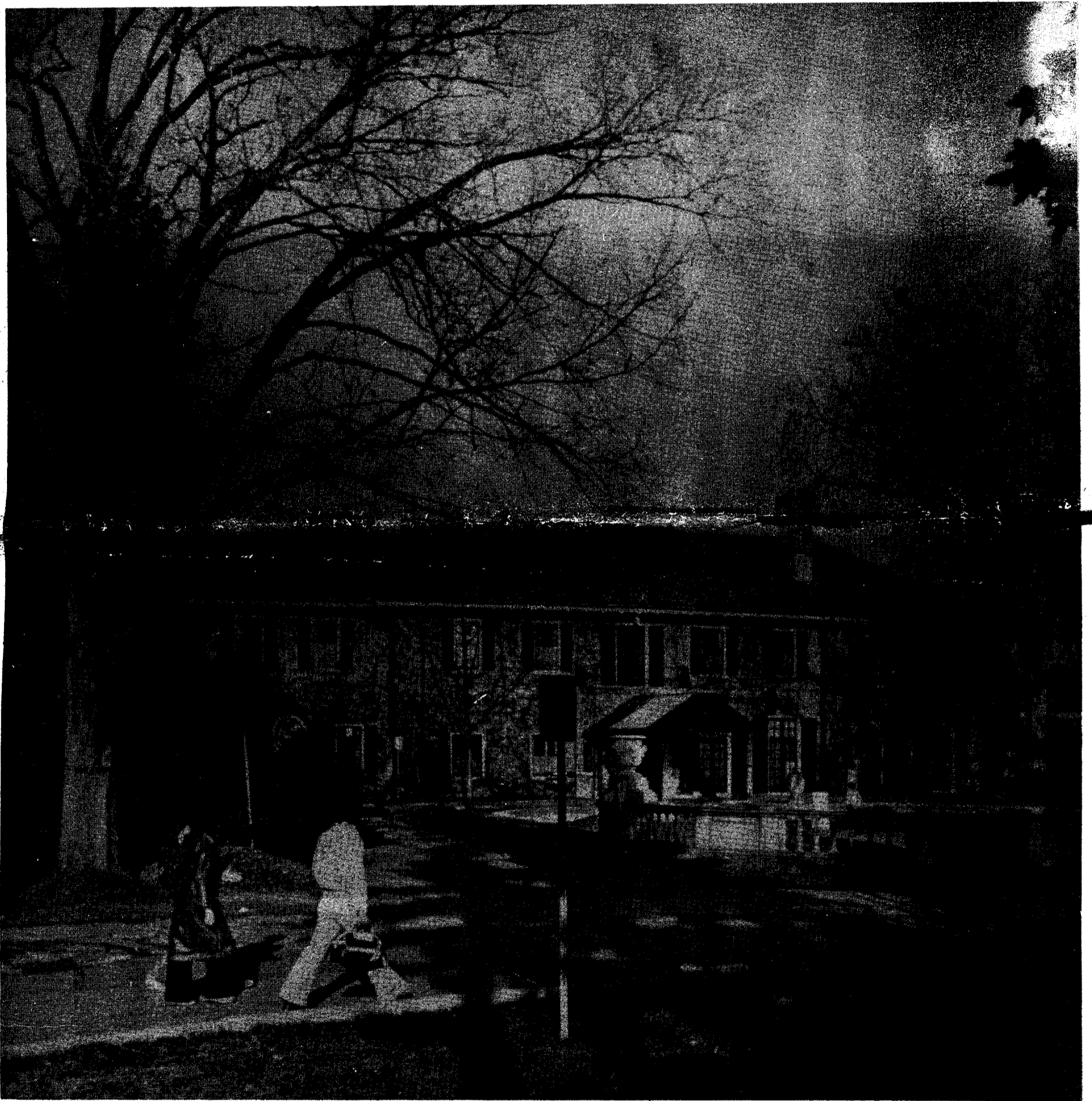



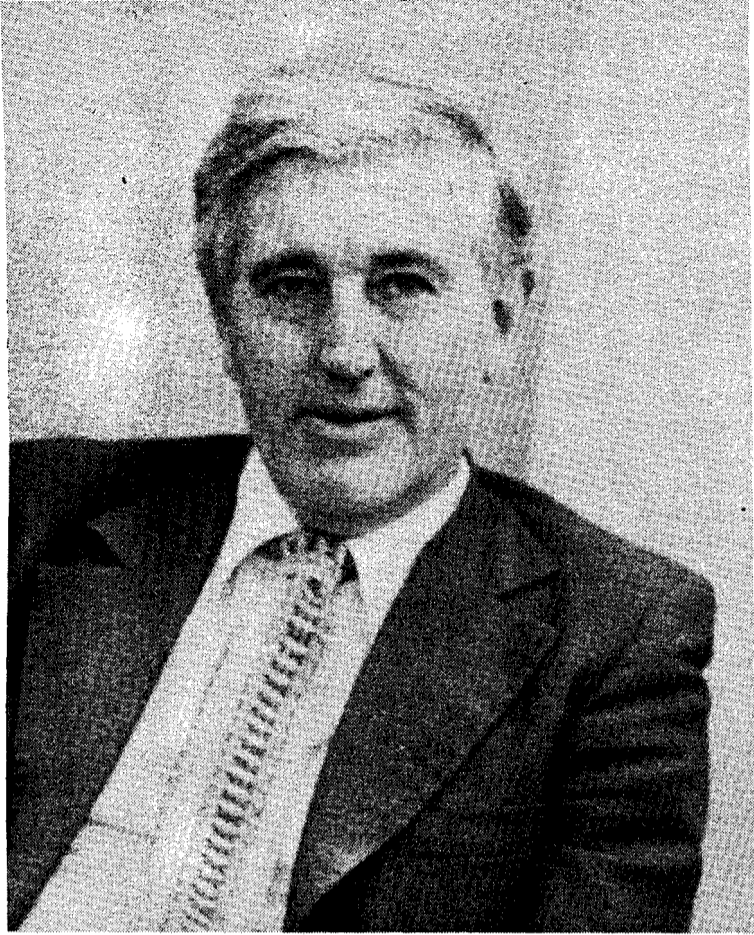
# Glendon: Past Present Future...



**pro  tem**

**Special Pullout Feature**

## Letter To A Student Fighting University Cutbacks



You are, you tell me, serious about this. You are not just in it for a single demonstration experience - for a one-shot "high". You really care about what is happening to universities, to university students, and to people who ought to be university students, but cannot be (or are afraid to be) as things

You won't get discouraged easily. You won't just make a couple of angry gestures, then revert to a glum (and oh-so-Canadian!) acceptance that if "they" want to kick you and other people your age around, there really isn't much you can do about it. If you get called nasty names, like "elitist", or "spoiled little rich kid, living off the taxpayers", you won't curl up with shame. You will instead come back on your feet arguing, learning from experience how to counter such taunts, and to grow in persuasiveness and political effectiveness. The fact that this is a political matter, involving as it does the expenditure of significant sums of public money, does not frighten you.

Good! If only you knew how much this country needs people like you! It needs you, not just for this fight, but for all the others that lie ahead, if ever Canadians are going to heave themselves free from the dead weight of caution, inertia, and moral and mental laziness that, far more than the U.S.A., inflation, or whatever, impedes the distinctive civilization-building that Laurier doubtless had in mind when he said that the twentieth century "belonged" to Canada. (What he might perhaps have said afterwards, upon cooler reflection, was that it **could** belong to us, provided our energies and imaginations were up to the job!)

Your resolve is welcome, for even at the best of times, universities are not easy

institutions to defend. They are costly; they are not without sin; and because they are such open institutions, their sins are readily discoverable and subject to "anecdotal magnification". Let even one professor grossly neglect his teaching, abuse his sabbatical, or spend an unconscionable proportion of his time on contracts, and soon the news is reverberating through Bay Street, Queen's Park and indeed all Ontario, as "typical" of the waste and slackness allegedly characterizing universities.

When we turn to the social benefits of universities, most of these prove to be very long-term in nature and virtually impossible to measure. Universities - particularly in their "core" teaching of basic arts and science, as at Glendon - train people for whole careers and indeed lifetimes, rather than just first jobs. The payoff period (excuse the vulgar term) is usually long. In a measurement-happy society, with too many narrow technicians and pseudo-scientists ready to imply that what cannot easily be measured hardly, if at all, exists, this is a heavy argumentative disadvantage.

Making the case for universities, then, is tough at the best of times, and the present is not one of the best of times in Canada. Many people are frightened, ultra-self protective, and underconfident. They fear inflation, unemployment, René Lévesque, the gyrations of the Canadian dollar, postal strikes, the palpable disarray of governments in the face of new (though not wholly new) problems, decay of the work ethic and possible social change to come. Never mind how many less fortunately situated countries there are whose citizens have far more truly to fear than we do. Fear is not amenable to such rational, world-wide comparisons. It is local, narcissis-

tic, disproportionate. Once infected by it, people become easy prey to ancient anti-intellectualisms and other hatreds - to fundamentally defective brands of ideological snake-oil, preserved in mental attics from the early 1930's and other undistinguished periods of our past.

For one of the best available distillations of this unlovely mood, try a few weeks steady reading of Richard Needham's columns in the **Globe and Mail**. Don't expect to be much amused; the prevailing leitmotif, you will soon discover, is really one of cynical (albeit somewhat lip-smacking despair, punctuated by occasional yearnings for real LEADER SHIP - somebody on a white horse, maybe, to get undisciplined students and other slackers back to work, the mails moving, "the trains running on time". (Mr. Needham's low state of conviction that any such leadership will actually appear is, for me, one of the most encouraging signs that our democracy may after all survive its present troubles in pretty good shape.)

If you have an opportunity to test some of Mr. Needham's generalized assertions against facts - for example, his assertions about Quebec and its people against Québécois students at Glendon whom you actually know - you may be disposed to dismiss him as a non-serious phenomenon. But that would be a mistake. At a certain level of reporting, he seems to me a significant correspondent from the dark side of the Canadian psyche - a faithful reflection of a sector of the contemporary mood to which future historians will have to pay some attention.

But what has this got to do with your anti-cutback activities? Why am I recommending to you this sour-tasting course of Needham? Because I think that the public mood which he reflects, and which nervous politicians sense as they wet their fingers and stick them up in the wind, is the main original source of cutbacks of many kinds - not just of universities, but also now of the arts, basic medical and scientific research, and various other activities that have done so much to civilize and enlarge Canadian life since I was a student, and that are so vital to our future greatness. Caught up in an, insanely oversimplified rule-of-thumb to the effect that not just some, but virtually all, of our inflationary and other problems are due too much government, we cut back on longer-term essentials while allowing such ideologically O.K. resource uses as expense-account conventions and four beer-and-cosmetic ads back-to-back to proceed without fresh let or hindrance. We suffer from too much unemployment; we do many things likely to make more (which ironically enough will not be good for a few

"bottom lines".) Oh for a Swift or an Orwell to satirize us adequately! If a U.S. centred recession next year more clearly exposes the folly of substituting old-time economic religion for hard new policy thinking, perhaps the needed writer will emerge.

Fundamentally, your case against cutbacks is the case for Canada's long-term future, which, while it certainly calls for community colleges (one of our best innovations of the 1960's), enlarged apprenticeship systems, and other more or less job-specific forms of education, also needs lots of university education and research in there as back-up. The world we have to make our way in grows more, not less complex; we need more know-why as well as more know-how.

An important point to note is that relatively few people have directly and comprehensively addressed the question of how many university-trained people, in total, Canada **ought** to have available over the next 20 or 40 years. "Ought" questions of this kind are morally and statistically uncomfortable to handle in our present research culture; they tend to be displaced by easier "is", and "is predicted to be", questions. "Values" make us nervous, and positive is substituted for normative. But as the "positive findings come down the line, a subtle re-substitution takes place. Somebody's heavily documented prediction of what is likely to be (declining university enrolments) gradually takes on more "ought" characteristics. It is given loaded names, like "new reality", and universities are advised that resisting it would be "unrealistic" (a favourite word among Canadians often interpreted to mean "sinful".)

Another argumentative trick you should be aware of is judging universities by the gyrations of the labour market. Enrolments seem to have dropped recently, both because students and parents have had a harder time getting up the money via part-time and other employment, and because dimmer job prospects on graduation have made people more chary of

investing three, four or more years of their time in higher education. This allegedly "proves" that the public, in all good judgement, is turning away from universities - that they are less needed, less relevant institutions.

Does it prove that? Could it possibly be proving, instead, certain things about the state of labour markets, and about part of the price Canada pays for not better resolving its inflation/unemployment dilemmas? Were the universities so very much more needed and relevant back in the 1960's, when labour markets were stronger and enrolments increasing?

One "ought" assertion you may well run into is that many students now in Canadian universities are of such marginal academic potential that they ought no there. This is certainly worth discussing. But there is another "ought" question, probably of much heavier quantitative significance, that should also enter into the discussion, and that is how many people not presently in universities ought really to be there, given their high learning potential and Canada's long-term need for that kind of potential to be developed. Is there really too large a **total number** of people at university? The United States interestingly, seems to have a significantly larger proportion of its "youth group" in university; yet even so, there is widespread concern in that country about the income and cultural factors that leave too many first-class brains less trained up than they could be.

I assume you know all about the argumentative trick of showing that, in ordinary, inflating dollars, universities have not been "cut back" but have actually enjoyed appreciable funding increases. All you need do about that is what most Canadian households have long since learned to do about their incomes: judge the dollar increases in relation to what has happened to the cost of living, and see how you come out.

Good luck in your activities, and do "hand in" to the extent you can. It's a long fight,

David McQueen  
Principal, Glendon College





Philosophy Department: Stanley Tweyman, Chairman

The Philosophy department is a small department that has had relative success in combatting the cutbacks situation. Its primary advantage is that all its faculty members are fully-tenured except for one part-time professor. This prevents the department from having to endure the indecision of not knowing who is going to be teaching next year.

The department has learned to be innovative in order to provide the kind of program it would like to. It alternates courses from year to year, not offering all courses every

year. However this can be a problem to students trying to map out 3 to 4 years of study and not knowing which course will be offered which year. The department has also been successful in bringing in new people on an exchange basis (i.e. from Atkinson York Main, U. of T.), which provides a new course for a year, at no extra expense to Glendon.

The department assesses itself as viable and stable this year, which is a good sign and it is also able to project slightly over last year, which

is a good sign; and it is also able to provide a total of four full courses in French, which is more than it has ever been able to mount before.

The Philosophy department does not face an imminent challenge to its identity. It feels it is meeting the needs of the Glendon community, and has no plans for expansion in the near future.

The chairman, Stanley Tweyman, feels that all talk of cutbacks is a response to a momentary situation. In the sixties we experienced growth and increased univer-

sity spending. In the seventies we face decreased growth and are pulling back with no real understanding of whether or not the '80's, '90's or the first years of the 21st century hold increase or decrease. Given this lack of understanding and the fact that the country's conditions change, Mr. Tweyman feels it is "ridiculous to hold existing university conditions hostage to economic conditions."

The chairman feels that the government should have a commitment to higher education in the same way that it does to the T.T.C. (for example),

as providing an essential service to society.

"Education and learning should be treated as good itself," he says, and the maintenance of a community of scholars is on way that learning is built up. Tinkering with the university and its function denotes a lack of understanding of the learning process.

The chairman thinks that one avenue the government should explore could be reconsideration of lottery money expenditure; that part of the lottery money acquired could be directed into universities.

Psychology Department: Ronald Cohen, Chairman



The Psychology department at Glendon College only started in 1972 and has faced certain difficulties from the beginning. This department presents only a "very bare programme" in the eyes of chairman Ronald Cohen. A

student can obtain a Specialized Honours degree in Psychology but there is little variety in the choice of course available to do so.

The department is pleased that it can and has prepared students for graduate studies in psychology. It has wanted to keep its standards high for purposes of recognition from graduate schools - and is happy that Glendon is slowly becoming known. This department is down in student enrolment this year partly because it has an insufficient variety of courses, and partly because past students have felt they could get easier grades elsewhere. Academic excellence is very important to this department.

This year the department has had to drop two courses

and has one professor on leave of absence. Because of budget cutbacks many of the faculty members are having to teach an overload - for no extra pay. The department alternates courses from year to year, and also resorts to cross-listing with Atkinson as measures to provide some variety in course offerings. Whatever new ideas and programmes may exist in this department, they cannot reach fruition as courses would have to be dropped to add new ones - and the department only manages to offer essential courses as it is.

The most serious problem for the Psychology department is its lack of laboratory facilities. It effectively has no laboratory facilities and no operating budget to run such.

It does have access to basement rooms under A Wing of York Hall - but has no equipment to put in them, and no money to buy any. Dr Cohen feels it is ironic that the Psychology department teaches its students the necessity of a rigorous, critical approach to experimentation, then can only offer these students inadequate rooms that need soundproofing and lack equipment. The result is

"sloppy experimentation". The reason for this dearth of proper experimentation opportunities is because the budget of a liberal arts college does not include funds for scientific testing. Dr. Cohen would like to see this situation improved, for example, in giving the department access to a work-

shop to build testing equipment. The chairman feels could be as simple as one person working in co-operation with the Physical Plant, D.I.A.R. (for electronic apparatus), as long as money was made available for such. One good thing this year that three of the Psychology faculty members have each bought, of their own account, second-hand computer terminals which they can now hook up to the main York system.

The chairman says that morale has been very low in the Psychology department and only beginning to pick up now. He feels that the source of the problems for the department is not only Queen's Park, but very much the central York Administration.

History Department: John Bruckmann, Chairman

The History department feels it is clear that there are cutbacks, and that they do affect this department. It is fortunate in that there are no contractually-limited faculty in the department and that all their full-time staff are tenured-stream. The part-time professors they do have are mostly Teaching Assistants.

This department has not yet had to drop outright any courses from its program, but it has insufficient funds to obtain the professors to maintain the courses it feels are necessary. Due to this situation it has to alternate courses from year to year, it cannot replace professors on sabbatical, nor can it engage enough Teaching Assistants and is forced to search for extra funds from outside the department.

The History department does use cross-appointments from York Main for necessary courses as one method of mounting a full program. In fact this is the only way that the French section of History 251 Canadian History Since 1867 (Histoire du Canada) was provided for this year. The department has found other temporary solutions through

opening some of their courses to Atkinson College, for which the department receives a modicum. This allows the engagement of a Teaching Assistant to lead a seminar, but results in larger enrolment in the courses and less attention being paid to Glendon students.

Because of the lack of funds due to cutbacks, which has resulted in too few Teaching Assistants, many of the History professors are teaching an hour or two extra a week, for which they are not paid. One professor is teaching the equivalent of one full course beyond his ordinary workload; with no extra pay. Another example of the existence of cutbacks is in the appointment of one of the History faculty (Michiel Horn) as Associate Principal. The department loses one third of his time from teaching, but it has not received one third of his salary as retribution to the History budget, which was standard policy of the university administration in the past. The department made a "deal" with Atkinson, in another instance, wherein it received an advance of \$3,000 this year (to hire a T.A. to lead two seminars) in return for teaching a French History course

next year. And next year the department is in danger of losing the T.A. unless it can conclude yet more "arrangements".

This department is obviously under stress and can only stretch itself so far. It also has very limited sources from which to seek help. Dr. Bruckmann defines the major problem facing the department as reaching the end of its flexibility, which has thus far prevented serious reduction of its program.

"Where does one go to make the necessary 'byzantine' arrangements for funds for the full teaching staff we need?" he asks. The chairman is hoping for relief next year, but does not foresee any. He feels that raising tuition will ultimately end up defeating the purpose of the university's existence, and this is not a proper solution. He feels that the situation, next year depends on the budget provisions to come and the success the department has in making supplementary arrangements to provide for necessary teaching assistants. Dr. Bruckmann looks forward to next year forebodingly.

Unpaid overload teaching is not a viable or decent solution to cutbacks in education.

Faculty of Education: David Cooke, Chairman

The cutbacks are forcing the Faculty of Education to the Main Campus. A realignment of the faculty is in order to counteract the cutbacks. Not only were 3 half courses dropped, but certain proportions of the courses offered are taught at the Main Campus or by faculty members from the Main Campus. The consequence is that the Glendon program, once separate and different from that of the Main Campus is beginning to resemble the Main Campus program.

Previously, all courses required for a B. of Ed. had to be taken from the Education program. The cutbacks have

introduced the Ed-related courses. Now cross-listed B.A. courses can be used to meet the B. of Ed. requirements.

David Cooke sees no reason to be pessimistic about next year. The Faculty of Education is made up of a well-established small group of dedicated faculty. The faculty is a very economical unit, does not take a large part of the budget, and also receives assistance from York Main.



Glossary

The following definitions and explanations will assist the reader to understand the different categories of faculty appointments.

**Tenure Stream**  
A professor in the Tenure-stream has been hired for a specific post but has not yet been granted tenure. When a professor in the **tenure stream** has been in a post for 6 years (usually) and has performed to certain standards in the areas of teaching, research in university service; after assessment, he/she is granted **tenure** or a **continuing appointment**. During the probation period, a professor can be laid off with one year's notice.

**Fully Tenured**  
A professor who is **fully tenured** has already been granted **tenure**. It is difficult and rare for a **fully tenured** professor to be dismissed or laid off.

**Part-time**  
A **part-time** professor has a one-year contract with the university, and is always **contractually limited**. **Part-time** professors are often used in large courses or specialized courses, and are as well as often those younger employees not offered **tenure stream** positions; and they are subject to being exploited as they are

**Tenure Stream**  
Tenure stream appointees for the same level of teaching. At the end of one year their contract is automatically terminated.

**Teaching Assistant**  
A **teaching assistant (T.A.)** is usually a graduate student hired to lead 1 or 2 students in a course, or mark or direct a course. A T.A. is requested to be course director, he/she becomes equivalent to a **part-time** instructor but receives less pay (pay is part salary, part grant). A **teaching assistant ship** lasts for one year only.

**Contractually-Limited**  
A **contractually-limited** professor has a one or two year contract with the university (sometimes up to 3 years, but no more). This arrangement provides the administration flexibility and ease in implementing budget cutbacks.

It is then easier to make faculty cuts on short notice and without having to go through the much more complicated procedure if the professor was in the **tenure stream**. The rationale behind the present emphasis on **contractually-limited** hirings is that, since they are paid less than **full-time tenured** professors, it is cheaper to hire "temporary" personnel than the **full-time tenure-stream** professor. The original purpose of hiring **contractually-limited** faculty was to replace an absent professor; however, at York, there now exists an informal policy of attrition, or a "hiring freeze", therefore the present use of **contractually-limited** professors is now to facilitate the administration's implementation of budget cutbacks, present and future.

English Department: Waldemar Gutwinski, Chairman



The English department is one of the stronger departments at Glendon. It has recently undergone a number of structural changes as a result of curriculum revision and ongoing planning within the department. The results are the introduction of half-courses in the first, second, and fourth year levels; and a new English as a Second Language Program (with new courses). Significantly, the enrolment in the ESL program has increased over 40% since last year. There are twenty-three ten-

ure-stream professors in this department which provides it some security, however the few contractually-limited and part-time professors the department has are those same professors teaching the ESL courses. Due to this situation and its youth, the ESL program is therefore most vulnerable when it comes to cutback measures. Overall the English department is at the same strength it was last year, except for two professors on leave of absence. At the end of last year the department lost two

of its ESL professors, but through appeals to Main Campus has managed to fill the gap with one contractually-limited and one part-time faculty appointment for this year only. Next year the department is foreseeing seven of its members being absent on sabbatical or leaves-of-absence, and with the hiring freeze at York, there is no way to replace these people and the courses they teach. Like others at Glendon, the

Continued Page 11



Leslie Frost Library - Jim Quixley, Head Librarian

**ProTem:** How have cutbacks affected library service?  
**Quixley:** First of all our staff has been cut by one, which makes it harder to provide services, for instance keeping books in order. Inevitably, with the staff reduced, the work load of the other workers is increased, and certain tasks are not done or not done as well.  
**ProTem:** We have cancelled...  
**Quixley:** We have cancelled...  
**ProTem:** How many of the...  
**Quixley:** We have cancelled...  
**ProTem:** How have cutbacks affected library service? aren't frequently used are the first to go. This year serials cost \$32,000, which is 41.5% of the Frost budget, and two years hence, they will cost \$44,000, which amounts to 57.7% of the majority of the total budget. Our book budget hasn't changed in three years: Three years ago it was \$80,000 and since then it has remained at \$77,100. If it stays that way for the next two years we will, as I have said, spend most of it on serials.  
**ProTem:** How many of the...  
**Quixley:** We have cancelled... quite a few journals, in all serials will have to be cancelled?

Cancelled?  
**Quixley:** Cancellations are required this year and on a large scale, in the order of one title in three. But even with such cancellations, this time next year, serials would still be costing 33-34% of the total budget, so cutting by a third is the minimum that should be considered.  
**ProTem:** What about books?  
**Quixley:** We are buying fewer books now than we were a couple of years ago, this year we are buying 5000 new books, and three years ago we bought 8000. The problem is that things aren't going to get better. Enrolment is bound to

drop, if courses and faculty are cut, inflation doesn't seem to be going away, and the devaluation of the dollar has had a great effect on libraries in particular because the majority of our books come from the United States and England, and France, though we do make an effort to buy books published in Canada. Frost isn't being discriminated against; of course cutbacks are a problem that is with all the universities. The basic problem is that the high regard people had for universities in the sixties is no longer the case. You just have to live with it.

Physical Plant: John Richmond, Campus Superintendent



Glendon College has some of the best kept grounds in all of Toronto, but its buildings and other facilities are in less-than-ideal shape. Cutbacks have limited the size and frequency of major projects on campus, while the provisions of the Woods' will have necessitated the maintenance of the College's grounds in their original condition.  
John Richmond told ProTem that cutbacks, as well as Glendon's precarious future, have forced him and his staff to carry out patchwork repairs, designed to keep buildings and equipment operating, but only just.  
Richmond has placed the overhaul of the ice rink behind the field house at the top of his list of necessary repair projects to be submitted to York. He proposes that the pipes under the rink, which are corroded and useless, be replaced and that the entire rink be enclosed from the elements.

This has been his chief priority for the past four years and he rates its chances of being approved, considering the present situation, as "slim to none."  
Other important items on his list include the replacement of the Physical Plant's air conditioning compressors and repairs to the exterior and interior of Glendon Hall, including a total sprinkler system for the building.  
Staff cuts have not been made in his department, but Richmond says that his people are facing an increasingly difficult task in maintaining equipment that needs to be replaced or repaired but can't be because of a lack of funds.  
Richmond looks upon the future of Glendon with mild trepidation. "As long as we have a bilingual program, then we'll be staying here, because the government supports that program. But if they ever decide to drop it, it'll be good-bye Glendon."

Proctor Field House: Peter Jensen and Anne O'Byrne, Directors

The Proctor Field House has been forced to find new sources of revenue because of cutbacks. The amount of money the Field House is required to bring in has increased by 50% in the past 3 years. Building rental makes up most of the income. As all has been rented out, any drastic increase in income requirements will cut into the students' time, and the alumni fee has been increased

for the Field House and a small fee is charged, students tended to come out in greater numbers.  
Part-time and full-time salaries constitute a large portion of the Field House's budget; therefore, about 80% of the budget is inflexible. In order to keep a reliable people on staff and reward those who have seniority, small increments are given

For the Field House, cutbacks are a double loss: money lost on cuts, and money lost to increases in salaries.  
Cutbacks have called for better utilization of all resources. A lot of repairing instead of purchasing is done. The best squash players teach. Peter Jensen and Anne O'Byrne are doing everything they can to keep Proctor Field House from turning into a "private health club"

# Facts and Priorities: Realities of the York Budgeting Process

Last year the York University Faculty Association Negotiating Committee conducted a detailed review of the York budget. The statistical data they used came from administration computer records covering the period 1973 to 1977-78, and from the annual reports of the Committee of Finance of Ontario Universities.

The YUFA Negotiating Committee undertook its own review of the York budget so as to strengthen its request for salary increases. It felt that the administration, in its offer of 9% /1977-78 was not supporting its stand, with a satisfactory account of the York budget showing that it could offer no more. The results of YUFA's study a year ago are astounding to anyone who has had faith in the notion that a university and its leaders promote academic excellence above all else.

**FACT 1:** From 1973-74 to 1976-77 the budget of the Central administration grew by 95%. From 1973-74 to 1976-77 the budget of Glendon, Atkinson and the Faculty of Arts grew by 44%.

**FACT 2:** During this time period the total operating budget assigned to adminis-

**Waldemar Gutwinski (continued)**

English department alternatives courses from year to year, and contributes courses to Atkinson (summer) in exchange for extra funds paid into the Glendon budget.

The chairman of the English department, Gutwinski,

feels that the new system of half-courses will help the department become flexible enough to continue to offer a variety of courses despite cutbacks, but things are still up in the air regarding faculty vacancies and the ESL program.

The ESL program offers students whose mother tongue is not English the chance to increase their proficiency in English. ESL courses (up to 2) can be counted towards a degree, and prepare students for further degree work in English. The effectiveness of the ESL program at Glendon is exemplified by the recent choice of three ESL professors to participate in a special program in China.

Dr. Gutwinski feels that the ESL program cannot undergo any cuts at this stage in its growth. Because of its vulnerability to losing professors however, the chairman feels he may have to make a special presentation to York to convince the money-distributors of the importance of the ESL courses.

This department needs assurance that it will be able to replace absent professors next year, and that the present strength of the ESL program will be maintained.

tration costs constantly increased at York, while at the majority of Ontario universities an administration's share of operating budget remained stable or decreased.

**FACT 3:** From 1973-74 to 1976-77 the budget allocation to administration salaries grew by 65%. From 1973-74 to 1976-77 the budget allocation to academic salaries grew by 33%.

**FACT 4:** From 1972-73 to 1977-78 the non-academic computing (administration) budget increased by 250%! From 1972-73 to 1977-78 the academic computing budget increased by 67%.

**FACT 5:** The 1977-78 budget allocation for telephone costs (excluding long distance charges) totalled more than the combined budgets for: research assistance, postage, guest speakers, films and records, vehicle fuel, minor research grants and stipends.

**FACT 6:** In comparison with eleven other Ontario universities (1976-77), the salaries of York professors ranked eighth (Waterloo highest, Trent lowest); the salaries of York Associate professors ranked eleventh (Ottawa highest, Trent lowest); the salaries of Assistant professors ranked eleventh (Ottawa highest Trent lowest)

**FACT 7:** In comparison with the settlements other faculty unions received at 11 other Ontario universities, York faculty members received the lowest salary increase (1977-78). Highest: Windsor-14.2%. Lowest: York-9.0%.

## Priorities:

In conclusion it seems obvious that the administration of York University gives higher priority to its own expansion and improvement than to the maintenance and growth of the academic role of this university.

Learning, and not the ex-

pansion of the bureaucracy, is the raison d'être of a university.

Note: All information was taken from the York University Faculty Association Negotiating Committee, Progress Report No. 2 (August, 1977) and Progress Report No. 3 (October, 1977).

## The Tuition Story

In the O.F.S. Executive Report for Fall 1978, entitled "Tactics for a Fall Action", the issue of tuition increase is dealt with.

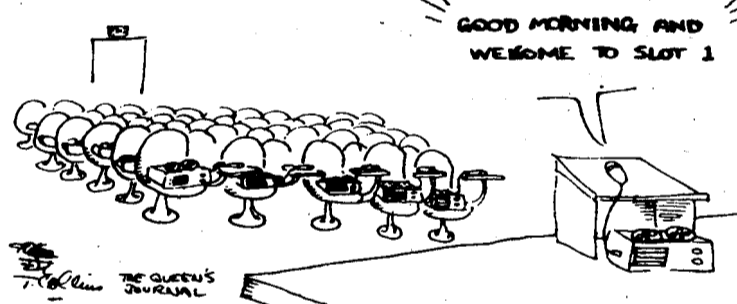
According to their information sources, which liaise with the Ministry of Colleges and Universities, O.F.S. is predicting an increase of tuition fees for next year. Judging from the statements of an unidentified male member in the Senate Chambers on September 26, 1978 (the day the sit-in started) it looks like that tuition fee increase will be to the tune of \$100.

However MCU is also considering a whole new system of tuition fees. Within this new system the responsibility for the setting of fee levels would be transferred to the individual college or university and MCU would limit its role to establishing a fee ceiling

above which the universities would not be able to rise.

There are two things implicated in this proposal. First of all it could mean a differentiation of tuition fees from university to university with the highest fees being charged by departments with high capital overhead, such as the sciences. The smaller and younger universities would have to charge lower fees so as to attract students - yet they would be the least able to compete without enough money to introduce new programmes and expand.

The second problem lies with the "fee ceiling". O.F.S. estimates that the MCU fee ceiling would probably be that of 25% of the government's contribution. And if the total government grant per full-time equivalent student next year is \$4000...



# OFS and Cutbacks Week

Last March 6000-8000 students came to Queen's Park to protest the cutbacks. They came out of a sense of outrage over what Government policy was doing to them and their courses. The decline in access and quality in our schools can add up to only one thing - an undereducated populace inadequately prepared to meet the requirements of an increasingly complex and competitive world economy.

There are a quarter of a million students in Ontario. To move the Government these thousands of equally concerned students must also be given the chance to tell the Government that they too are opposed to cutbacks.

Consisting of educational and more demonstrative events, cutbacks week will give everyone a chance to tell the government that their policies are wrong. Petitions are also being circulated to offer a more central gesture that those 8000 students of last March were not alone in their opposition to the cuts. Al-

though no single gesture alone will reverse the trend of government policy, this cutbacks week and the petition will serve notice that we are tired of seeing our education eroded bit by bit, and that we are prepared to take a stand.

Come to cutbacks week events! Sign and circulate the petition! As long as you remain silent the government can safely assume it has the support it needs to continue with the cutbacks. Let's show them where we stand.

Just to maintain present levels of quality against inflation, universities and colleges will need a provincial funding increase of 11.5% for 1979-80. Therefore, students demand that the Provincial Government assure the level of funding necessary to stop the further erosion of quality in our libraries, courses and programmes.

The Provincial Government is expected to announce an-

other tuition fee increase for 1979-80. This fee hike comes at a time when students are least able to afford higher costs - last summer's unemployment was the worst in years, parental income is suffering from the effects of inflation; the new student aid plan makes 35,000 graduate and professional school students ineligible for grants.

The people of Ontario pay for the educational system, they must also have access to it. Therefore, students demand that the Provincial Government halt a further decline in access to higher education by extending the freeze on tuition fee levels and by restoring grant eligibility to those students who are denied grants under the new student aid programme.

The September '78 "Winegard Report" prepared for the Provincial Government by the Ontario Council on University Affairs, instead of challenging the policy of underfunding, merely gave advice on how cutbacks should be carried

out. The possibilities include... reducing faculty at rate of 250 per year, eliminating selected honours programmes on various campuses, merging some universities, closing others, and restricting access to professional school. Students demand: that the Government publicly state that the implementation of the cutbacks suggested by the Winegard report is academically unacceptable.

About half of the funding for Ontario's colleges and universities comes indirectly from the Federal Government through a complicated federal-provincial funding arrangement. In August, the Trudeau Government announced that several hundred million dollars would be cut from this agreement. There for students demand that the Ontario Government publicly oppose the Federal Government's recent announcement of intent to slash the level of federal assistance to post-secondary education



# The Truth On Cutbacks

The Ontario Federation of Students, of which Glendon College is a member independent of CYSF, maintains an office in Toronto just south of Yonge and Bloor. (696 Yonge St. at St. Mary's, Suite #402, or call 925-3825). Their full-time employees include fieldworkers, information officers, short-term researcher and long-term researchers. The floor space is limited and the decor is definitely Early Campus but amazing things are sought after and achieved here four floors above Yonge Street. This, after all, is the home of the mouthpiece of Ontario's students: in O.F.S. lie some of our strongest hopes in mounting opposition to the paralysis and ultimate slow death of higher education in this province.

"Cutbacks" is Public Enemy No. 1 in this office and the memorabilia of past anti-cutback campaigns scattered over the walls not only impress upon the visitor the unequivocal commitment of opposition to education reductions, but the pure historicity of this fight. Cutbacks started a long time ago; probably when you were still vying for a place on the junior football team or the cheerleading squad and thought that pursuing a university education meant "studying" and not frantically scrounging for money to pay for your student wards officer.

The research that O.F.S. has been compiling is very competent and professional. The findings of their studies, besides being revealing, first induce shock and then grow anger in the minds of students who believe in the sheer worth of a university education. The provincial cutbacks are so very obvious--deteriorating the support Ontario universities need to maintain the high quality academics Canada has taken pride in.

There is no way one can be neutral about cutbacks because the reality of the measures, as illustrated by the O.F.S. fact-finding studies, force one to take sides. We students are all going to see the year 2000 and in our middle age we will occupy the positions in society that will have to respond and deal with an unknown but crucially important of food, technology, economics and political welfare of the 21st century. We will need every bit of knowledge we have ever learned and every skill and trained response we have. University is not the only place where these processes are acquired but it is a leading and important step in social maturation.

The Conservative government of Ontario is talking that the issue is not important, without reflecting with their social support of our needs. So whether we believe or not we are to come to a government that

our job here is of crucial importance. The insidiousness of the implementation of financial cutbacks is what has angered so many students and their professors. The insanity of reducing university academics and research at a time when it is needed more than ever before is difficult to comprehend by rational, pragmatic people. The very fact that the P.C.'s deny there are cutbacks points to their grasp of the dangers of an under-educated leadership in the next couple of decades.

Despite the P.C. poster "Some Cutback!", cutbacks do exist and the facts of their reality are pretty miserable:

### 1. Provincial Operating Grants for Universities, 1978-79 See Table 1

The second and third columns show recommended amounts of grant increase the Ministry of Colleges and Universities (MCU) was advised to give the universities. The Ontario Council on University Affairs (OCA) figure is a maintenance figure. The Council of Ontario Universities (COU) figure is an improvement figure. The MCU figures are cutback figures.

### 2. The Preparation of the MCU Budget in the Provincial Budget See Table 2

The following table shows the actual figures of the budget of the Ministry of Universities and the Ministry of Colleges and Universities from 1972-73 to 1978-79 in column two. Column three illustrates the percentage decrease of the MCU budget in relation to the overall provincial budget.

### 3. How the Ontario Operating Grants per Full-time Equivalent (FTE) Student Rank With the Rest of Canada See Table 3

Ontario is one of the wealthiest provinces in Canada. The following figures show the decreasing priority that Ontario places on its universities in comparison with other provinces in the country.

Note: In 1967-68, Ontario ranked first in the grant per FTE student, and in 1976-77, Ontario was a full \$900 below the grant per student for the rest of Canada.

### 4. Facilities and Construction In 1972, the Ministry of Colleges and Universities imposed a freeze on capital expenditures on all the Ontario campuses. In other words, no new building construction was allowed. New buildings already started could be completed and maintenance and small-scale improvements within existing structures could be performed. But no new buildings or large-scale construction was allowed. This situation causes obvious problems when a campus needs to expand or improve its facilities.

Glendon is a small college in a large university, and we suffer from cutbacks. It is interesting to look at the situation at four small universities in Ontario whose student enrolments are under 4,000. Brock, Laurentian, Lakehead and Trent receive "supplementary grants" from MCU to assist them in their more difficult positions. Besides facing the cutbacks we all face, the smaller universities also face extra cutbacks in the form of severe slashes to their supplementary grants, as the following table shows:

	Actual MCU Funding Increase	OCUA Recommended Increase	COU Recommended Increase
\$ increase in operating grants	\$41m.	\$67.1m.	\$85.4m.
% increase over 1977-78	5.8%	9.7%	12.4%
funding shortfall		\$26.1m	\$44.4m

	Provincial Budget (\$'000,000)	MCU Budget (\$'000,000)	MCU/Provincial Budget
1972-73	\$ 6,481	\$ 736	11.4%
1974-75	\$ 8,722	\$ 878	10.1%
1976-77	\$11,743	\$1,158	9.9%
1978-79	\$14,005	\$1,369	9.8%

	1972-73	Rank	1976-77	Rank
Newfoundland	\$2,547	5	\$5,749	1
Prince Edward Island	\$1,973	9	\$3,493	9
Nova Scotia	\$2,200	8	\$2,990	10
New Brunswick	\$1,889	10	\$3,841	7
Quebec	\$2,562	4	\$4,888	3
Ontario	\$2,742	3	\$3,649	8
Manitoba	\$2,286	7	\$3,951	6
Saskatchewan	\$2,535	6	\$4,190	5
Alberta	\$3,046	2	\$4,645	4
British Columbia	\$3,297	1	\$5,445	2
Canada	\$2,678		\$4,103	
Canada excluding Ontario	\$2,482		\$4,561	

	1975-76 ('000)	1976-77 ('000)	1977-78 ('000)	1978-79 ('000)	% Decline 1975-78 (100%)
Brock	\$ 470	\$ 100	\$ 0	\$ 0	100%
Lakehead	\$ 1,240	\$ 1,000	\$ 750	\$ 500	60%
Laurentian	\$ 820	\$ 750	\$ 500	\$ 250	70%
Trent	\$ 1,780	\$ 1,650	\$ 1,400	\$ 1,150	35%
TOTAL	\$ 4,310	\$ 3,500	\$ 2,650	\$ 1,900	55%

### 5. The Extra Threat to the Small University See Table 4

Glendon is a small college in a large university, and we suffer from cutbacks. It is interesting to look at the situation at four small universities in Ontario whose student enrolments are under 4,000. Brock, Laurentian, Lakehead and Trent receive "supplementary grants" from MCU to assist them in their more difficult positions. Besides facing the cutbacks we all face, the smaller universities also face extra cutbacks in the form of severe slashes to their supplementary grants, as the following table shows:

and in the future... If the provincial government in... grants by the same... and for next year... (5.8%),... following three years:

1. In 1981-82 alone, the money available for the university system may be \$117.1m. below the minimum required to maintain quality, as set by COU if tuition fees remain at their present level.  
2. By 1981-82, if this shortfall of \$117.1m. were made up by tuition fee increases, the average fee would rise from the current \$685 to \$1,302 (a 90% increase).  
3. By 1981-82, unless financial barriers are reduced, enrolment will have declined to a point 8.5% below 1977-78 levels, meaning only 10.5% of those 18-24 years of age will be attending university (compared to the current 12.4% participation rate).  
4. By 198-82, the number of students per faculty, in spite of the enrolment decline, will have risen to 16.3 students/faculty, up from the current 14.9 to 15.5% range.

5. By 1981-81, there will be between a minimum shortfall of over 800 faculty member as universities are forced to lay off staff to meet the cutbacks. It must be stressed that there is no guarantee that even this description is grim enough--government policy calls for even greater cutbacks and a 5.8% increase in provincial grants is an "optimistic estimate". COU has estimated that a minimum increase of 9.1% in operating grants will be required for 1979-80, simply to "maintain quality" at 1977-78 levels. If the government refuses to provide for this increase, opting for a reduced grant increase (at, say 4.5%) and a tuition fee increase, fees will have to rise to \$1,022 in 1979-80, a 50% increase over the current fee, unless government policy is changed.



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# Pro Tem: Looking Back



The October 10, 1963 issue of Pro Tem could have been taken for a high school rag. It consisted of seven legal-length mimeographed sheets of paper with the ink fading out of sight in places. The masthead was all hand-drawn: Pro Tem in 2 1/2" inch solid figures; York's crest proudly displayed between the two words, and below this "The Student Weekly of York University", hand written with the "t" in university uncrossed. The line "The Whole University" capped a short write-up of the opening ceremonies of the new York University (then located at Glendon). The rest of the paper contained blurbs about goings-on complete with two or three cartoons.

That was in the years when both York and Glendon had not truly come into their own. However, in the fall of '66, with the campus at Steeles and Keele completed and Glendon now claiming separate status, the real history of Pro Tem (meaning "for the time being") began. It was now the voice of Glendon, and not the university.

By this time the paper had evolved into a professional looking off set publication of four pages, the front of which was graced with a catchy printed masthead. The September 15, 1966 issue contained three photographs, six ads and a cartoon depicting the editor typing with one finger. The content was still local, including such front-page material as the marriage of the student council president.

Since 1966, Pro Tem has undergone almost every imaginable vicissitude in format, content, style and quality. Every year experiences a different editorial staff and addresses itself to different current issues, both within the college and without. Each staff adopts distinct styles and philosophies of journalism. It is therefore almost impossible to talk about the development of Pro Tem, especially if one is working

from a random perusal of twelve years of back-issues. But there are some outstanding features which can give us a general glimpse of what Pro Tem was like before this year, both in content and its physical characteristics.

The content of past volumes of Pro Tem reflects distinctly the eras in which they were produced. The late sixties and early seventies, of course, marked the age of student radicalism and political assertiveness--and Pro Tem mirrored this. The September 11, 1968 headline, for example, read: "Manifesto Sparks Union-Administration Confrontation". The edition centered on the issue of student involvement in university policy and academic standards--involvement which at that time was felt to be unjustly minimal. On page six, encapsulated amid the report of a Guelph conference of the Canadian Union of Students, was the slogan of the then president of the organization: "Out of confrontation comes consciousness, and out of consciousness comes action."

Vietnam and the horrors of war were front page issues. page 1 on November 12, 1969, for example, was a photograph of a boy holding a gun; the caption read: "The shotgun that teaches a boy how to use a shotgun". Above the photograph in bold print the statistic: "1939-45: 16,829,758 War Dead", and flanking the photograph was a poem entitled "Moratorium Vietnam".

As the seventies came on, "Liberation" seemed to become the hot issue. Liberation from structural boundaries in college courses. Liberation of the native peoples from stereotypes and discrimination. And, of course, sexual liberation. On March 8, 1972, Pro Tem ran a column announcing various Toronto meetings under the headings: "Gay Liberation Groups", "Women's Liberation groups and activities in Toronto" and "Liberation Reading List". Only three

weeks later there appeared a full-page article entitled, "Gay Brothers and Sisters Unite! Free Ourselves. Smash Sexism".

The hippie movement also showed itself, alongside the heightened manifestations of social consciousness. The first issue of 1971-72 was a flowery line-drawing of bleary-eyed freshmen sitting around asking all the typical first-day-of-school questions. The masthead of Pro Tem was more of a psychedelic drawing than a masthead, and it is decorated with the adjectives, "fearless, pointless, gutless". Columns with titles like "Barbituraries" appeared.

In the early seventies, Pro Tem exhibited much more of a political bias among its editorship than had been experienced before. For example, the federal election of 1972 not only occasioned such heavy coverage in Pro Tem that less than a quarter of the issue was given to other things, but it provided a chance for the paper to take a stand in the form of a three-quarter page editorial urging Glendonites to vote N.D.P.

By 1974-75, Pro Tem seemed to have switched from intense political commentary to con-

centrate more on campus and local issues. The October 9, 1974 front page dealt with council bi-elections and GCSU business or lack of it. The editorial extolled the social life of Glendon. The centre-spread was a documentary on Glendon's Dramatic Arts Program. Other articles included a profile of Glendon's then-Principal, Albert Tucker, an announcement of the current show in Glendon's gallery and a description of all the good buys at a sale at Glendon's bookstore.

As for editorial bias, the trend moved away from endorsement of political positions and was summarized in a comment of John Frankie, editor of Pro Tem in 1974-75: "My basic set up for the paper is to express as much Glendon copy in Pro Tem as possible. I'm not interested in using Pro Tem as a tool by which to enact any type of change, I really don't think that we can be serious along those lines." Hence it was not an uncommon thing in the last three years to have editorials on such topics as the apathy of Glendon students.

The local orientation of the paper reached a point last year where localism approached introversion. The

cliquishness of the Pro Tem was in the top ten complaints heard around campus. Front page headlines like "Sumptuous New Offices for Pro Tem" were seen to be hot news items. Columns like Blintz's Mail Bag and Inside Those Pearly Gates seemed to be opportunities for Pro Tem staff to make inside jokes about each other. The paper had become quite sarcastic.

Despite the wide variety of styles and orientation exhibited in Pro Tem over the years, there has always been a strong sense of "Glendonness" evident in the pages, whether in pictures, cartoons or articles. Even when politics or social unrest seemed to crowd the pages, a community spirit has always been at the base of it all, more than, say, in a paper like the Excalibur.

There's no doubt that the Pro Tem has drawn flak over the years for various things that it has contained, but it has provided a vital historical link with the Glendon of the past.

Although there have been times when you'd never know it, Pro Tem has a very rich and proud tradition.

## The Radio Glendon Story

In less than eight years Radio Glendon has gone from a feeder station for Radio York to a licensed radio station with new and inventive programming ideas; a station that one year ago was close to taking over Radio York. Quite a change.

Radio Glendon began broadcasting to the New Dining Hall (now Theatre Glendon) and the Junior Common Room in 1970. It carried a telephone-line feed of Radio York programming and consisted of one room with an amplifier in it.

By 1972, under the direction of Barry Wallace and Larry Mohring, it had blossomed to an independent radio outlet. The station expanded its audience by installing speakers in the Café and attracted a staff of student announcers. Using equipment that had been discarded by Radio York and a record library of less than 150 albums, Radio Glendon was "on the air" from 9:00 a.m. to 6:00 p.m., Monday through Friday.

The radio station was heavily involved in social events on campus in those days; sponsoring dances, holding "boat races" (beer drinking contests) during Winter Weekend, and presenting its annual Bazoobie Awards - along with the "Miss Hilliard Residence Contest" (a drag-queen beauty pageant) - in the spring.

In 1975, Radio Glendon's

present manager, Alan Lysaght, was first elected and he began a program of expansion that saw the station move from its one-room studio in the basement of York Hall (behind what is now the snack bar) to its present location in Glendon Hall.

It was at this point that the station moved away from a pop music format and began to diversify, mixing blues, jazz, folk, rock and classical and expanding its record library.

After almost two years of planning, Radio Glendon applied for and received a Carrier Current Broadcasting licence from the CRTC in February of 1977. Alan Lysaght and Bill Hunt had finally achieved a goal for which they had been aiming for some years.

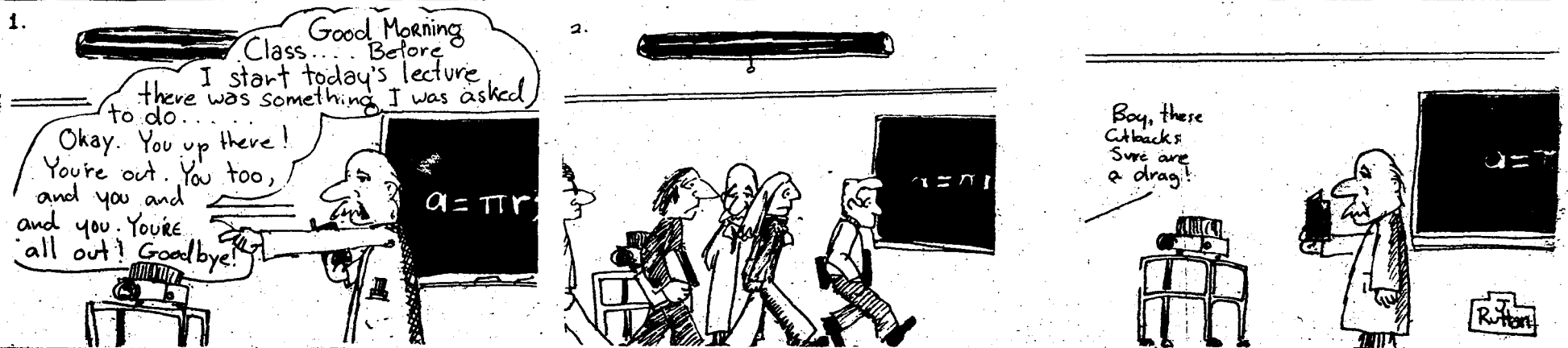
The licence allows Radio

Glendon (known now by the call-letters CKRG) to broadcast to both Wood and Hilliard Residences, using the electrical lines of those buildings to carry the signal. It also allows CKRG to transmit its signal via Rogers and Metro Cable FM services.

The station began broadcasting under the licence in the summer of 1977, with volunteer announcers who received a small stipend for their work.

This has always been the case with Radio Glendon, as they can offer little more than the "thrill" of broadcasting in return for the dedication that is involved in running the kind of professional operation that has committed itself to the slogan "Kill Ugly Radio".





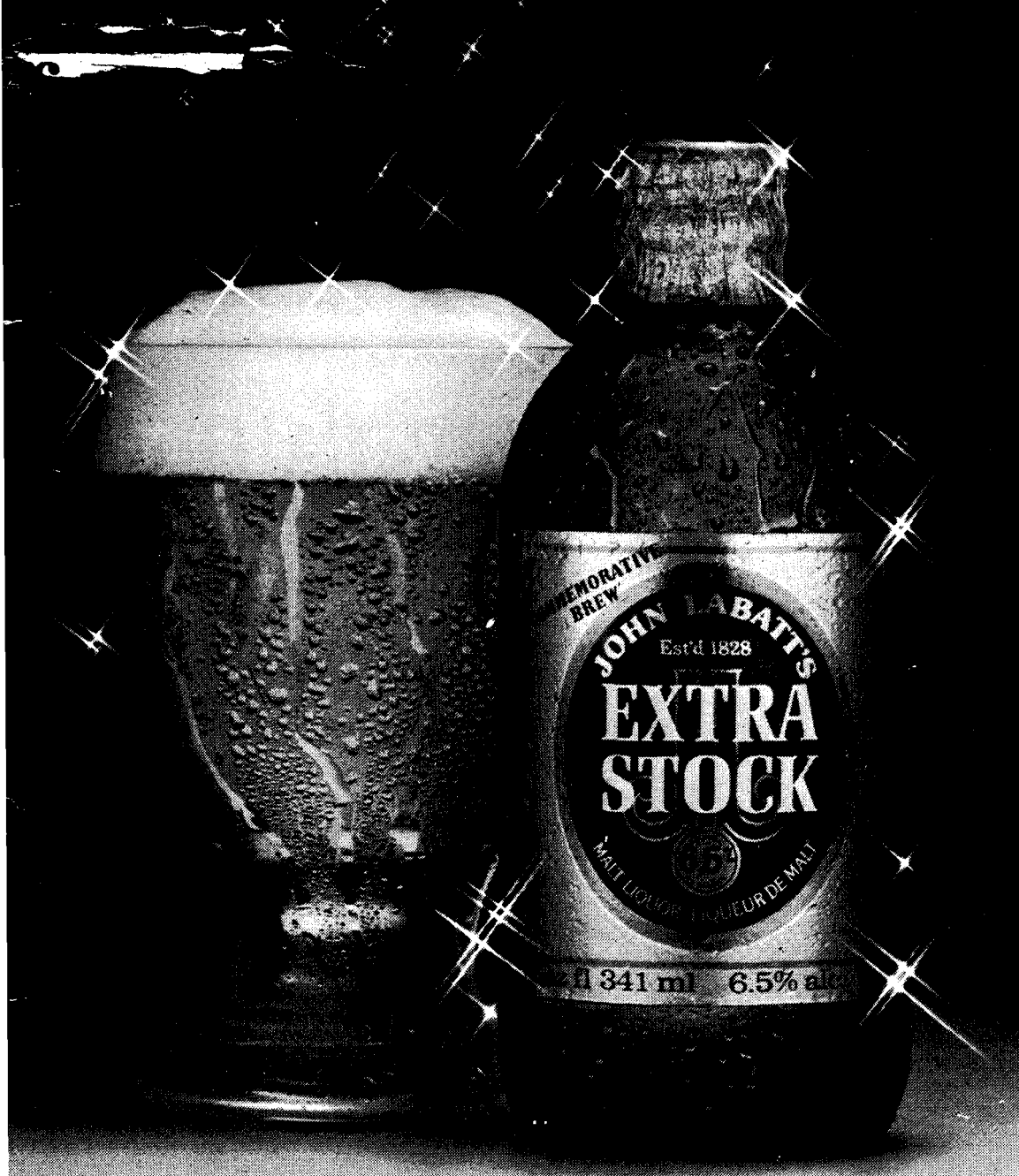
# The Café - Humble Origins

The next time you drop into the Pipe Room for pub to beer, and the GCSU authorized a \$4 per student pay- ment to finance what was fast becoming Glendon's most popular meeting place. In 1974 the Café de la Terrasse presented itself as a perfect location for other Glendon activities, and a licence was applied for in the spring of 1972. It was after this licence was granted that the concept of the pub changed. By late 1972 the idea of a French café had disappeared; Glendonites wanted their own full-fledged tavern. In 1973 a full licence replaced the previous licence which had limited the

period of development (constant renovations and new entertainment facilities, like the TV, were the result of this money being re-invested). But now that the Café is fairly stabilized, with much new equipment and back-up equipment already purchased, the Board members find themselves wondering what they will do with the profits. The Café is non-profit, and must not show any financial gains at the end of the year. According to Phil Roche, Pub Controller, the profits will be used to lower the prices on the alcoholic beverages and the food. As well, the Café board of direc-

tors has approved donations to Glendon Daycare, the theatre programme, the art gallery and CKRG. Increased revenues will also mean that the Café will present more live entertainment and student-participation events in the future. Pinball and shuffleboard tournaments are possibilities in the coming months, and the management is currently searching for quality local acts to feature. True, the original concept of an intimate French café has disappeared but who can complain?

# Here it is!



## Something extra from Labatt's.

A premium quality brew commemorating our 150th Anniversary. Extra Stock means extra flavour; extra smoothness, extra taste satisfaction. Mellow and smooth going down, it's something extra, for our friends...from Labatt's.

AVAILABLE IN 6, 12, 18 AND 24 BOTTLE CARTONS AT YOUR BREWER'S RETAIL OR FAVORITE PUB.



### TASK FORCE REPORT

Continued...

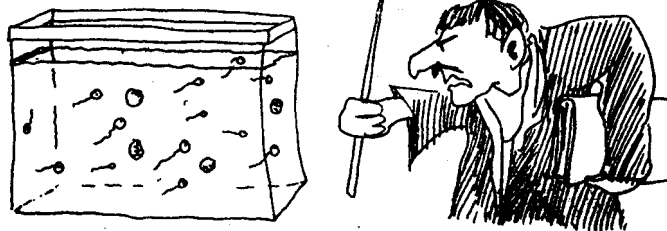
far as making an official request for its implementation. The report lacks any determination to bring about the changes it suggests. One gets the feeling that the Task Force will accomplish just what other previous groups calling for change have, not much. Then again, maybe if conditions worsen the band of the administration may be forced to act.

It seems that we have a group of people working for an administration and that they would like for this arrange-

ment to continue for a long as possible. How does the saying go? You don't bite the hand that feeds you.

Incidentally a conference is being held on November 30th during the afternoon and evening in Principal McQueen's apartment. It will deal with the Task Force report and consider related issues having to do with Glendon's future. Interested parties are welcome to submit their ideas at this time. For information contact the Principal's Office, C203 York Hall or call 487-6167.

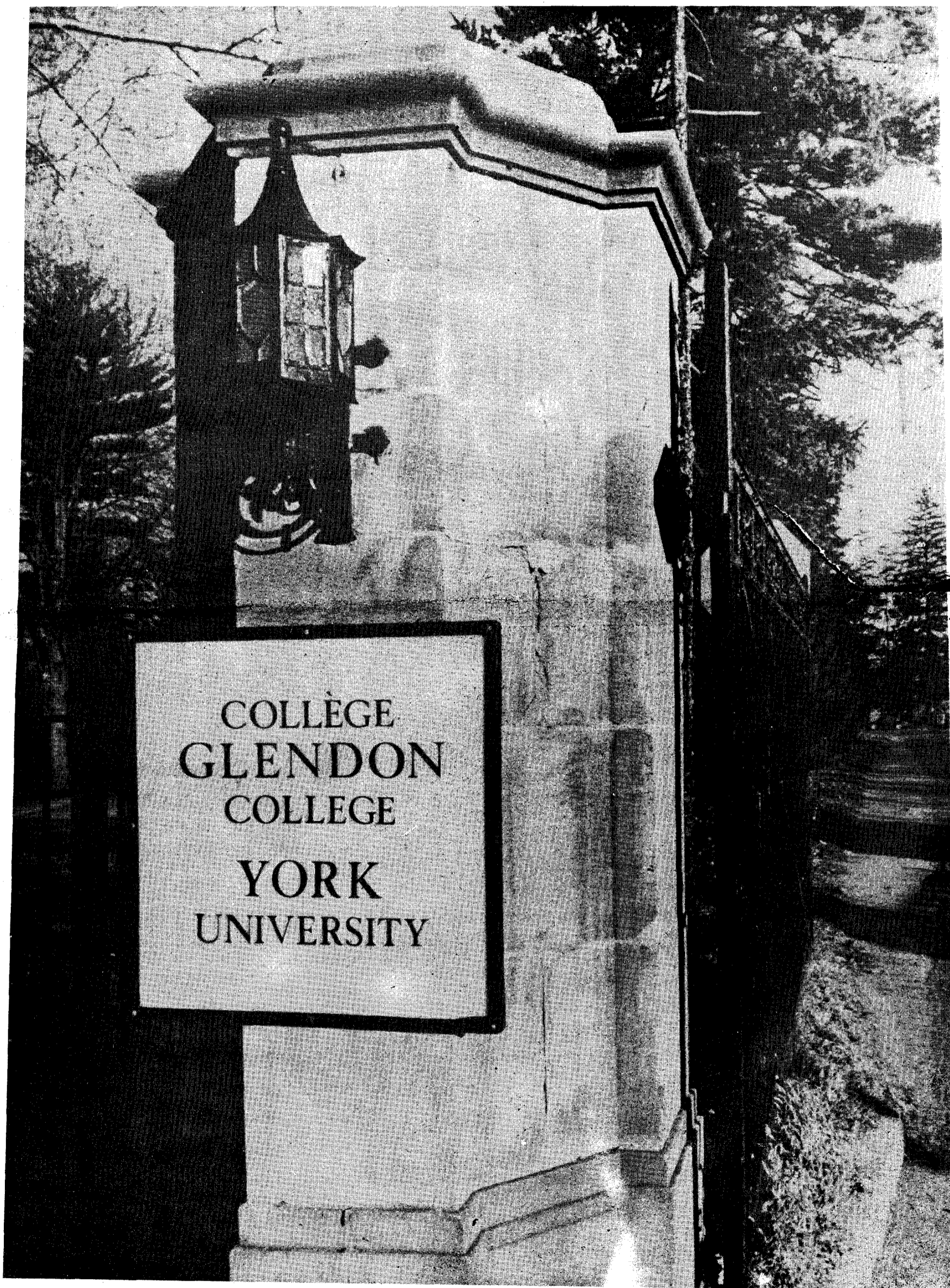
OKAY, HERE'S THE QUESTION: "LOUIS XIV WAS THE KING OF WHICH COUNTRY?" AND I DON'T WANT TO ALWAYS SEE THE SAME HANDS.



English es cour ar, and to Atki change into the The cl ish dep: feels of half- departr enough variety cutback: up in t ulty var program The E students is not I increase English to 2) ca a degree ents for rk in E eness o at Glend the rec ESL pre ate in a : China. Dr. Guw ESL pro any cuts: growth. nerabilit rs howev els he m els he ma ecial pre convince tors of t ESL cour This de surance to replac next year ent stret gram wil



# Glendon:



# Present



## General Education: Alain Baudot, Chairman



The major problem in the department of General Education is maintaining the number of part-time faculty it needs to provide the variety of courses it offers. Fully-tenured professors are in the minority in this department which has a total of 11 part-time faculty. The part-time staff--those with one year contracts--are the core of the department, all carefully chosen for their competence and experience in a wide range of areas. Although it is cheaper for York to hire part-time professor than a tenure-stream professor, the

reason for part-time appointments in Gen. Ed. is academic.

To date the Gen. Ed. department has not lost any part-time staff due to cutbacks, because they have fought such moves and pressures from the York administration. The General Education department has a policy of opposition towards any reduction of its part-time staff and it will continue to fight cutbacks measures imposed upon it next year, as it has in the past with the support of all Glendon departments.

The General Education department is extremely important in that it fulfills a college service within the York academic criteria. Reduction in this department means students will have a diminished number of courses from which to choose the three Gen. Ed. credits that are required of all York students. Enrolment is up this year; and it also contains the largest number of students of the whole college.

The second major problem for the Gen. Ed. department is due to the student numbers.

Especially in the first year, and throughout the department the student-professor ratio is high. Large classes are detrimental to academic quality yet the Gen. Ed. department is in no position to hire more staff--and in fact it feels the fight to hang on to its existing members will get tougher. Furthermore it could not find extra money needed to replace professors on sabbatical this year. As a result such courses as Humanities 171A: Roots of Western Civilization--a popular and valuable course--are not offered this year.

The General Education department, drawing on its own resources, has had fair success in mounting new courses, however these resources are limited. Through such manoeuvres as exchanges with York Main, the department has been able to mount a few new courses in Women's studies. It would like to add more Women's Studies co-

urses, as well as mount new programs in Comparative Literature, Religious Studies and Asian Studies--unfortunately all of which is only wishful thinking in the face of academic restrictions due to cutbacks.

The department has taken the initiative to "remedy" this and maintain its academic growth through guest lectures who visit the department and enter classes and deliver public lectures. As in the recent case of Pierre Guillaume, whose way from the University of Bordeaux, France, was paid for by the Department of External Affairs, these arrangements cannot entail financial contribution from the department.

The chairman of the department, Alain Baudot, places the blame for the present situation on the shoulders of current provincial government policy and on the shoulders of the York Administration. He feels that our administrators do not try to place

pressure on the government, and that neither is tressing the future of this province. M. Baudot also feels that the York Board of Governors is not doing its duty to the university. The responsibilities of the B.O.G. members are not only in the governing of the university, but also in financial contribution to the university. Since its establishment, the York Board of Governors has yet to found a "chair" of study (for example: Women's Studies) and in this respect it falls short of the scale of financial support seen in American universities, or at the University of Toronto.

The chairman does not take seriously the treat of closure of Glendon College as recommended by the Ontario Council on University Affairs. He would also oppose the proposal of tuition fee increases. M. Baudot feels that the ability to pay is the criterion of an elitist policy; and is not what university is all about.

## Political Science - Ellen Wood, chairman

The Political Science department is one-third contractually limited. Cutbacks have begun to affect the Political Science department in dramatic ways. They have lost 3 tenure-stream professors over the last few years, and last year lost one part-time and one contractually-limited professor. Up until now luck has allowed the department to salvage the situation by means of contractually-limited appointments.

The worse aspect of the cutbacks that is affecting this department is the problem of simply not knowing what staff they will have the next year, until very late in the academic year, and sometimes not even until the summer or next September. This means that the spring calendar information is not completely accurate, nor can the department properly mount courses, plan policy or provide quality academic advice to us, the students. For example, last year numerous contractually-limited professors at York received letters telling them their jobs were terminated (as of July 31) but that they might be taken back on.

In a department such as the Political Science department which has a number of contractually-limited people, this type of announcement and administrative policy breeds

indecision, confusion and stress within the department.

The future of the Political Science department looks difficult and carries inherent dangers. Whatever new programmes could be mounted will probably not be affordable--and given the present difficulties the department is in no position even to review its curriculum. It will not be able to afford Special Topics courses if the administration continues its present policy. It is afraid of reaching the state where it only offers "core" courses--as

administration. It is forced to go in doubt about next year. At the end of this academic year it will lose its temporary contractually-limited professors and will therefore be reduced by the equivalent of one and one-third full-time professors' workload--this means four courses! Furthermore the department will be in danger of losing its other two contractually-limited people.

The departmental chairman is not in favour of any type of tuition hike. Ellen Wood feels that not all the blame for the present situation lies at Queen's Park but also in the short-sighted planning of the York administration, and the latter's active co-operation with Queen's Park.

The Sociology department is yet another dramatically affected by the present situation of cutbacks in education.

The department has had to drop a total of three and half courses from what was offered last year. These are courses that should be offered but the department is simply not able to. Furthermore, the department has had to go through a complicated rearrangement of courses and faculty responsibilities in order to reduce the impact of cutbacks in some areas. Some full courses have had to become half-courses. Three professors are now teaching overload--four courses each instead of the ordinary workload of three courses for a

full-time professor. One professor is teaching a graduate course without being paid.

Because of the problems inherent in contractually-limited faculty within the department, it could not make out its schedule (calendar information) until late in the (academic) year. As a result students did not know of the existence of certain courses, therefore these courses have been under-enrolled. There is a circular affect obvious here: because of cutbacks enrolment dropped; because of an enrolment drop, more cut backs. There are no Sociology faculty on sabbatical this year (Jan Newson had to delay her own sabbatical leave) but vacan-

cies next year due to sabbaticals are expected to cause problems for the department. Even if the budget remains the same as at present, the department's funds for part-time professors (to replace those on leave) will be "wiped-out" upon the return of a faculty member who has been on leave for a year and a half. In order to keep the high level course this professor teaches, the department will have to drop other popular, high enrolment courses--despite the fact that two years ago the department was able to offer both his important course and the popularly enrolled courses. This is the situation even if the budget remains what it is--but there will be more cuts.

## French and Spanish Departments-Yvette Szmidt, Chairman

The French department, through which Spanish courses are offered, is definitely experiencing the effects of financial cutbacks in the universities.

The department has had to drop three of its literature courses this year. One professor from the linguistics section is on a leave of absence this year, but funds were not available to replace her. Only five linguistics courses are presently offered, whereas six or seven would be the normal offering. There are fewer instructors in the language courses as well, of which one Spanish instructor, one French language instructor and one part-time instructor were returned to the de-

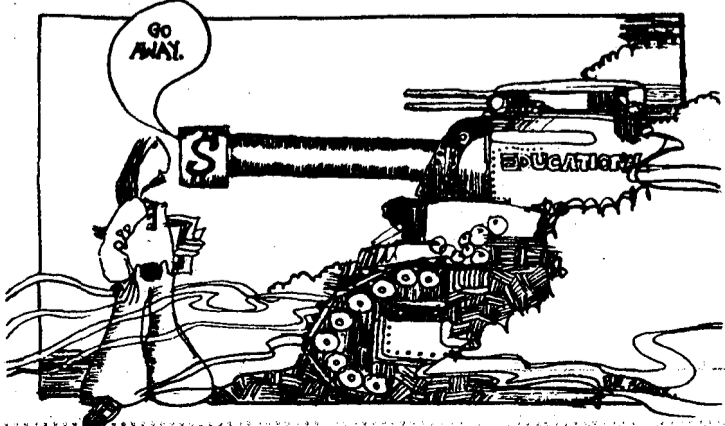
partment only after an appeal to York Main by Principal McQueen.

Besides the drop in professors and courses offered by the French department, the other major problem is increased class size. There is an average of twenty-two students in each literature class, whereas there should only be twelve to fifteen per class. The department feels it needs at least one more part-time instructor in the literature section.

In the language courses the enrolment is the same as last year but since there are fewer instructors the classes are larger this year. One course rose in numbers by 62.5% this

year. In the Spanish courses as well there has been a slight increase in enrolment of the literature courses therefore the classes are slightly larger. With the rise in enrolment, which in some course is 22.8%, and the decrease in the numbers of instructors, the result has been that segment of each course must be cut, producing classes with an unwieldy amount of students.

The French department is concerned about next year. Many people are going on sabbatical and they must be replaced. The situation this year wherein people on sabbatical were not replaced and the remaining professors have had to take on heavier load is not acceptable to this department.



# An Interview with President Macdonald



Photo: Gerald Campbell

Glendon is a great asset, in national terms, as a small liberal arts college, emphasizing bilingualism and Canadian Studies. These aspects of the college are very significant at this time. I think that Glendon is important and significant and that this importance and significance will grow even more in the future.

**Pro-Tem** - As a possible future government policy how do you view the Winegart (OCUA) Report?  
**Macdonald** - I take a very strong position on the OCUA question. Glendon does not fall into the same category as the other liberal arts colleges in Toronto. It therefore does not have the same vulnerability that these colleges have. There are various ways to look at the Winegart Report. I prefer to view it in an optimistic way. They were trying to answer a very important question, "can we do a better job of sharing resources". The burden of proof, to defend Glendon in any must be demonstrated for

example economically. They also must measure savings against values and benefits. The Winegart Report also deals with the need for more community outreach. Glendon has been effective in this regard. This is due to Principal McQueen's efforts in this direction. When he took his position as Principal, I told him that he needed to concentrate on "Operation Outreach". Glendon has done things the right way in this respect, an example is the Living and Learning program.

**Pro-Tem** - Is there any hope that the Administration will support Glendon in fighting the Winegart Report or any such reports?

**Macdonald** - What we should be doing (the administration of Glendon), is preparing well for any fights that must take place. Glendon has shown in the past that they can prepare well for this fight to survive. I have no hesitation, personally, to defend Glendon in any way I can.

**Pro-Tem** - What about the rest of the Administration's support?

**Macdonald** - I can only hope that the Senate and the Board of Governors will see the importance of fighting for Glendon.

**Pro-Tem** - Realistically what can Glendon hope for in the future?

**Macdonald** - I am very optimistic that Glendon will remain for years to come, growing in significance and importance. Glendon is an efficient operation, as well as a distinctive institution. I think it's great that Glendon has the momentum which will be needed to survive in these times. People here should not be pessimistic. We are defending a type of education which is vital especially in national terms. There will always be a lot of attacks and questions, but Glendon has shown it can thwart these doubts. I honestly think Glendon will survive. It is the right kind of institution.

**Pro-Tem** - When you became President of York University how did you view Glendon College?

**Macdonald** - I knew about Glendon and I was sympathetic to the objectives that York had for Glendon. I felt then and even more so now, that

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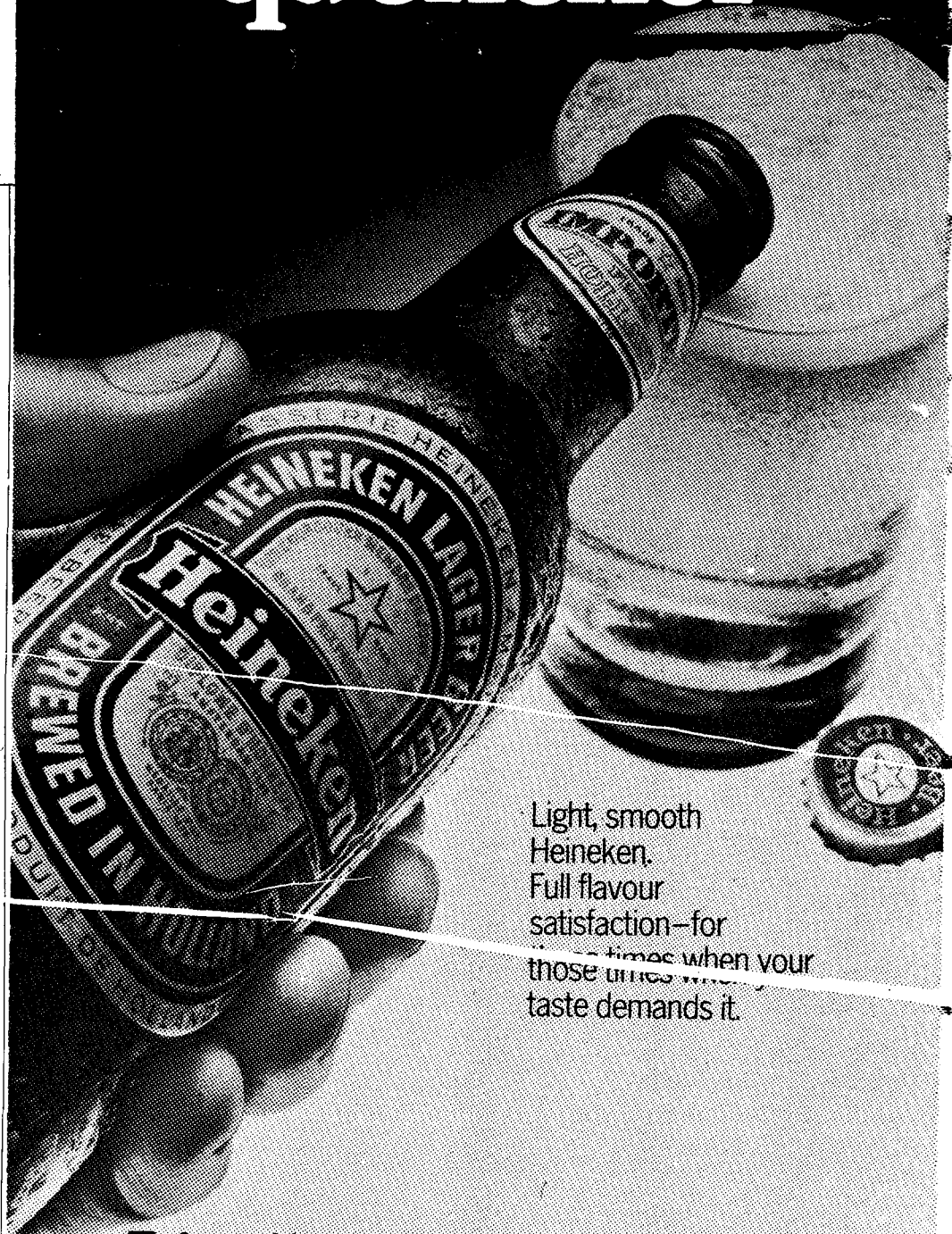
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**MARCHE CONTRE LES  
COMPURES DE BUDGET**

**JEUDI le 16 NOVEMBRE  
A QUEEN'S PARK  
DE 11h30 A 4h30**

**TOUS LES ETUDIANTS  
ETANT MEMBRES DE LA  
FEDERATION DES ETUDIANTS  
DE L'ONTARIO  
SONT PRIES D'Y  
PARTICIPER**

**YUFA, YUSA ET AUTRES  
INTERESSES SONT INVITES  
A NOUS APPUYER.**

**ADVANCE NOTICE:**

**ANTI-CUTBACKS MARCH**

**THURSDAY, NOVEMBER 16th  
QUEEN'S PARK  
11:30 - 4:30 p.m.**

**ALL STUDENTS AS  
MEMBERS OF THE ONTARIO  
FEDERATION OF STUDENTS  
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SIMILIARLY AFFECTED BY  
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ARE INVITED TO SUPPORT  
THE MARCH.**

**Cutbacks Week at Glendon  
College**

(The following schedule is in-  
complete as of press time)

**Monday, November 13 -  
Thursday, November 16**

**Monday:** The following will be  
conducted on an all-week basis:  
**Information Booth** - beside  
GCSU Office  
- come and ask questions and  
read some of the fact sheets  
**Residence Visits**  
**Classroom Talks**  
**Petition Signing** - English and  
French, put your name on the  
provincial list

**Tuesday: Public Debate**  
**Topic:** Cutbacks: Are There  
Any? What Are They?  
**Speakers:** Tony Woolfson,  
Ex-President of York Gradu-  
ate Assistants Association  
**VS**  
Doug Reid, President of On-  
tario Progressive Conserva-  
tive Campus Association  
**Location:** The O.D.H.  
at 3 p.m.

**Wednesday: The Seventies'  
Student Soup Line**  
Get a free bowl of soup with  
your supper! Compliments of  
Beaver.

**Thursday:**  
**ANTI-CUTBACKS MARCH**  
10:45 Buses leave Glendon  
11:30 Join with Ontario Uni-  
versities at Convocation Hall,  
U. of T.  
March to Queen's Park.

Watch for more information  
next week!

**Glendon: Past, Present, Future...**

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