

Residence fees will rise approximately \$100.

by CHARLIE LAFORET

According to Dean of Students Ian Gentles and Senior Administrator Victor Berg, there will definitely be a rise in the 1973-74 residence fees. However it will not be the \$250.00 rumoured earlier. A \$250.00 rise would defeat its own purpose, as the number of students leaving Wood and Hilliard would be astronomical. A more reasonable figure would be close to \$100.00.

Gentles and Berg both feel that the rise is inevitable. Because of the rise in the cost of living, \$800.00 can no longer cover the cost of maintaining Wood and Hilliard. Glendon must also help subsidize the cost of the mortgages on Stong and Bethune. Berg stated that it was all part of being a participant

in the college system.

For their extra hundred dollars residence students will not receive any more services. But at the same time, there will be no cut in the present maid and cleaning services. Approximately 90 rooms in Wood will receive new curtains this summer and there is the possibility of portions of Hilliard being repainted. Due to renovations last summer to Wood, the administration will probably concentrate on Hilliard in the next few years.

Another reason for the fee rise is food costs. They have skyrocketed in the past six months. \$400.00 can no longer adequately cover the cost of feeding a student for eight months. Meat prices have risen over 24 per cent since July, while eggs are now 55

per cent more expensive. Even waxed beans have gone up by 64 per cent.

To help defray the costs, Beaver is looking into different methods of saving money. One method being adopted by Guelph consists of a series of cards purchased by the students, good for a certain amount of money. Each item

taken by the student at a meal is deducted from the card until it runs out. This method greatly reduces waste since students will be sure to take only what they can eat. Also, the student can eat whatever meal he wants to, and can come back for seconds if he so desires. Most important, bun fights will virtually disappear.

A major problem with this method is the slowing down of food lines. Also the student will be paying for each food item which will in all probability give rise to more complaints about food prices.

How will the rise in residence and meal fees affect the students? Only September will tell.

Penalties will be imposed

by BRUCE MALTBY

Last Friday afternoon a small delegation of Glendon students met with Mr. John Yolton, interim president of York University, in his office in Glendon Hall. The meeting occurred primarily in response to legislation passed the evening before last Friday by the York University Senate to the effect that academic penalties will be imposed upon those students who have not yet paid the second installment of their tuition fees.

With respect to the OFS fee strike, the province-wide withholding of tuition fees has been officially called off but the Glendon Student Union voted to continue the fee strike in solidarity with the views we have held regarding post-secondary education policies in this province since the founding of OFS. As a result, York University is in debt by around \$500,000 because of fees outstanding.

Initial discussion focussed around a promise made by the

York administration during the January occupation here; a promise that no penalties would be imposed on students supporting the fee strike. Now it seems that the York Senate, as of Thursday evening March 22, has violated this promise in bad faith and reinforced academic penalties.

Mr. Yolton tried to excuse this behaviour by dwelling upon the deficit incurred at the Main Campus. He informed the delegation that, contrary to popular belief, there is not very much fat which can be trimmed from York's administration. He feels that if the fees are not paid, the deficit incurred would have to be covered by releasing faculty and shutting down some residences at the Main Campus, but that Glendon College would continue to operate intact in any case.

When asked if there was any possibility that York could get more money from Queen's Park to cover the deficit, Mr. Yolton expressed serious doubts that this could be done.

In the meantime, he emphasized, the formulation of the 1973-4 budget was very difficult because the university could not be sure of how much tuition fee revenue was going to come in, and when.

Mr. Yolton apparently could not deal with the practical problem that many students had already spent this \$300 on things like food and rent, and that they would have to wait until summer to pay their fees outstanding regardless of academic penalties. The point was raised by the student delegation that the Senate's legislation would serve only to further alienate students and guarantee that the university would not receive any money from students until next September.

Mr. Yolton's recommendation to the students was to write a letter to the Executive Committee of the York Senate urging the latter to change its decision vis-à-vis academic penalties. Student Union is presently working on this.

Grover resigns

Allan Grover, PRO TEM's 1972-73 editor, resigned after the nineteenth issue two weeks ago. PRO TEM, though, will continue to publish until the end of the year.

Grover felt that he could no longer continue under the present conditions. He had been tendering his resignation for about two weeks March 15 and was on the point of returning when everything more or less fell apart. He cited his growing and needed commitment to his education and the lack of cooperation he has been receiving as editor, as the reasons behind his resignation. Grover later stated that he has no intentions of leaving the PRO TEM staff and that he will be around to help out with the paper.

This is the second time in the modern history of PRO TEM that the editor has been unable to continue. The most recent occurrence was four years ago, and like this year,

there was somebody to step into the vacuum.

Brock Phillips, who has been elected editor for next year, has decided to step up to the position of editor earlier than expected. This means that PRO TEM will continue to publish, but only a bi-weekly basis. Mr. Phillips explained to PRO TEM that he had too much work to do in the form of five essays before April 9. Two papers before April 11 would therefore be impossible and so the Glendon community will receive one more after the present one.

The March 28 edition of PRO TEM represents the efforts of many new writers, although the production staff is a veteran one. Again the plea goes out to the study body for more people who want to write. Mr. Phillips stated that a paper is only as good as its forum. He said the results of this week have been encouraging and he hopes it can continue on over to next year.

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TORONTO, MARCH 28, 1973

Sandberg: Last Lecture of My Life a success

by DEREK WATT

Norm Sandberg, one of the organizers of the last lecture programme, in an interview with PRO TEM declared that "The Last Lecture of My Life" was a success. The turnout and response of students, of professors and of people from the community were excellent. Since one hears so much today about student confrontations with the administration, Norm felt that it should be noted that Dr. Tucker and the administration were "very co-operative towards this programme."

After almost a year of lectures pertaining to course material and "bound by the structures and formalities of classes," the last lectures were a successful attempt to rejuvenate tired,

bored minds of students and professors. The lecture programme was "intended as an innocent intellectual exchange which would establish the very basis for a substantive and liberal education." It provided "an opportunity for an exchange of opinions outside the class and between departments." Norm also indicated that the last lectures were an opportunity to relate to the community that there was "a lot of substance" at Glendon College.

Attendance at all the lectures was good and the lectures themselves proved to be very interesting insights into many areas of concern, but it was Dr. Tucker's lecture 'Nationality and Learning' which sparked heated questions from faculty members McQueen and Horn. Norm stated that he believed it was Dr. Tucker's intention to propose suggestions such as "the establishment of goals that 80 per cent

of faculty in sensitive disciplines, particularly in the social sciences and the humanities, should be Canadian citizens" as a means of "verbalizing his ideas on this important issue," but not "to present a forum for his political beliefs." Whether or not Dr. Tucker's lecture was "an innocent intellectual exchange" or a firm stance on limiting the inflow of foreign professors, one point he makes, in this reporter's opinion, bears serious consideration by everyone concerned about Canadian identity of higher education:

"I find it difficult to comprehend how one may be committed all his life to one country while remaining the citizen of another. To take an example, in a democratic country it is surely a serious dilution of commitment to live for years without direct exercise of one's political fran-

chise. Not to become a citizen must itself be a decision and one that may well be interpreted eventually, not only by others but by oneself, as a rejection of commitment."

In connection with the last lecture programme, a TIME magazine reporter spent two days at Glendon to feel its atmosphere and relate the findings to TIME readers. During the reporter's visit, it was arranged by the student organizers of the last lecture programme to have the reporter ask some francophone and anglophone students about French-English relations at this 'bilingual, bicultural' institution. However, Norm felt that this interview was "unsuccessful." And he explained this remark. The interviewer received "gut responses from the francophones, that is, their remarks were independent of an analysis of the situation at Glendon." Norm compared the responses with "a burp

after a poor meal." "Explanations were necessary," remarked Norm, "but the responses were general and vague." There was a "need to talk of the French-English relations here, not a need to be emotional." According to Norm, "only the success of the last lecture programme convinced the reporter not 'to can' the story about Glendon's situation." Furthermore, Norm argued that "Glendon is in a sensitive situation now because enrolment for next year won't improve. 'Students must be delicate about things,' he said, 'but that doesn't mean that a snow job or bullshit should be publicized. Students should leave gut responses in the closets.'"

With the apparent success of the last lecture programme this year, Norm said that he and others will attempt to continue this programme next year.

Profs. are social misfits

by RICHARD LOUGHEED

Professor W.R. Augustine expounded his theories of conformity and systems versus the search for truth in his Last Lecture last Tuesday afternoon. The title of his lecture was 'History and the Novel'. However neither history or novels was mentioned to any great extent.

The start of his lecture contained an anecdote about his artist friend Walt, who had not attended university. Walt offered to build a bank for an American chain. His offer was accepted on the condition that it be built in the form of a pig. Walt agreed on the condition that the pig would be laying on its side with the front tits forming the teller's wickets and the back tit the loan office. The point of the story was that because one does not attend university one must not to be considered unilgent.

Professor Augustine suggested that a normal child does not usually achieve extremely high marks in public and high school. He does not enter the system of high achievement. This is not to say that these low achievers are dumb. Many are very intelligent. Walt is an example. Social misfits make up the group of 'browns' because only they can withstand the abuse from other children. They have usually few friends anyway. Many university professors are drawn from this group of high achievers who accept the system and authority. Because of this background, Professor Augustine feels that they fit well into the university's ivory tower with its logical (though not practical) powerful systems. They search for truth, but avoid real life.

Most people can't understand these abstract ideas; witness Socrates' death. Russian history, Professor Augustine's specialty, provides an excellent example of this alienation between the uneducated peasants and the educated hierarchy. Under the Czarist and Communist rules, science and logic belonged to the State and its hierarchy. This gave them power over the illiterate peasants. Knowledge is power, as evidenced by the rise in importance of the United States and Russia, after their rapid technological advances. Leo Tolstoy and pre-1917 Russian novelists expressed resistance to the technology, logic and education of the Czarist rulers. Their heroes were peasants and their villains were railways and technology. Boris Pasternak and other writers after the Russian Revolution, also opposed the institutions, now of Communism, with their dehumanizing logical systems. Their heroes were unreasonable and romantic as a contrast to the cold, calculating administrators.

Professor Augustine concluded by explaining that professors spent too much of their time in administration and were losing touch. He singled out faculty council as a relatively unimportant but tremendously time-consuming body.

Economics made easy

Le roi des oiseaux

par FRANCOIS ALLARD

M. Baudot, oiseleur de métier, a commencé par envolée en disant qu'il n'était pas d'accord avec l'idée proposée par les étudiants. Il a ensuite identifié sa première proie en mentionnant qu'il serait de "bouche-trou" en prenant par à la fournée de la dernière conférence.

Le conférencier invité a ensuite qualifié cette journée de "Journée des fous." Si l'idée de cette journée ne souriait pas à Monsieur Baudot, il lui aurait été facile de refuser puisque personne n'aime servir de "bouche-trou." Ne serait-ce pas alors qu'en temps de Migration les oiseaux serent voyagent souvent deux par deux!

M. Baudot a ensuite sur-

volé un autre secteur en se disant fort étonné de voir jusqu'à quel point certains de ses collègues, à quelques exceptions près, avaient tant soit peu d'imagination. C'est plutôt flatteur pour les autres conférenciers, à condition d'être de la bonne corvée.

Il s'est ensuite pausé sur un nid rempli d'oisillions. Quel Proi facile puisqu'aucun d'entre eux ne pouvaient se défendre! Avec un humour remarquable, l'auteur s'est amusé d'un peu tout le monde. Il a même eu l'imagination d'employer quelques citations latines — qu'il a eu la gentillesse de traduire, puisque les aviculteurs brillaient par leur absence.

Entre l'aigle et l'Hirondelle il n'y a que l'altitude.

BY ROBERT CARSON

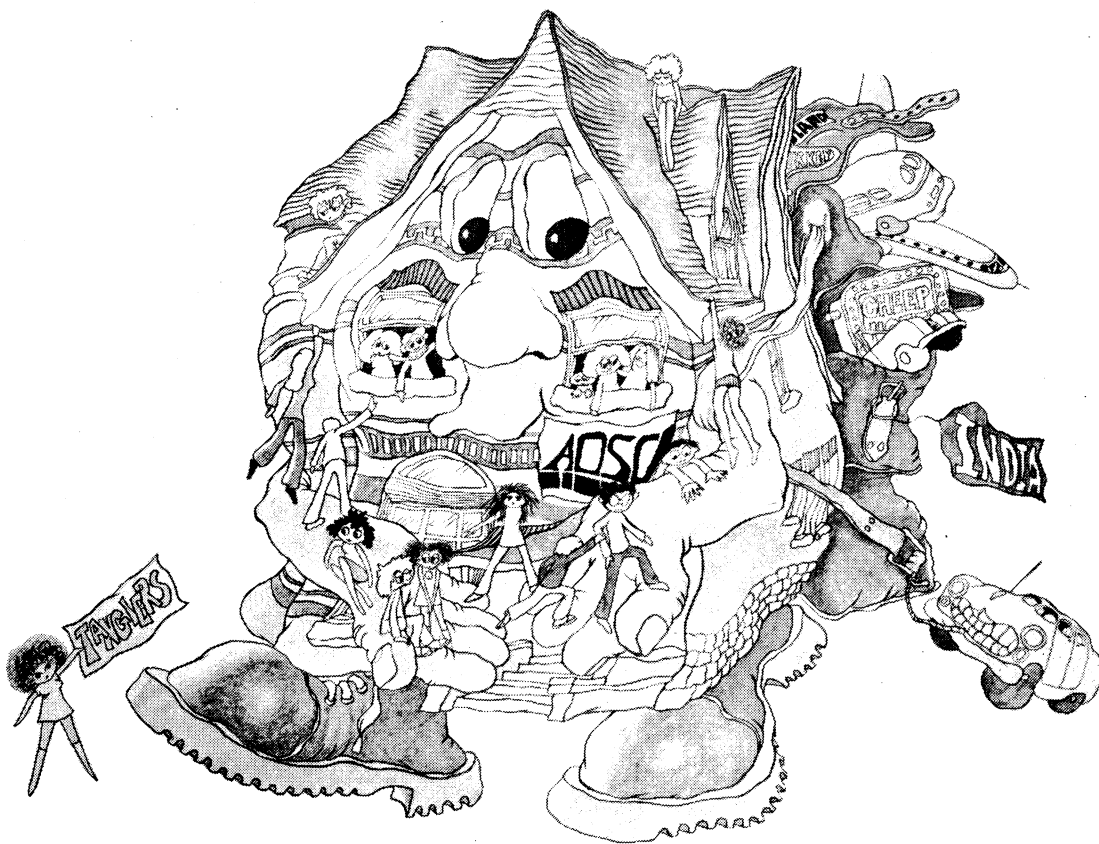
Mr. Ian McDonald delivered his "last lecture" last Tuesday, making the best of a difficult job.

In the spirit of a last lecture, Mr. McDonald spoke in terms that the economically uninitiated could understand, presumably for fear of losing half of his audience. Unfortunately, he lost half of it anyway before the lecture even started, probably because many people (their minds firmly locked shut, definitely not in the spirit of the last lecture) assumed that it was all going to be prtty arcane stuff and that they may as well not attend. Too bad for them, because they missed a good discussion on the role of economics in society.

Essentially, Mr. McDonald said that economists, in their attempts to develop a mathematically elegant body of theory have managed to ignore

many of the really controversial issues. What really matters is frequently assumed. As a result, economic models have limited applicability to real world problems. Economics is very good at predicting trends as long as things work according to the assumptions but unfortunately they do not always do so.

The lecture was quite informally delivered — none of the horrible things that one normally associates with economics lectures were present. There were no blackboards covered with mathematics and not a diagram in sight and, when it was over, the speaker seemed to want, for a little while, to get away from all that; to step back and look at it all, and then tell others what he thought it was really all about. This he did in a way that was easy to understand. However, if Mr. McDonald was anticipating the thrill of addressing a packed hall, then he should have changed his topic, or at least his title. Perhaps something like "Why I am pro-feminist and like Norman Mailer," would have drawn the crowds.



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Editor-in-chief: Robert Carson
 Business Manager: Sarah Francis
 Ads Manager: Richard Hunt
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 Photographer: Sherry Crowe
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Reactions to Tucker: An article

by ALLAN GROVER

It seems that the "Day of Last Lectures" turned out to be highly profitable for Glendon Principal Albert Tucker. Not only did it provide him with the opportunity to prepare a pamphlet inviting the general public to the lectures and thus publicize the college (social relevance is still, it seems, one of our goals), not to mention the few words thrown in on the side about Glendon's part-time studies programme to be initiated next year, it provided him with the opportunity to speak out on the problem of foreign faculty in Canadian universities. His talk, "Nationalism and Learning", may not have provided the academic stimulation the lecture series was presumably organized for, but then with front page STAR coverage anything can be forgiven.

Dr. Tucker began by going to pains to convince us that Canadian nationalism does exist. The holy names of Walter Gordon, Eric Kierans, Abraham Rotstein, Peter New-

man, and for good measure should anyone have been a year or two behind the times, Margaret Atwood, were paraded before us for the benefit of any who would not believe. Nationalism thus established and needed apologies delivered ("I am aware of the criticism from those who dwell on the dangers of ... the potential overtones of racism in requirements that Canadian citizenship become a matter of quotas among professors at Canadian universities." And later, "Those of us taking a nationalist position ... are not fanatics..."), Tucker launched his attack.

It seems that the Council of Ontario Universities, "a body composed entirely of university presidents accompanied by senior academic colleagues" has just released a statement defending the use of foreign faculty due to the rapid increase in undergraduate enrolments during the '60's and noting that in 1970 sixty-one per cent of Ontario university faculty were Canadians, 15 per cent American and 12 per cent British. Dr. Tucker pointed out that

these statistics hide the fact that in some "sensitive" disciplines, notably "in some social-science departments, the number of Americans is three or four times 15 per cent, while in the teaching of literature the number of British citizens considerably exceeds 12 per cent.

Tucker's contention was that in these sensitive areas such as sociology and social cultural traditions of a single country, that of the United States, we should move to establish an 80 per cent quota of Canadian faculty within the next five years. He is disturbed that foreign faculty most often teach here much longer than is required to take out Canadian citizenship, because "I find it difficult to comprehend how one may be committed all his life to one country while remaining the citizen of another." In summary, Dr. Tucker believes that in areas such as the humanities and social sciences Canadian students should be able to concentrate on Canadian examples, Canadian problems and Canadian approaches, and he believes this

is not possible so long as the major bulk of faculty teaching in these areas are not Canadians.

It is a position I'm sure very few of us would question, but the solution, a quota of Canadian citizens, for example, forcing foreign faculty to take out Canadian citizenship after the five years' residence required and before the seven year's teaching required before tenure can be granted seems hardly to scratch the surface of the problem. How taking out citizenship after one has been born, raised, taught and received the majority of one's cultural and academic heritage in America will imbibe me with sacred Canadian commitment is a question Dr. Tucker neither posed nor attempted to answer. "In the present cultural environment of the country, confronted and besieged by American influences, our universities are open and vulnerable institutions." Granted. Presumably if we convinced the government that foreign academics should be granted immediate citizenship upon arrival to

Canada, the problem would be solved.

If we are truly concerned that greater Canadian content and influence is desperately required in sensitive disciplines, and we do, then we should be asking why the Canadian graduate programmes are not yet producing highly qualified personnel born, raised and educated in Canada with a Canadian perspective. We should be analysing our graduate institutions — Are they dominated by Americans? — has Canadian potential been developed? — has government contributed sufficiently to their expansion? etc. This is a Canadian problem, and we should be looking at home for the factors behind it, rather than demanding that foreigners take out Canadian citizenship when they can.

All good intentions aside — and we know that Dr. Tucker's appreciation of and concern for the problem of foreign domination in our universities is sincere — "Nationalism and Learning", both as a last lecture and as a proposed solution was unnecessary.

... and a letter from Geoff Brooks

To the staff of PRO TEM:

I had the occasion, like many of the students at Glendon, to attend the evening lectures of the 'last' lecture series. I had been ill during the week and I made a special effort to keep my temperature down so I could be well enough to hear the lecture I most wanted to hear, Dr. Tucker's "Nationality and Learning". I am afraid, however, while Dr. Tucker progressed in his lecture my temperature began to climb rather steadily and is still up at this point.

Frankly, I don't think I have ever been so disappointed in my life. That a learned man like Albert Tucker, a person I have admired since I started to study at Glendon, should go through the motions of spewing forth such half-baked ideas, frightened me. Dr. Tucker conducted the lecture with his usual calm and diplomatic manner but the content of the lecture was nothing but a subdued reflection of the Canadian nationalist hysteria sweeping the country. Lest any mistake me for something I am not, I do hereby declare myself to be a Canadian nationalist but I do draw limits to my nationalism and I am afraid the implications of Dr. Tucker's, other than his own benevolent personality, know none.

Dr. Tucker's argument seemed to centre mainly on

the question of citizenship, i.e. Canadian. In his lecture, however, there were certain inconsistencies (pointed out later by Roger Gannon) in the use of that term citizenship. At times Dr. Tucker referred to what I believe was the piece of paper declaring one to be a certified citizen of a nation. Dr. Tucker constantly stated that he could not understand a man committing his life to one country and remaining the citizen of another. In other words not signing the piece of paper. At other times, Dr. Tucker implied that one must be born into or at least brought up in a society to be able to teach students at one point in the future, that society's culture, history, etc. (He specifically referred to the Humanities and Social Science.) This was quite another form of citizenship.

I would like to deal with the latter example first. I really do think if Dr. Tucker studied the implications of what he said he would immediately resign from the history department as soon as possible because by his own definition and the fact he grew up in Toronto, he is incapable or at least inferior to the task of dealing with his British Social History course. The tables do work both ways.

I can perhaps sympathize with Dr. Tucker on the first inconsistency. It seems difficult to understand why a man committed to one country remains the citizen of another but then perhaps that is because we have been indoctrinated

to think along rigid national lines. The key word, however, with Dr. Tucker's example is "committed" not "citizen". It is precisely after commitment, Dr. Tucker, that the question of citizenship of the documented sort becomes irrelevant, despite your noble thoughts on the subject. At any rate the signing of said paper does not guarantee any change of attitude. The taking out of formal citizenship is a personal one and perhaps why Dr. Tucker cannot understand why a man does not take out citizenship centres on the fact that at that stage it is really none of Dr. Tucker's or anybody else's business. The reasons for not doing so are varied. Many British landed immigrants find the Canadian Oath of Citizenship ceremony ridiculous. Why swear allegiance to the Queen when in all likelihood one was born a few miles away from Buckingham Palace. In this instance it is not the foreign nationals who encourage a colonial mentality but Canadians themselves.

The colonial mentality was another of Dr. Tucker's focal points. His constant reference to Margaret Atwood's 'Survival' in relation to that mentality, I felt was very appropriate. Dr. Tucker quoted a recent interview with Ms. Atwood during which she was asked why a Canadian author had not produced a work as notable as say 'Moby Dick.' She replied that if a Canadian had attempted such a work he would have approached the theme from the viewpoint of

the whale. Well, Dr. Tucker made a Moby Dick out of himself Tuesday night. He fell beautifully into Margaret Atwood's 'victim' syndrome. His rationalizations for quotas were perfect examples of viewing the situation from a somewhat irate, harpooned whale's stance. It is this type of attitude that is provincial and colonial.

Dr. Tucker referred to the study of Canadian Literature and how it must be linked to a feeling or understanding of the society. By all means yes, Dr. Tucker, but let's draw limits. Unfortunately Dr. Tucker seemed to imply that the latter had precedence over the former. In this case he has underlined Canadian colonialism. In the case of literature too often Canadian efforts have been stunted in the past by imposing 'national' or 'regional' interests on our literature, stifling the human and universal ones. Dr. Tucker's quotas might have the same effect on the academic structure.

Let us study Canadian culture, literature, linguistics, whatever, but let us not go to the other extreme. After all one can only take so much of Northrop Frye. And let us study under those most capable of teaching and most dedicated to their areas of study regardless of bureaucratic scraps of paper that pigeon-hole men and women as Canadian, Hungarian, French or Pakistani. A system of quotas especially applied to tenure will serve nothing but to enhance a colonial attitude. I

must be in sympathy with Dr. McQueen's hypothetical case he presented to Dr. Tucker after the lecture despite the comments that it was a personal and unfair question. If a man capable in a field of studies is to be denied tenure because he refuses, for reasons of his own, to take out citizenship, then I feel I have good cause to be anxious. The question must eventually come down to a personal level. Dr. McQueen's statement was not an unfair one.

I am sure Dr. Tucker, if he had more time to prepare his lecture, would have seen this gap in his argument. This is my major criticism. Although I can agree in part with him I cannot accept some of the implications of his blanket conclusions. Perhaps if we had a man as fair as Dr. Tucker dealing with each and every situation then a system of quotas as he envisages it might not be so horrendous but unfortunately this cannot be the case. In a rising feeling of a new experimental nationalism that could come to hysterical proportions (yes, it can happen here), I could see perverted little hobgoblin versions of Dr. Tucker in the forefront of every promotion and tenure meeting across the land in every university, with a wildly waving Maple Leaf flag in one hand and a Canadian citizenship application form in the other crooning O Canada. If that is to be the case then I say God help our universities and God help this country.

Canadian nationalism: An American viewpoint

by ALLAN GROVER

To understand what Joseph Starobin says one should ideally know something about the man himself, but as a man of constantly evolving ideas his history provides few clues. An American, an ex-communist, a socialist, a man who believes that world events are unfolding more or less as they should; a man awed by the power of the United States and concerned that in defending its standard of living it may slip into ever more conservative — if not fascist — politics, he is an anti-nationalist by nature who, in his

last lecture, "Canadian Nationalism: An American Viewpoint", gave Canadian nationalists a sympathetic pat on the back.

Prof. Starobin spent the better part of his lecture observing that there has been a "rapid diffusion and legitimization" of nationalist sentiment since he arrived here in 1968, and contended that this rise "is beginning to affect some of the institutions of this country." We have come to see, for instance, that multinational corporations have both "developed and deformed" our economy, and leading bankers, industrialists, and somewhat

surprisingly, all Canadian political parties now say "they advance Canadian interests in the face of a changing world."

These interests, he further contended, raise "questions of the reorganization of Canadian society." "To face the challenge of its vulnerability Canada ... must work towards a state capitalist if not quasi-socialist society. He sees "a certain logic in the Waffle proposition that Canada must be socialist before it can be nationalist". In any case, "there will have to be an extension of the nationalist power", and in the face of a world more and more dominated by bloc powers Ca-

nada must remain competitive with, internal re-organization is essential.

The proposition thus stated seemed sound: Canada must re-organize its society or fall increasingly under U.S. economic and thereby political domination. But what distinguishes Canadian nationalism as valuable in the eyes of an anti-nationalist? Well, for one thing "to be part of a movement, whether it succeeds or fails, is the thing that makes life worthwhile". And for another, Canadian nationalism "is a good thing for the United States."

The thrust of Joseph Starobin's argument, then, is that "the problem of how to bring

about a U.S. the world can get along with is not one the Americans can solve themselves." He believes that "if Canada were to assert itself, it would be an important eye-opener for the U.S.; it would astound Americans to find peoples who want new terms of their relationship with the U.S." Presumably an era of "competitive co-existence" between the U.S. and Canada will lead to a better U.S., a better world, a better Canada.

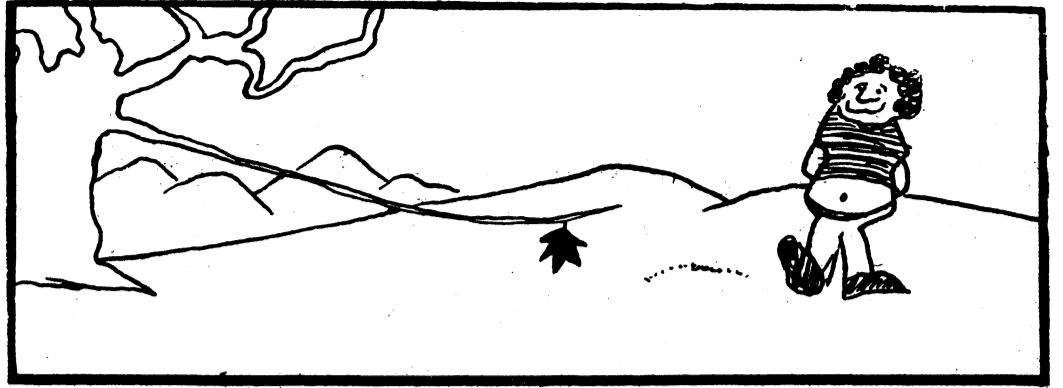
It's all quite reasonable. And since we got what was advertised, "Canadian Nationalism: An American Viewpoint", there is even less to dispute.



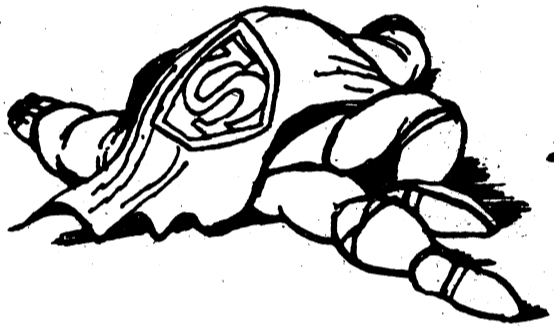
Interesting lecture-listening styles were the in fad at the last lecture series. Protem's roving photographer was on the scene to capture a few professors in action. Note the obvious fascination and intensity.



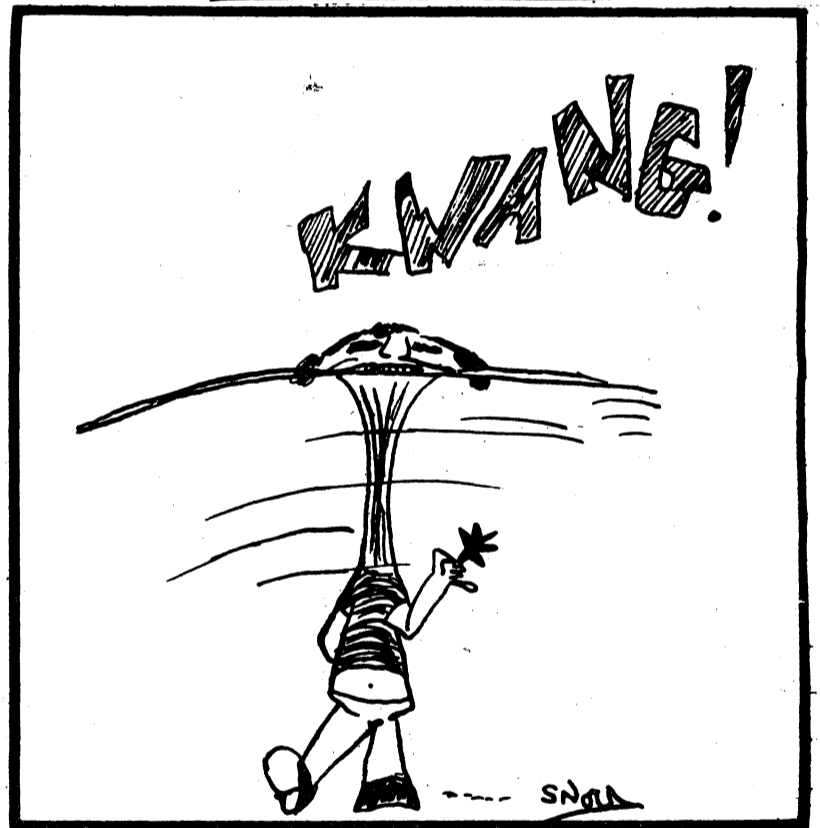
Laugh



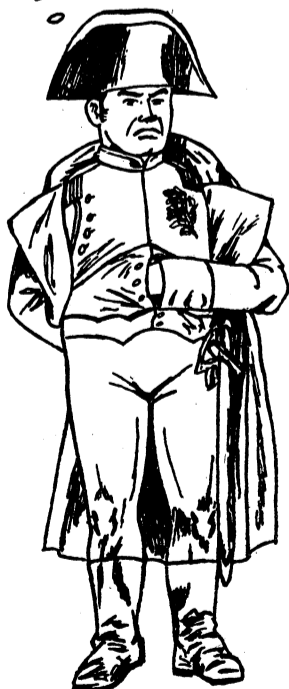
Damned pollution!



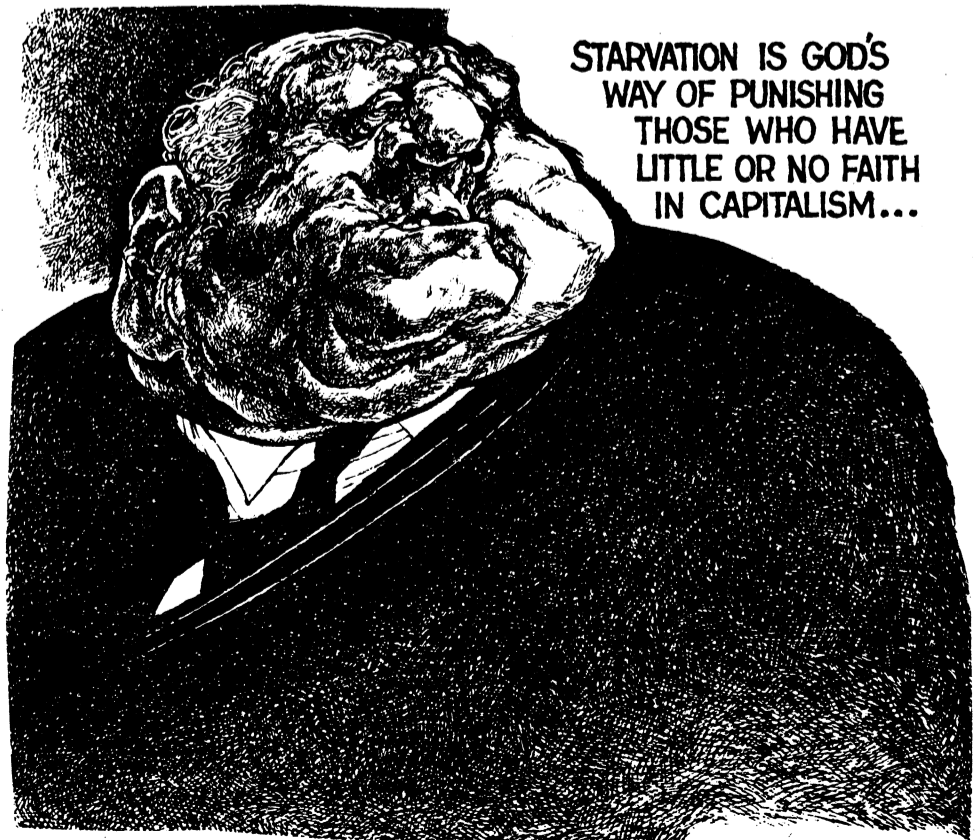
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CRABS!!!



CALAJA 75



STARVATION IS GOD'S WAY OF PUNISHING THOSE WHO HAVE LITTLE OR NO FAITH IN CAPITALISM...

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Dismissals, Apple Pie, and Motherhood

by TONY HALL

There can be no doubt that this is a painful period here at Glendon. With the drop in enrollment, and resulting budget cuts we have been forced to pull in our belts, and make many difficult decisions. 1973-74 will be no different. Our principal, Dr. Tucker, told me that next year the total Glendon budget will be cut back by a further \$170,000.

But who decides where, and how the cuts will be made? Perhaps a revealing light can be cast on the question by looking at the recent dismissals in the Humanities department of three of the staff, Mr. Williman, Mrs. Zaleski and Mrs. Burgher. So far these dismissals have gone relatively unnoticed by the Glendon student community, in contrast to the furor created by a similar situation in the French department.

The dismissals seem to be part of a sweeping change in the structure of humanities at Glendon, whereby the Humanities department, as such, would cease to exist. Its domain is being taken over by the Department of General Education, headed by Alain Baudot. He explained that it was necessary to let these individuals go, so that the department could allocate resources into newer areas of study. "The interests of the community rather than the interests of the individuals were considered," he mentioned.

To the effected individuals the blow has been a hard one. I spoke with Mrs. Zaleski, and Mr. Williman, and discovered a very deep disillusionment with Glendon in general, and the administration in particular. "Glendon is not the place it was," Mrs. Zaleski said. "It's really nothing. It has become less and less interesting in the past three and a half years." Of course, her disillusionment is understandable, given her position. She says she was informed of her dismissal in a two minute conversation with Baudot. Other than that she is being let go "without any consultation, any explanation, any discussion — without knowing who made the decision, or how the decision was made." She continues, "They said I wasn't qualified, but that didn't stop them from using me for the past seven years." She feels the institution has a moral responsibility to her, if not a legal one. She mentions the fact that she's a bread winner for two children, and that the possibility of finding an academic position in her field with the current job situation is about nil. "But that's not important," she adds. Dr. Tucker agrees. "We can't be a welfare organization." "If the students want to be governed by moral considerations, we will have to pay academic consequences elsewhere," he adds.

Mr. Williman feels equally frustrated by the way in which decisions are made here. His first comment was that, "Tucker thinks and talks like an American." When questioned further on his opinion of the administration, he agreed that

"disgust" would be a fair word to use.

Of course, with today's financial situation, somebody is bound to be forced to make decisions that will be unpopular with some individuals. Dr. Tucker confided "that some faculty members feel that the principal's primary function should be to keep the faculty in their jobs." Fortunately he does not agree.

It is not difficult to hypothesize that Tucker's headaches lately have been principally of a financial nature. In his opinion, "the only place we can make cuts is on the academic side." "We cannot afford to maintain courses with low enrollment." Zaleski's course, 171-B this year has fewer students than before. "Still," he goes on to say, "The decision was not made simply on budgetary grounds. Mrs. Zaleski has not indicated she will become a productive scholar. Dr. Walter Beringer, Glendon's ancient history specialist, and a close colleague of Mrs. Zaleski, does not agree. To him "she is an inspiring teacher with a broad range of subjects. She has read widely on psychology and religion, "an area in which she has not been allowed to teach. He adds "the fact she has no PhD or major publications cannot be held against her in the low position in which she was in." He too is disappointed with the way deci-

sions such as this one are made. "There are ways of doing things here which I find distasteful." He feels that given his position it was uncourteous that the administration did not consult him on a decision of this nature. Measuring his words carefully he said the decision was made on January 15 in the Committee of Department Chairmen, but not by the Committee of Chairmen. Dr. Tucker flatly denied this. "There is a lot of rumour and misinformation circulating," he said, then insisted that basically the decision was made by Mr. Alain Baudot, and he is simply backing up this decision. "My impression of Mr. Baudot is that he is being very fair, and very efficient," he went on to say.

Mr. Baudot confirmed that he did indeed make the final decision, on consultation with the General Education Subcommittee. He volunteered that Mrs. Zaleski stood on the bottom of the list. When questioned on the way the decision was made, he said that for two years the Gen. Ed. Subcommittee has been evaluating the humanities staff, looking for ways in which it can be cut down. He said that the student voice was vocalized by the three students on the subcommittee. When questioned further however, he admitted that this year's student evaluation questionnaires were not consulted in any way. This seems to be the one completely unanimous observation of all those involved. As far

as Mrs. Zaleski can see, the evaluation questionnaires are for the most part, a facade. Dr. Beringer says that to the best of his knowledge student opinion was not ascertained in any way. Dr. Tucker, when questioned concurred that he had seen no reports from the students. When pressed further however, Dr. Tucker insisted that his record, particularly when head of the History department, pointed to the fact that he was in favour of giving the students a strong voice. On the issue of firing faculty however, he seemed somewhat hesitant. Because the strong teacher student rapport here, he said "on the strength of student opinion we shouldn't dismiss anyone." If the students had a strong voice in this area, "there would be little change or experimentation at Glendon." Somehow I cannot agree.

A wellknown face, when considering the present condition at Glendon ventured, "there is not enough openness — not enough participation by all the students and by all the faculty here." Pondering the question further he mentioned, "Glendon reflects a more widespread malaise in all the industrial societies". "After another long silence he looked at me squarely with a slightly ironic smile breaking across his face. "I will continue working, and if need be fighting for implementation and realization of humanist ideals here at Glendon — knowledge, courage, commitment, understanding, tolerance, compassion, and love."

"And apple pie and motherhood too," I replied with a sarcastic snicker.

"Apple pie and motherhood have been with us for a long time, and I hope they will stay a lot longer."



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Athletic banquet again a roaring success

by BROCK PHILLIPS

Organized sports came to an official end two weeks ago at the athletic banquet. As in other years the athletic banquet has been the athletic highlight, although BMOG Greg Cockburn disagrees with that. He feels that the athletic highlight of the 1972-73 season was the time he scored a touchdown against the A-house Axemen. However, Paul 'Mr. G.' Picard disagrees with Greg. He feels that the highlight was the time he put on a burst of speed to elude a flagger at the 4:31 mark of the second half of a game between A-house and 4th year.

Sydney, PRO TEM's duck about town, with good reason felt that the banquet was the event of the season. He found the meal delicious (it was rumoured that duck under glass would be served, so Sydney was quite relieved to find that it was spring chicken on a plate.) He found the entertainment inspiring. "Those A-house boys put on a good show, don't they," he

was overheard saying to Lance Garneau.

All in all Sydney rated the banquet a four star banquet. "It was a little staid compared to the last few dinners. Had George Springate come to this dinner he would not have had to become a tight end in order to catch all those high flying buns. Elaine Tanner would not have had to do a racing dive to escape all those loaded and inquiring questions that were propelled her way last year."

As in past years the athletic banquet guest speaker had something to do with sports. The main campus should take note of this coincidence. However, Mallard J. Duck, travelling incognito as the Masked Beaver, said that he could have easily been a politician the way he sidestepped the questions. When would somebody get the attendance figures for the Toronto Metros after someone asks whether Toronto needs a multi-million dollar stadium complex that can seat 60,000.

The guest speaker was John Iboni, a sports writer for the

TORONTO SUN. In fact, Mr. Iboni was more of a guest replier, as he did not really have any speech with which to make himself be considered a guest speaker. But near the end of his allotted time he suddenly remembered he was a guest speaker and quickly ran through a little explanation of what amateur sports were all about. He felt that amateur sports in their true form could exist only at a place like Glendon College. At Glendon sports were played for their recreational benefit, for the spirit of competition and for enjoyment. In an area such as amateur hockey, or even university football, amateur sports as amateur sports cannot exist for there is room to move up and money usually changes hands.

The Greg Haslm Star of the Game committee was very evident at this year's banquet. A spokesman told PRO TEM's reporter that the Committee was lobbying for a trophy in memory of Greg Haslm. It would commemorate Greg's unsung heroics on the court, the field and the ice surface of play. The trophy would be

awarded to the most underrated player of the year. A Committee spokesman said that the trophy would show the world that nice guys don't always finish last. Just second last.

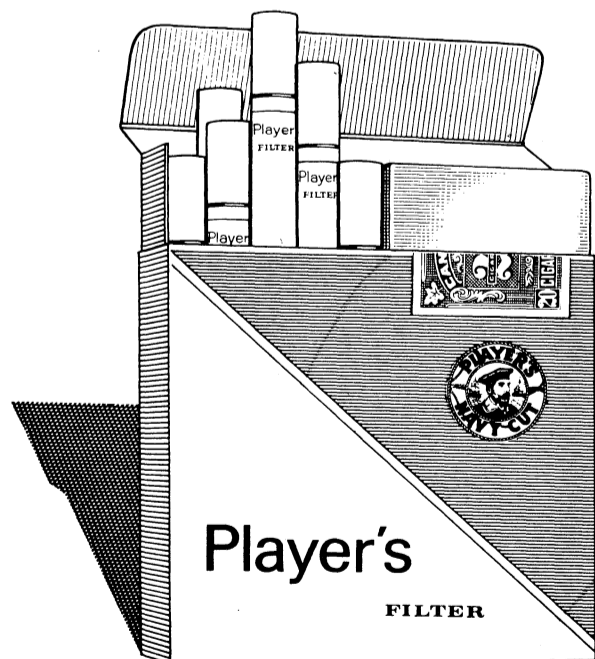
The Greg Haslm Star of the Game Committee picked the A-house Axemen as the stars of the banquet. A spokesman said that the Committee picked A-house because they

finally won something. A-house won the trophy also known as the Golden Jockstrap Award for the unit which accumulated the most achievement and most participation points in the 1972-73 season. The spokesman said that a team that is constantly second and third must receive something more than a trophy when they finally reach first.



Albert Knab, pictured here in the Herman Kaiser approved Beaver Traying uniform says that although this winter has not been a banner year for snow and thus Beaver Traying, he has been assured by Mother Nature that the winter of 1973-74 will be an excellent year for snow.

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Country man

by MICHAEL STEPHENS

"Came into town as a man of renown"
Billed as a singer all could enjoy."

So there we were, over three hundred of us sitting in the old dining hall. The beer was flowing and cigarette smoke drifting towards the ceiling. Outside we were experiencing the shock of suddenly losing spring from our grasp and coming up with winter.

Yes, the star was coming. He must be lost or something. Nine o'clock slipped by and we were still drinking and smoking and waiting. The spirit of Glendon being what it is, or was it the beer, anyway we were given an impromptu harmonica concert by a duo who had an unusual act. Then about 9:20 we were informed that he had arrived.

Valdy climbed up to the stage, a country man. There was no show business hype about him. A straight forward, folksy type of guy, telling us about his farm, his friends, and the country that he obviously loves so much. It was almost as though he was an old friend who found it slightly puzzling as to why people would want to pay to see and hear him play. "Hell, I'm just an ordinary guy, nothing special."

It was worth the wait. The lights were down and a spot light shone on him, him and his guitar. The crowd became quiet and he began.

His songs were smooth and natural, his fingers almost caressing the strings of his guitar. He sang about his loves and his life, and through it all we were taken to a quieter time and a slower pace. He shared himself with us, as one person to another and an intimacy was built that I had not expected with a room and a crowd so large.

Valdy's voice was not a classic voice, but a natural voice that suited his music. When he sang you could relate to him and to his experiences which you often cannot do with singers you are putting on a pedestal. His guitar work was smooth, gentle and sometimes even delicate. It seemed as though his hands knew his guitar as an old and welcome friend.

Valdy's performance was not outstanding in the way that one connects with established super stars. One did not come away with the feeling of having experienced an electrifying performance. One left instead with a feeling of satisfaction, a feeling of having experienced a warm evening with a good friend. The simple life — it was a good feeling. Somehow on leaving that stormy winter night did not seem so cold.

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