

PRO TEM

TORONTO, FEBRUARY 23, 1972

Parity vote may be close

by DAPHNE READ

It was evident at the second special meeting of Faculty Council, held Tuesday during reading week, that more rational discussion of parity and its wider implications had taken place since the previous meeting. The debate was low-keyed and unemotional in contrast to the first two meetings. The arguments presented were formal statements of position which probably evolved out of discussions in the senior common room and lobbying by students. Many faculty and student members were not present.

The vote for parity on FC committees is being conducted by postal ballot and the results should be announced on Thursday. It appears that the philosophy and economics departments are strongly opposed, as well as minorities in the other departments.

At the last regular FC meeting, students Elisabeth Marsden and John Henry presented the motion "that this Council hereby declares that for the period 1972 to 1974 all its Committees shall be composed of an equal number of voting students and faculty members and hereby instructs its Nominating Committee, in its report of February 1972, to ensure that such representation is created."

Discussion at the last meeting centred on the relationship of parity to the broader questions of the role of the university in society, education versus training and the nature of the university as a democratic or non-democratic institution.

Throughout the course of the discussion the faculty revealed themselves to be divided on the question. Michiel Horn of the History Department spoke of enlisting interested students in the defence of the academic dogma against a hostile society. John Brückmann, of the same department, compared the relationship of student and professors to that between sheep and shepherd or patients and doctors, who are obviously not equal in experience or expertise in treating certain problems. The defence for the present system was frequently "why parity?" with inadequate and often highly emotional reasons as support. Neither side was well prepared for debate at the regular and first special meetings on January 27 and February 10.

Some faculty are in favour of the principle of parity with reservations about its imple-

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mentation. A second part of the motion applying to these technical details provides "that the Nominating Committee be restructured to include two additional students, and that it report on the restructuring of committees necessitated by the implementation of parity." Whether or not the motion passes may depend on the extent practical considerations outweigh support for the principle.

Although parity is not a total solution, nor perhaps an adequate solution to the

question of student participation in college government, Don Willmott, chairman of the sociology department, feels that parity is worth trying. In his opinion, the majority of professors want a "more widespread, more effective, more meaningful" participation by students. To this end, there should be more consultation between students and faculty. He intends to propose a motion to re-establish the Committee on College Government at the next regular FC meeting. CONT'D ON P.2

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**Pro Tem staff meeting
today at 4 p.m.**

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SC aids community school

A grant of \$400 may be given next week to the Laneway Community School by the Glendon Student Council. It was set up by a group of concerned parents in Ward 7 as an alternative to the public system of education. All the children involved have learning disabilities and had reached a dead-end in the public system of the inner

city.

At present, there are 12 children and 2 teachers involved. The school is ungraded and includes people from the ages of 10 to 19. Under the spirit of community control, the parents, rather than the Department of Education, make essential decisions concerning the educa-

tion of their children.

The school, while receiving the status of a private school has failed to attain certification by the Ontario Department of Education. It is attempting to obtain funds from the department at this moment.

The Student Council has also offered its facilities and equipment to Laneway.

FC cont'd

Some faculty see parity as a shift of power to the students which would not result in better decision-making. The university is not an inherently democratic institution, it was argued. Students can make contributions but ought not to determine decisions. Students are not equal with the faculty in experience in intellectual exercise and the real world.

Gina Bridgeland spoke in defence of parity and rebutted the arguments of inequality in expertise and experience between faculty and students. A plurality of experiences is a valuable component of the academic community, she said, and students do have the ability and judgement to

participate in strictly academic decisions.

Student members of faculty council were careful to state that parity on committees is not an issue of a shift of power. There has been no evidence that the student members do vote en bloc. The students in the caucus say they are prepared to consider giving up their right to select students for the committees. Furthermore, because of their concern about academic standards and the quality of their education, parity will not lead to irresponsible decisions in committees.

Two students not on faculty council were highly critical of the move for parity, questioning the ability, motives and past record of the members.

Gateway staff strikes

EDMONTON (CUP) - The staff of the University of Alberta's student paper, The Gateway, has won a minor victory in their struggle for control of their paper with the election of a council executive slate opposed to the recent council hiring of a non-staff elected editor.

Defeated by a considerable margin in the student elections were David Biltek and Doug Black, present executive members of the U of A Council and leading protagonists in the council move to hire an editor against the recommendation of the Gateway staff.

The staff had voted overwhelmingly to support Ron Yakimchuk the present lay-out editor, as editor-in-chief for the next school year.

But on February 14, Council decided to hire Terri Jackson, a graduate student who in three years at the U of A had never worked on the paper. Present Gateway staffers, she commented at the editorial screening session, would not be welcome under her editorship. She received no staff votes.

With the decision by Council to hire Jackson, paper staffers voted unanimously to go on strike, and ceased regular publication of the paper. They occupied their office, set up informational picket lines, and published three issues of a "strike and election" paper.

The executive election vote indicated fairly widespread student support for the paper. The president and vice-president-elect are both present members of council who voted against the hiring of Jackson. The second place slate had given strong support to the paper during their campaign.

The question of who chooses the paper's editor is another skirmish in the continuing battle this year between the Gateway and the council over control of editorial policy.

A council by-law last October demanding a half-page per issue of the Gateway for council publicity handouts was repealed only after a Canadian University Press Investigation Commission and considerable publicity by the establishment press in Edmonton.



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PRO TEM

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The faculty council elections

Reform-minded caucus is imperative

As in the students' council election of two weeks ago, and in previous elections on campus, the staff of PRO TEM feels it has an obligation to choose a list of people we feel are most suited to represent student interests within this college. But unlike the slate for the students' council we are not going to be able to justify each individual selection.

This will of course provoke considerable reaction from all sides. Some candidates will feel insulted because they are not on the list and some voters who are outside the PRO TEM staff will object to what they consider to be utter pomposity on our part. But the staff has given great consideration to the qualities we are looking for in candidates, and although, after the arduous three hour meeting in which we made our selections, there are certain reservations about some of our choices, the people on our list come closest to our expectations.

Our reservations and uncertainties have arisen partly as a result of the questions we asked. For a number of reasons they are good questions. They have required people to give serious thought as to what goals should be sought after and what they plan to do to achieve these goals. But they are inadequate in other ways. As was pointed out by one of the respondents, (and realized by virtually all others) the questions were worded in such a way as to demand a positive response or favourable reaction to the kind of goals implicit in the questions. This only served to confuse matters when we went to make our choice. Respondents divided along three lines: those principled conservative who were unwilling to compromise their beliefs (in our opinion negative, outdated, reactionary and counterproductive) for the sake of receiving the support of this obviously partisan, leftist rag; those unprincipled liberals who decided it would be politically expedient to go along for the sake of gaining a little power and prestige; and those who are aware of the weaknesses of our education system and further, our society, are concerned and committed to bring about change whether through social-democratic reformism or radical

confrontation tactics, and who have given some thought to the ways in which these goals can be achieved.

The questions also posed a problem for a number of people who realized they could not do justice to such all encompassing questions in the space provided. Even though there was more room than the usual allotted to each candidate, it was still insufficient to communicate the ideas of a few of the respondents.

But as was mentioned before, the most important point in favour of the questions was that the candidates spent some time thinking about their role on the council and the job they must do next year.

Perhaps we should now outline the things PRO TEM was looking for when we devised these devious questions.

The dominant impression left by previous councils is that representatives had very elitist ideas about their position on the council. Members considered themselves infinitely capable to make sane rational decisions on a par with the faculty without consulting other students. This may be true, but we must realize that each member of the faculty has a vote on council and can defend his or her vested interests very effectively. (An example would be all those non-tenured members in the economics department who are so adamantly opposed to the idea of parity, fearing that such crazy ideas as using teaching ability as a criteria for promotion might enter into decisions made by students).

But student members must realize they are not representing their own particular interests. They should endeavour to represent their fellow students who are disenfranchised within the stupid structure of university governing bodies. Members have in the past used their positions mainly to further their own interests i.e. bettering grades and maintaining harmonious relations with the faculty.

Members have been easily co-opted by their work on the council. They begin to conceive of their role as one of facilitating the efficient functioning of the college as it presently exists—not as one of defending student interests and the struggle for more meaningful education (mean-

ingful implies a state where inquisitive, creative and critical urges motivate the student. Real education is stifled within the structure of grades, required courses, general education requirements, and final examination).

Members have been mentally lazy. They have not tried to analyse their position as students, the structure of the educational system or the way it fits into the corporate-government structure, the meaning of grades, the meaning of compulsory courses, or for that matter the meaning of a certificate of learning—a B.A. And what is worse, those people who are aware of the gross inadequacies of the present system have not worked with their fellow students to propose alternatives to change the university.

But this has not been expected of councillors in the past and as might be expected, nothing has been done. This is beginning to change. People are going to demand more of their councillors. Various members on the faculty council, along with this paper and the students' council, began earlier this year to ask for some action. This forced the present members to get together and devise some form of tactic. The motion for parity on committees resulted. It was realized by many that this was only a first step towards a further democratization of the decision making structures within the university, and for the meantime amounts to little more than an extension of the student elite by a further 18 or 20 members.

Others, however, are satisfied with this as a final goal. They are very cautious when speaking in council to temper their discussion with liberal euphemisms like "participation", "involvement" and "effective representation". They will concede that this is only an experiment and that the student must first prove themselves capable before they can govern their own lives within the university. "It is not a transfer of power", they say.

PRO TEM would argue that parity on committees is not enough and that the student body should not be satisfied with candidates who do not advocate further change. Reject those who are afraid this minor step may

put too much power into the hands of the plebs. We do not need these conservatives or mentally lazy people who will passively accept the status quo. That point of view is given more than adequate representation by a large portion of the faculty.

For this reason PRO TEM, when looking to chose a slate, decided to support those candidates who say they are willing to work within a caucus to make alternate proposals in the faculty council to play an active rather than a passive role in the council, and not merely deal with legislation as it is proposed by the faculty. This disorganized and irrational approach has been to prevalent in the past. Caucus members must actively search out the views and needs of the student population, then strive for agreed upon goals such as parity; a pass-fail system; the abolition of compulsory courses; student determination of grades; equal say in the evaluation of professors; and, on a grander scale, greater accessibility to working class students, universities which serve all the community and not just those in the ruling elite; and universities which are more critical of the injustices and inequalities in society.

In making our decisions about the slate we looked at the answers submitted, as well as past contributions to the life and reform of the college. It is perhaps unfortunate that some choices and may simply withdraw completely from the struggle for change within the university. But it is hoped that students able to make a positive contribution in the future will realize it is ideas we oppose and not personalities.

Although there was not complete unanimity about the choices, the following people were considered by the staff of PRO TEM to be the best among those running for office.

Debra Franklin
Stephen Frazee
Bruce Maltby
Gary O'Brien
Eleanor Paul
Daphne Read
Hubert Saint-Onge
John Spears
Diane Travell
Barry Weisleder
John West

letters

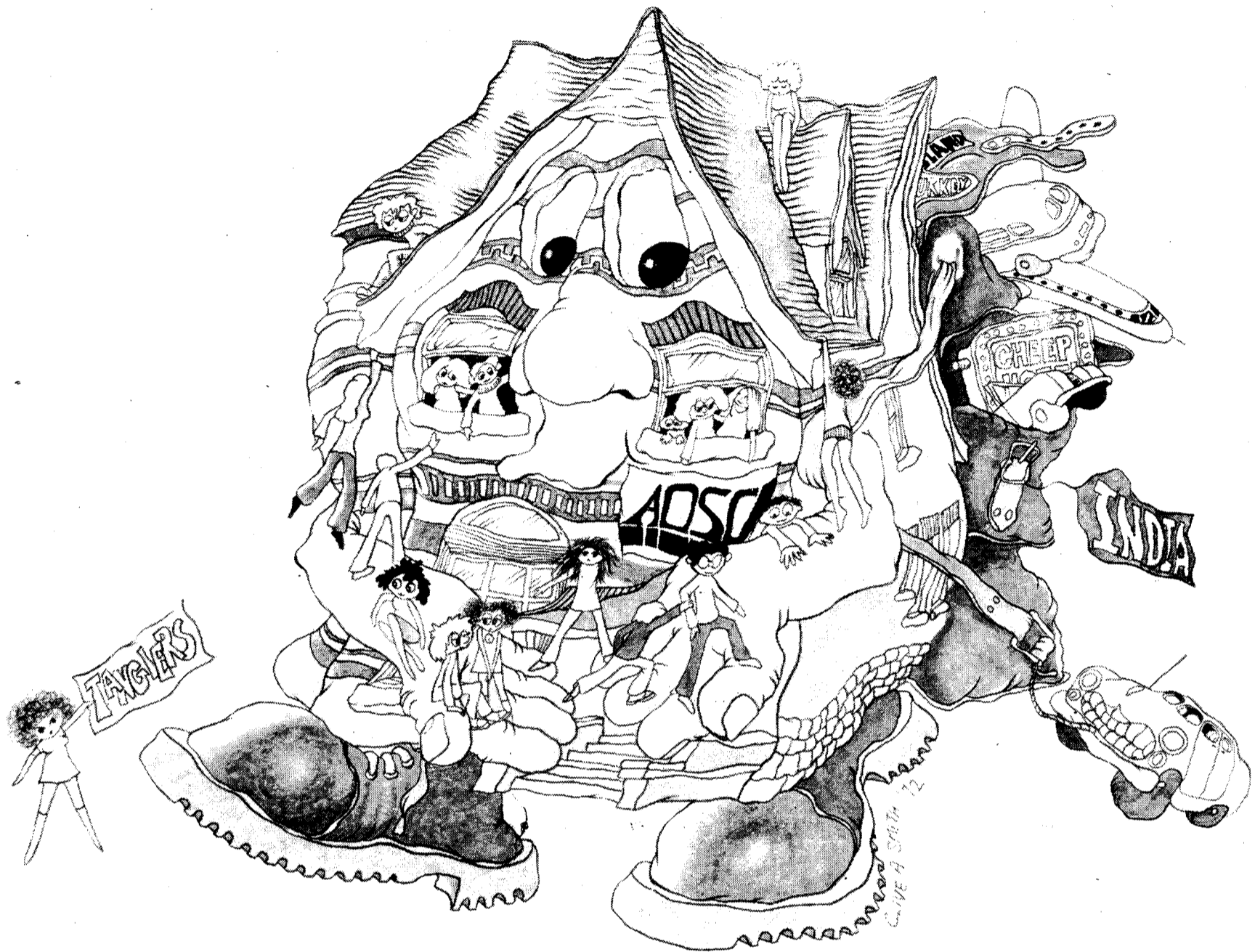
PRO TEM gets a compliment

Dear Sir,

PRO TEM should be congratulated for its article in the February 9th issue concerning the candidates running for the positions on students' council. On numerous other occasions, including previous elections, I always felt that the views of PRO TEM were slightly slanted, due perhaps to the fact that it never seemed to substantiate adequately its views concerning various issues. However the article mentioned was a coherent, logical analysis which lacked

personal bias toward any candidate. I am certain it aided those voters, who were perhaps a bit unsure of the issues of the election and what each candidate stood for, in choosing the candidate they wished to see represent them on the students' council. I certainly hope this type of reporting continues to appear on the pages of PRO TEM in order that the student populace of Glendon is able to understand all of the aspects of any future elections or incidents which may affect the political and social atmosphere of Glendon.

Very truly,
Greg Cockburn.



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B.C. underground press suffers upset

VANCOUVER (CUP) — The alternate newspaper situation in Vancouver continues to change with a school-board ban this week on distribution of an underground-style high school paper, the Oganookie Standard.

The Vancouver School Board has frequently tried in the past to ban the paper from secondary schools but until now a majority of board members were content to merely reprimand the paper when it

dealt with areas like high school reform and sexuality.

However, the school board's ban has had little practical effect in Vancouver high schools where thousands of copies of the paper have been distributed since the Board's 5-4 decision early this week.

Oganookie staff member Neil Tessler said Wednesday, distributors have occasionally been chased through school halls by staff since the ruling, but in most cases have been

left alone.

The article that offended the school board was about birth control. It contained no profanity or photographs and no diagrams other than those already available to women on tampon boxes.

Tessler pointed out that the board members of Vancouver's two major civic political parties, the right-wing Non-Partisan Association who voted against the paper's distribution and members of the

more progressive Electors Action Movement who voted for it.

Board chairman Ian Kelsey (NPA) broke the tie deciding against the paper.

School Board policy in Vancouver states that students seeking birth control information must go to a school counsellor and ask for it. Birth control handbooks and other birth control information is banned from schools.

On another front of the al-

ternate press movement both Vancouver's underground newspapers — the Georgia Straight and the breakaway Grape — continue to publish.

The Grape collective, composed of former staff members of the Straight, occupied the Straight office Jan. 19 and proceeded to publish the Georgia Grape. The paper now has its own office and has published issues.

The collective was forced to leave the Straight office Feb. 2 after Straight owner and publisher Dan McLeod got a B.C. Supreme Court injunction against the occupation and preventing the use of the name the Georgia Grape. The newspaper is now simply the Grape.

The occupation and breakaway by Straight staffers protesting McLeod's individual ownership of the paper has resulted in much bitterness between the two camps, now working out of neighbouring offices in Vancouver's Gastown.

McLeod controls all the Straight's equipment and a few original staffers and writers. The Grape collective has almost no equipment but lots of former Straight writers, layout people and typesetters.

Although occasional bargaining is taking place between the two groups, no agreement seems likely to be reached in the immediate future.

In many locations in the city, the Grape is now out-selling the Straight and McLeod is thousands of salary dollars in debt to staffers from both papers and at least \$5,000 in debt to his printers.

China forum to aid Quebec

A special conference on the politics of the People's Republic of China will be held here at Glendon Thursday and Friday.

The conference has been organized by the Political Science department and is being funded by part of the department's portion of Glendon's special grant from the Ontario government for bilingual activities. Five Quebec political scientists, three of whom have recently visited China, will address the conference.

The conference will begin Thursday night at 8:30 when R. Garry of the University of Montreal will present slides on China.

On Friday morning at 9:30 a series of lectures and discussions on the subject of "contemporary China: Issues and Problems" will be held with J. Lévesque (UQAM) and J.M. Pilote (UQAM) and Mr. Garry. The conference will close Friday from 2:30 - 5:30 with a discussion of "China's Role in World Politics" with G. Fritters (Laval), S. Noumoff (McGill), Mr. Lévesque and Joseph Starobin. All events will take place in Room 204 and are open to all Glendon students.

The Political Science Department is hoping that through this and future conferences to establish permanent links with Quebec universities.

McGill forum asks

"Who owns Quebec?"

MONTREAL (CUP) — With soaring unemployment, sagging wages and increasingly militant strikes, just about everyone knows the economy of Quebec has problems. The militant union activity of the Quebec Federation of Labour and the Confederation of National Trade Unions, among others, has reflected a growing awareness of who is responsible for Quebec's economy.

'Who Owns Quebec?' was the title of a forum held earlier this month at McGill University. The question was answered easily enough by one of the participants, Pierre Jauvin, a militant sociologist and member of the QFL.



Well the big news on campus this week is that the _____ Pavement Co. is busily installing fox holes along the road into the valley of the Don and obstructing the passage of affluent day students who park their cars across the river. This construction was commissioned by the PRO TEM staff to provide defence against the of the Society of Liberals Urging Responsible Press. It is hoped that the road will be opened by Monday.

Wright or wrong?

The students' council financed Glendon Forum will be conducting a general discussion tomorrow at 1:15 in the JCR. The topic will be the future of post-secondary education in Ontario.

David Black and Bill Cherry, the two student representatives on the Commission

on Post-Secondary Education in Ontario will lead the discussion. The commission is in the process of evaluating reaction to its Draft Report released last month.

David Black, although he signed the preliminary report, has made it clear that he disagrees strongly with many of its substantive recommendations as well as its underlying philosophy, and has published a dissenting document.

This forum follows a highly successful discussion meeting held two weeks ago in Hilliard Residence. The first in a proposed series of Residence Forums, it included panelists Albert Tucker, Dr. John MacDonald, Executive Chairman of the Committee of Ontario Universities, Phyllis Grosskurth, a past member of the Committee on University Affairs, and Bill Cherry, and

was attended by some thirty students and faculty members.

Although discussion at the previous forum was far-ranging, it generally centred on the Wright Commission's proposal to establish three coordinating boards to oversee the operations of post-secondary institutions, one of whose functions would be to establish new faculties ... and discontinue unnecessary faculties and programmes". Although Mr. Cherry defended the plan as administratively efficient, many others attacked the proposal as a thinly disguised method of weakening university autonomy for the sake of political control.

Tomorrow's forum, pitting Mr. Cherry with Mr. Black, promises an interesting continuation of this debate.

Activist slate rejected

The students' council elections held the week before reading week saw Dave Moulton defeat Gilles de Chantal for the Presidency in a close vote. Moulton had promised to lead an activist council, while de Chantal promised only to attempt to accurately reflect the opinions of the student body.

But in the most interesting race of the campaign Barrie Wallis, who had run on the platform of a totally apolitical communications portfolio, beat out Barry Weisleder by some 20 votes to win as Communications Commissioner.

Next year's council, which will take office in May, will consist of Dave Moulton, Paul Dowling, Marilyn Burnett, Moe Jansons, Barrie Wallis and Adele Hurley. In addition Gilles de Chantal, Ted Paget and Barry Weisleder, all losers in this election, will continue to serve as 1st year reps until September.

All constitutional amendments proposed by the council were approved. The 350 voters also decided that all students should vote for 1st year representatives.

In the other elections Marshall Leslie defeated Debra Franklin to become Glendon's representative on the Senate, and Allan Grover was ratified as next year's editor of PRO TEM by a vote of approximately 200 to 60.

Jauvin pointed the finger squarely at American business.

He gave the following rundown about what U.S. corporations own in Quebec:

80% of the mining industry
75% of the wood products industry

100% of the petroleum industry
97% of the automobile industry

90% of the rubber industry
84.7% of the non-ferrous metal industry

79.2% of the transport industry
77% of the chemical products industry

71.9% of the precision instruments industry

75% of the natural gas industry
70% of the electrical apparatus industry

67.9% of the tobacco industry

64.7% of machinery manufacturing

61.2% of the insurance companies
51.5% of the department stores

While the general pattern of U.S. investment, holds throughout Canada, it's impact is most damaging in Quebec where English Canadians earn 50% more than the majority French population on the average (\$4,940 compared to \$3,185). As a cheap labour supply for both American and English-Canadian business, Québécois are frequently the

hardest hit by fluctuations in the American economy.

Jauvin predicted that following current trends, "20% of the Quebec labour force will be unemployed by 1980."

Furthermore, American companies reap huge profits by selling their manufactured goods as well as milking the Quebec economy by taking out all the profits that their subsidiaries make. Because of all the money which is going out of the province, Quebec is "forced to borrow money from the U.S. to make up this deficit. But such a process is not limited to Quebec," said Jauvin, "the Americans do the same thing in the rest of the world."

Restoration Comedy licentious

by SUSAN BOSTON

Written in 1673 by William Wycherly, 'The Country Wife' is classified under the dramatic genre — restoration comedy.

During the reign of Charles II and the return of the Stuart dynasty, English society, particularly in the larger cities, reacted against Puritan austerity and gained a reputation for licentiousness and frivolity.

Restoration comedy, or 'comedy of manners', grew out of this society, its characters portraying the prevalent imitation of French manners, total disregard for moral integrity, and all the fashions and follies of the 'beau monde.'

The plot of 'The Country Wife', which has been said to reveal both the height of Wycherly's dramatic power and the depth of his moral degradation, involves the process of corruption of a young married country girl who is brought into sudden contact with the fashionable society of London, and all that that implies.

The play, praised for its wit and 'animalistic baseness' was first performed at the Drury Lane Theatre in London, in 1675. Well received by audiences and critics alike, it became one of the standard repertory plays at both Drury Lane and Lincoln's Inn's Field and later at Covent Garden.

By the turn of the century, however, many people had become considerably disturbed by the immorality of the stage. The hitherto latent forces of decency and moral restraint were coming to the forefront under the reign of William and Mary. In 1698, Jeremy

Collier voiced his disapproval of the content of most restoration comedy in his essay, 'A Short View of the Immorality and Profaneness of the English Stage.'

Collier's protest seemed to have the desired effect, as the historical records from the leading London Theatres show that 'The Country Wife' (as well as several other plays) was not performed in its original form as frequently as it had been. There were, however, two rewritten and modified versions of the original script which were performed and favourably accepted by the new theatre-going society.

The first of these was a slightly modified version by John Lee which retained the name 'The Country Wife'. Much more notable, though, was the rather drastically modified version written by David Garrick in 1766, and entitled 'The Country Girl'. Garrick managed to almost completely cleanse the play of its immoral overtones, but still kept the plot reasonably whole.

It is interesting to note that even this extremely modified version of the play was found to be unacceptable to later audiences.

What follows is a review from the London Times, Wednesday Oct. 12.

A compressed version of William Wycherly's comedy of 'The Country Girl' (written by David Garrick) was produced at this theatre last night. If it was thought worth while to alter the last 'refacimento' that was made of this comedy, it was surely expedient to carry the alterations much further than has been done in this case. There is,



Rhonda Payne, Charlie Northcote, and Ron Holgerson as they appear in 'The Country Wife'.

no doubt, wit enough in the play, as it was originally written, to make it last as long as any other similar production, in a merely literary point of view, and there is great skill in its construction, but these good qualities are so encumbered and polluted by the vices which belonged to the days in which Wycherly wrote, that it needs a most thorough cleansing before it can be made fit for representation in these times. It requires even more of that reverence for 'the wisdom of our ancestors', which is displayed in graver places than the playhouses, to derive amusement

from the gross profligacy and indecency which abound in this comedy. It is impossible to sympathize with customs of which we know nothing but by tradition and from which every sense of modern decency revolts. As if the managers, or the actors, had determined to make the inconsistencies between this comedy and existing customs as striking as possible, they had dressed the characters in every variety of costume. Moody was dressed in a brown coat with a belt and buckle round it, and long worsted stockings half way up his thighs, and a bob wig; Sparkish in the fash-

ionable garb of a century ago; and Harcourt and Belville his companions like snug haberdashers of our own days in their Sunday clothes. The females were all habited in the style of the present day. Really, if there is anybody in the theatre entrusted with the duty of seeing that plays are so represented as not to shock all ordinary notions of propriety, such glaring carelessness or ignorance ought not to be permitted. The drama is fallen quite low enough; and the actors have become so bad that these additional enormities are beyond all toleration ...

records

Ekseption 00:04 - Ekseption - Philips 6432 019.

Ekseption consists of five Dutch musicians led by Rick van der Linden, who made this record with the help of the Royal Philharmonic Orchestra and the Dutch Chamber Choir. The music ranges over a large area, from interpretations of Bach to jazz pieces and beyond, to some cuts using an ARP synthesizer. Nothing on this album is exceptional but all of it is easy to listen to and some is quite enjoyable. Of all the cuts the more jazz-oriented ones, 'Monlope' and 'Monkey Dance', are the best with some good horn playing and keyboard work.

Lord — Jeremy Faith and the St. Mathews Church Choir — London DL 3002.

Before even listening to this album one's first reaction is that this is another cheap attempt to cash in on the current Jesus boom. It is. Some of the cuts are "You are My Lord J.", "Jerusalem Road 63", "Jesus", "Mary", and "Thanks My Lord". Hopefully Jeremy Faith has something else going for him because he certainly

isn't much of a singer. As for the St. Mathews Church Choir, on most cuts they sound less than inspired and on 'Show Me the Way' they sound downright depressed. Some of the music is tolerable and the guitar playing on 'Jerusalem Road 63' is fairly good, but the lyrics of most of the songs consist of repetitions of the titles with a few other words thrown in every so often.

Tigers Will Survive — Ian Matthews — Vertico VEL 1010. This is the second solo album by Ian Matthews, the leader of Matthews Southern Comfort. He wrote six of the eleven songs on the present record. The music is quite varied with most of the songs falling under the label of folk-rock but with a country flavour reminiscent of some of the material on 'Déjà Vu.' It even includes an a cappella version of 'Da Doo Run Run' which is fun even though it lacks the liveliness of the original. The lyrics aren't all that strong but the music is good and Matthew's voice is pleasant. It is, however, the kind of album that you have to listen to a few times before you can appreciate it.

by BILL ROWE

YORK WINTER CARNAVAL 1972



CHILLIWACK ROBERT CHARLEBOIS

PERTH COUNTY CONSPIRACY EDWARD, HARDING AND GEORGE

SAT. FEB. 26, 8:00 P.M.

TAIT MCKENZIE GYM

'Dirty Thirties' captures an era

by JIM DAW

"I will not have you maligning the Depression", reads the caption of a PUNCH cartoon reprinted in Michiel Horn's new book, "The Dirty Thirties". It reflects very well the ploy of those parents who use the Depression like a sword of Damocles — hanging it menacingly over the heads of their children lest they belittle the material well-being provided them, or question the ethics of hard work, personal achievement and all the other assorted virtues their parents developed as a

result of living through the Depression.

The Great Depression has become a big part of the lives of two generations of Canadians—those who lived through it and those who have heard about it from their parents. But probably neither generation has gained a very clear impression of that era; least of all the younger of the two. The stories of "homebrew and patches", one penny candy, the days when a nickel was really something, the infinitely better food and the warm kitchens of friendly neighbours, the long walks to just about everywhere, and the

cheap, make-do yet wholesome entertainment of Saturday nights are all very quaint but don't give one a very adequate view of society in the Thirties.

"The Dirty Thirties", a very substantial book which Glendon's own Michiel Horn has compiled and edited, is a collection of articles and documents tied rather loosely together by mildly editorial introductions and summaries. It contains a wide selection of material and seems a very complete picture of the decade.

As it says in the introduction the "Dirty Thirties" con-

tains "accounts from various classes—farmers, fishermen, industrial and extractive workers, white collar workers, members of the professions, independent proprietors, renters, managers—and those who belonged only to the vast mass of unemployed. Personal histories are nicely balanced by comments from academic writers, journalists, social workers, policemen, the clergy—and from politicians and others who offered a bewildering selection of "cures".

It is perhaps unfortunate that the book starts off with a very tedious section on the

crash and economic situation during the Depression. Although this aspect of the depression can certainly not be ignored, the frustration of such a cursory survey of the reasons and effects of the crash, combined with the inclusion of a number of stock quotation figures and the prices of commodities such as wheat without an adequate economic analysis or framework, becomes confusing and therefore meaningless. It should probably be suggested to people interested in a more incisive and informative source that they turn to Safarian's book "The Canadian Economy in the Great Depression".

One purpose served by the first section however is to give the reader some idea of the implications of an economy based so heavily on extraction and resource industries.

The rest of the book is much more human-interesty and although very long, reads quickly and is truly fascinating.

One of the most gut wrenching sections is the selection of articles under the headline of "The Menace of Single Men". The number of articles relating to the development of the CCF and the League for Social Reconstruction are very exciting. These sections are made even more stimulating when mixed with articles written by businessmen, liberal politicians and frightened citizens complaining about the socialist and communist threat.

The book provides a wide scope of information and a balanced impression of the entire era. And supplemented by the added treat of several Hornisms—puns and quips and interpretive headlines—the book is truly a joy to read.

Bethune a play of ideas

by JAN HUCKER

Norman Bethune, the late Canadian ex-patriot doctor from Gravenhurst, Ontario, whom everyone has heard of, but few know much about, is eulogized in the Théâtre Passe Muraille production, 'Bethune'.

This imaginative production is labelled as a "collective creation" by Passe Muraille, and, as such, it reflects not only the efforts of a lot of different contributors to its composition, but also the collaboration of all the actors in playing one man. We have a play in which the ideas of Bethune are more important

than his visible identity. Six different men play Bethune, making a shambles of the typecasting by which an audience usually identifies a character. The importance of Bethune is carried in what he says and does in relation to the other characters.

The play opens as a small group, dressed in the bare browns of the Chinese workers' uniform, lament in chant rhythm, a stretcher-borne body. The actors are dwarfed by red banners hanging from the ceiling to the floor. Stage centre-back, the broadest banner images full size, the shadows and the form of a Buddha. At each side of the stage, halfway to stage-front, long narrow red banners hang painted with Chinese ideography, sharpening the impact of the bleak grey walls and floor.

A narration of Bethune's life begins. First, there is Bethune as a small boy dissecting cow bones between periods of learning the scriptures. Then Bethune as a young doctor repeats the words of his oath intensely.

Bethune, as a young doctor, treating hookers and miners, throws himself into the most dejected and neglected corner of Detroit. Interspersed with these scenes are blackouts when Chairman Mao speaks (from stage left appropriately) and W.C. Fields dispenses aphorisms at stage right.

Anne Anglin, alias Goodman from Actors' Equity, carries six female parts herself, but is most impressive as Fran-



Annie Goodman, Jankiel Zajfman, and Bob Aaron, Don MacQuarrie, and Allan Dean (foreground) in a scene from 'Bethune' which is currently playing at the Theatre Passe Muraille.

ces Bethune, the wife. Her soliloquy during Norman's practice in Detroit begins to outline Bethune's incompatibility with social complacency — and thus with North American medicine. In a Highland Scot accent, alternately wry and emotional, Frances indicates the frustrations of being the wife of a powerhouse idealist doctor. She returns home to Scotland, files for and is granted a divorce. Meanwhile Bethune has contracted tuberculosis, and in a scene with three other consumptive doctors, Bethune dares and threatens another surgeon into doing a new and dangerous operation for T.B. — collapsing the lung. The operation succeeds and Bethune makes another try with his wife which fails. He goes to Spain — during the Spanish civil war — and in a dramatic speech which reveals him as a militant humanitarian, he

recounts the medical horrors among Spanish refugees.

By now Bethune's philosophy has developed to that state which some others condemn as the height of egotism — an unwillingness to compromise. He sees medicine in North America as a cash and carry trade — the survival of the richest. The link in the play between his career in Spain and then in China is hazy. In between is the cocktail party philosophizing of comfortable doctors while the fascist onslaughts associated with W.W. II are impressionistically presented.

On stage, an innocent kindergarten art lesson turns into mob violence when one child attempts to paint a horse instead of a house, as all the others are obediently doing. These 'children' are convincingly portrayed by the same actors we have seen all along, and the frightening dimensions

to which these children grow is dramatically shown as the class beats up the outsider and emblazons kindergarten art with a swastika. Finally, amidst the chanting and the triumphant jerking of the Nazi salute, the outsider's body lays crumpled dangerously close to the front row of the audience.

This senseless violence becomes the forbear to a rational explanation of revolutionary violence as Bethune talks to a Chinese Communist revolutionary leader. Bethune outlines his proposition to take medicine to the wounded. His idea is accepted and Bethune begins the work for which he is probably most famed — his devotion to Chinese peasants and soldiers. Yet the idealist has two sides. As a humanitarian, Bethune teaches the simplified fundamentals of transfusion to peasants; as an irascible and critical

professional idealist, he verbally scourges a Chinese doctor whom he unfairly judges to have been negligent.

Bethune was a communist because it enabled him to be a better doctor. He tells another doctor that Christ had good ideas, but he failed because he didn't have a policy — that important lexical item to communist Chinese doctrine — policy for a course of action.

Bethune's death is a tragedy to Chinese peasants, but the play elevates and expands itself by choosing to expound ideas, rather than the martyrdom of a spent and dedicated doctor.

Théâtre Passe Muraille has done a great thing by collectively creating 'Bethune'. There are many evidences of resourcefulness and dedication on the part of its members in the production.

The actors take your tickets, find you a seat, and when the place is filled the play begins. For intermission, there is a room containing two soft drink, one coffee machine and a piano. Audience-wise, there is a great cross-section of styles and ages. And there is the added attraction of a baby in the manager's office.

'Bethune' is a worthwhile play to see for both content and the innovative efforts of its participants. It's on all this week in the evenings at 8:30 pm. During the day there is children's theatre, featuring 'The Tin Soldier'.

Two and a half hours spent watching 'Bethune' is worth the price of admission.

on campus

Wednesday, Feb. 23.

Le film "La Jetée" de Chris Marker sera projeté dans la salle 129, York Hall, à 16 heures et 15, et à 20 heures. Entrée libre.

Thursday, Feb. 24.

A pub lunch will be held in the Café Terrasse today and March 2 between 12 noon and 2 p.m. Beer will be served and there may be live

musical entertainment. If the experiment is a success it will be continued.

A Forum with David Black and Bill Cherry of the Wright Commission will be held at 1:15 in the J.C.R.

The play "The Country Wife" will be shown at 8:30 p.m. today. Admission \$1.00. The play will also be shown Friday 25 at 8:30 p.m., Sat-

urday 26 at 2:30 p.m. and 8:30 p.m., Sunday 27 at 2:30 p.m. and 8:30 p.m.

Friday, Feb. 25.

There will be a Conference on the People's Republic of China in room 204, York Hall from 9:30-5:30 p.m. Five professors from the Universities of Quebec, Laval, Montreal and McGill will speak to the conference.

★ CHINA

Moral leader of a world revolution

Napoleon was reported to have said of China: "Let the dragon sleep. For when it awakes it will shake the world." In 1949, when Mao Tsetung declared that "We have stood up," and "Our nation will never again be an insulted nation", this sleeping dragon, after more than a century of internal unrest and foreign depredation, was finally awakened. Today, China is no longer "the sick man of Asia", but a new centre of power in the world. In all countries, there is an increasing awareness of her presence and potential.

The awakening of China, a quarter of the world population, constitutes one of the most far-reaching and world-shaking events of the 20th century. On the one hand, as a challenge to the system of aggressive imperialism, the Chinese national revolution has produced disturbing and irritating effects on the *status quo* of the world. On the other, the social revolution in China has opened a new phase of historical development in the transformation of man and society to meet the basic needs of a quarter of mankind. The process of this transformation has now evolved into a developmental model and become a source of inspiration and hope for those who are aspiring to rapid change and modernization.

This essay carries some random thoughts of the writer on the Chinese national revolution and its relation to Chinese foreign policy. Due to the limitation of space, the social aspects of the Chinese revolution are not dealt with here.

National Revolution

The long process leading to the awakening of China involved the interaction of two important developments in Chinese society. In the century after the First Opium War in 1840-42 China's history had been characterized by a long, agonizing and humiliating experience as the victim of aggressive imperialism and the complete inability of the Manchu government to respond properly to the pressure for social change and national independence from foreign encroachments. As a result, foreign oppression and internal decadence combined to produce a powerful sentiment among Chinese revolutionaries and intellectuals against both external imperialist domination and internal feudal corruption and immobility. In their long search for China's national emancipation, Chinese revolutionaries had transformed the popular sense of righteous indignation against imperialism into a powerful driving force behind the idea of building "an independent, free, democratic (*min-chu*), unified, prosperous and strong (*fu-ch'iang*)" China — a China that could be able to stand up against the predatory influence of outside powers and promote the general well-being of the Chinese masses. These two orientations — anti-imperialism and the desire to make China *fu-ch'iang* — led to the awakening of China and are the emotional basis of Chinese nationalism.

The Chinese national revolution succeeded in putting an end to the semi-colonial status of China imposed upon her by Japan and the various Western powers in the hundred years prior to 1949. It also succeeded in unifying China under a strong central government oriented toward modernization and change. With the expectation of Peking's desire to liberate Taiwan which, as a result of American imperialism, is still ruled by Chiang Kai-shek the major national goals of China have now been realized.

The People's Republic of China is now completely independent and self-reliant. By the end of 1964, all China's foreign debts had been repaid. She is now giving substantial economic and technical aid to the third world nations while receiving none. She sees the world — and appeals — from the vantage point of a developing nation and strives to identify with other developing countries, to champion their cause and to speak for their complete independence and national interests. This policy was clearly stated in the first speech of the Chinese chief delegate in the United Nations last November.



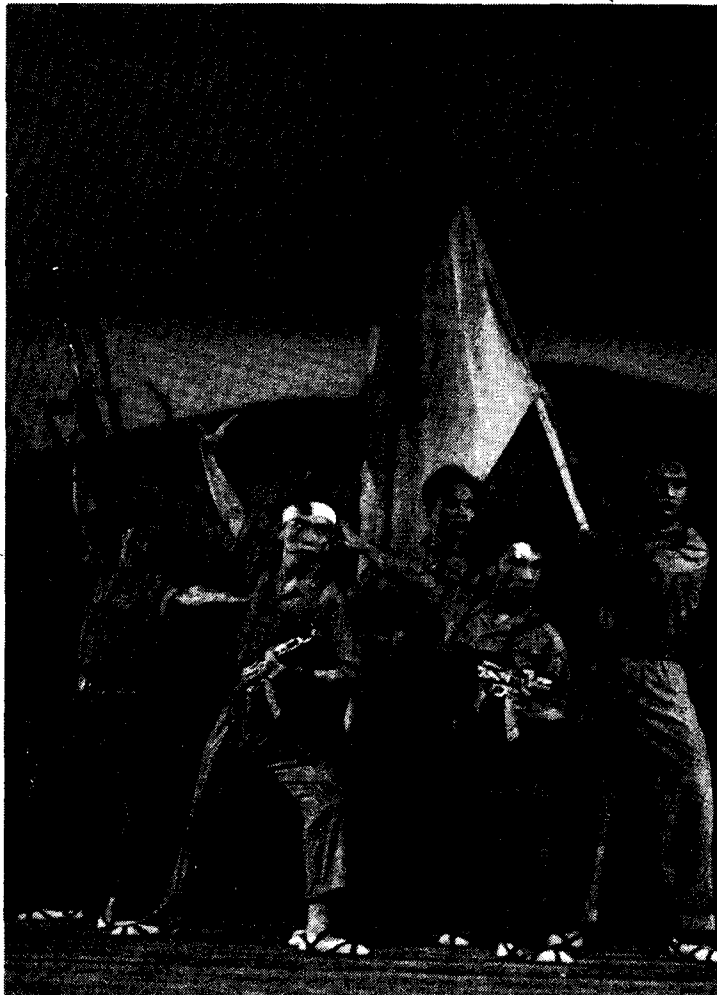
The policy in recent years of allying China with the poor nations and the repeated denunciation of the concept of the superpower recall Sun Yat-sen's theory of Chinese nationalism put forward in the early 1920's as one of the fundamental guidelines of the Kuomintang for national construction. In his theory, Sun insisted that when China became strong, she "must aid the weaker and smaller peoples and oppose the Great Powers of the world" which followed the imperialist policy of

by B.N. Cham,

Assistant Professor, Political Science Dept.,
Glendon

destroying other states. "When we become strong and look back upon our own suffering under the political and economic domination of the Powers and see weaker and smaller peoples undergoing similar treatment", Sun pledged, "we will rise and smite that imperialism" This Chinese reaction, which has been shared by Chinese Communists and non-Communists alike, has injected a moral obligation into their anti-imperial-

power is derived from the possession made "right"; on the contrary, a good ruler needed no armies, but a ruler like a foreigner alike, would be attracted to his government. On the other hand, if a ruler committed unvirtuous acts, the rivers would flow and the people revolt. Therefore, (literally, using virtue to make power) *yi-li fu-jen* (using power to make power) pattern of behaviour. The submission of a nation is more than the mere submission of human beings of politics. *Li* (power) could achieve a just cause, such as fighting



Above: Mao's writings play a large role in the continuing

Left: Theatrical presentations such as this one of the South demonstrate the self-concept of the Chinese as an example

of national sentiment and explains why the intense sense of national humiliation and hostility toward the imperialist nations had not led to irrational acts of aggression and violence against other nations on the part of China. In fact, China's outrage has consistently been directed to the system of imperialism rather than to the peoples in the imperialist countries.

To the Chinese, the complete elimination of foreign influence and control in mainland China and Peking's success in resisting Moscow's attempts to exercise technological and organizational control over its developmental process have dealt a severe blow to the forces of capitalist and social imperialism. The Chinese experience of national emancipation has now developed into an ideology of "national liberation" emphasizing the importance of self-reliance and complete political and economic independence in the struggle for the modernization of these backward nations. Holding up this ideology as a model to the developing nations, the Chinese leaders have consciously pursued a foreign policy designed to mobilize these nations in a common effort to put an end to the domination-subjection pattern of international relations. "At no time", Peking declares, "will China ever behave like a superpower to others and, proceeding from the position of strength, to lord it over others. The Chinese people stand for equality among all nations, big or small."

lost his virtue or to protect the weak. He not speak of virtue but of force. The power found expression in such a form as to tore the vanquished and re-establish weak and support the tottering."

In the 19th century, China was a part of the international order which first took form of the nation-state system in Europe and the universalism of Christendom. This order was not on any universal moral standard of interests and power. International relations reflected the agreement by consent in which "consent" was *real politik*, "consent" meant simply powers able to enforce their will. In the 20th century, China became the victim of this order in which the domination-subjection pattern was predominant. Under territorial law, economic, political and the stationing of foreign troops in ports and cities were sanctioned by force and not consent. In the Paris Peace Conference, 14 points set out the principles of international relations but they were not applied to China as a participant of the First World War. To add insult to the injury, Germany decided to hand over the Chinese Province to China!

Power and Virtue

The Chinese policy of projecting herself as an equal of all nations and lacking any interest in assuming a position of domination in world affairs is dismissed by a number of Western observers as a manifestation of "the politics of weakness". It is argued that like other powers in the world, China is really seeking the status of a superpower. Undoubtedly, China is pursuing a policy of *fu-kuo ch'iang-ping* (enriching the country and making it militarily strong) and her programmes of economic development and mass mobilization are geared to the realization of this goal. But to see Peking's denunciation of the super-power concept as only a tactical step reflecting the present material and military weakness of the régime is to misconstrue the policy intention of Chairman Mao.

The study of China in the West involves the use of Western concepts — political concepts (like power) which although valid in Western society may be inadequate to explain the entirely different political system and cultural background of China. In Chinese political culture, the concept of power is inseparable from the concept of virtue and right conduct. The *wang-tao* theory of power in traditional China held that

China's long experience of being a part of the international order of power created a strong urge for national strength (in the term *fu-ch'iang*). China considers weakness to be the rapid acquisition of national strength and an increased power of the masses of the Chinese people. The masses are not to follow, in the way which the Great Powers are traveling, strong if it means the destruction of the weaker. It is to be sought for the purpose of ending foreign domination but it should be Chinese domination over other nations. This was thus intertwined with the moral concept of power. It was considered to be unjust to all nations if China's power was not used for a just cause, such as fighting

Mao Tsetung attributed his vic-

against Japan and the civil war against Chiang Kai-shek to the fact that these wars were "patriotic, just and revolutionary in character." In terms of material strength, Mao's People's Liberation Army certainly was no match for his enemies. To Mao, "war is a contest between *jen-li* (human power) and *jen-hsin* (human heart)" and he has maintained that the outcome of any war is to be determined primarily by the battle of human minds (*jen hsin*). This is why he has held that man is the decisive factor in any kind of human activities and politics should take command, even in the battlefield. It is true that Mao has termed the barrel of a gun the source of political power, but he has also insisted that the right ideology or thought is more important than weapons — a small nation can defeat a big nation, the atom bombs are paper tigers, the moral atom bomb is thousands of times more powerful than the material atom bomb, and "a just cause enjoys abundant support while an unjust cause finds little support."

As a new centre of power in the world, China is undoubtedly aspiring to widen the scope of her influence abroad. But unlike the Soviet Union which attempts to exercise direct or indirect organizational control of the Communist movement in Eastern Europe and other parts of the world, Peking seeks to expand its influence through leadership by ideological example (or the practice of *yi-te fu-jen*). In domestic politics as well as international relations, Mao has consistently stressed the primacy of ideological over organizational leadership. The Soviet invasion of Czechoslovakia in 1968 was condemned by Peking as a manifestation of "big-nation chauvinism" which sought to impose permanent domination on Czechoslovakia. Peking also maintained that Czechoslovak revisionism was precisely the result of the bad example set by Soviet revisionism. As one writer points out, "Peking... assumes the existence of a moral normative order that operates at both the domestic and the international levels and in which the ideologically weak follow the example of the ideologically strong."

The importance that China attaches to leadership by ideological example in world affairs is inherent in the Maoist ideology of the national liberation movement and Mao's concept of *szu-hsiang* (thought) as the ultimate determinant of all human actions. Explaining the dissolution of the Communist International in 1943, Mao said: "Revolutionary movements can be neither exported nor imported. Despite the fact that aid was accorded by the Communist International, the birth and development of the Chinese Communist Party resulted from the fact that China herself had a conscious working class." Elaborating on Mao's theory, Lin Piao wrote in 1965:

Every revolution stems from the demands of its own people. Only when the people in a country are awakened, mobilized, organized and armed can they overthrow the reactionary rule of imperialism and its lackeys through struggle; their role cannot be replaced or taken over by any people from outside. In this sense, revolution cannot be imported.

"Revolution or people's war in any country", he stressed, "is the business of the masses in that country and should be carried out primarily by their own efforts; there is no other way." China's "support and aid to other revolutionary peoples", he declared, "serves precisely to help their self-reliant struggle."

The actual policy of China is not far from the descriptions put forward by Lin. In order that the people of a country would become organized and armed for national liberation struggle, they should first be awakened and mobilized. They could be awakened and mobilized only when their political consciousness is high. In Mao's view, the level of political consciousness of the people can be raised primarily through ideological work. Therefore, the role that Peking can play in this process is to provide ideological inspiration and leadership. It is more concerned with showing other people how to conduct their revolutions than with participating in them. At the same time, this teaching function of the Chinese revolutionary model is further limited by Mao's insistence on the necessity of integrating theory with concrete situations. Although Peking claims to be the "centre of world revolution", this does not mean "the centre from which orders are issued." Any ideological guidelines that Peking may put forward would have to be adapted to the particularities of the local conditions of other countries. In other words, Mao's orientation toward ideological leadership in world affairs calls for the recognition of nationalism and the international application of the mass line.

Szu-Hsiang and Change

The whole process of the Chinese revolution has been marked by Mao's insistence on the primacy of *szu-hsiang* (thought) over economic and technological elements as a factor of change. To him, revolution is above all a matter of changing man's thought and behaviour. A man may join the Communist party and believe in Marxism but the mere conversion to Communism and membership in the party do not guarantee the right proletarian *szu-hsiang*. In Mao's view, ideology or thought not only derives from class but may create it as well. Therefore, thought has an independent status both from class and the economic base. Just as a bad man can be turned into a good man and a good man into a bad man, a capitalist can be turned into a proletarian fighter while a worker of a proletarian background may acquire bourgeois thinking and behave like a member of the bourgeois class. These changes are possible because human thought is the decisive factor.

The concept of the role *szu-hsiang* in the process of change constitutes the basis of Mao's theory of permanent revolution which emphasizes the necessity of purposeful struggle to erase the past bourgeois way of thinking and to generate a new, proletarian orientation with complete devotion to selfless-collectivism and serving the people. Permanent revolution is necessary because the socialization of the economic base does not guarantee the emergence of a new superstructure corresponding to the new socialist economic foundation.

The consolidation of a socialist revolution depends on the continuous process of thought purification. Similarly, the launching of a revolution anywhere in the world needs ideological work to awaken and mobilize the masses to revolutionary action. Unless a reorientation in their thought has taken place, the masses cannot be mobilized and organized for action with conviction and belief. But man's thought cannot be changed through

the use of force. It can be transformed only through a gradual process of ideological inspiration and persuasion and by exposing it to the appeal of good examples and the practice of serving the people. It is thus clear that Mao's concept of *szu-hsiang* is central to Peking's perception of its role in the world as essentially spiritual and ideological. This preoccupation with *yi-szu-hsiang ling-tao* (leading by thought) provides an explanation as to the discrepancy between Peking's militant words and its cautious deeds in world affairs.

Peaceful Coexistence

Since 1954, China has put forward the Five Principles of Peaceful Coexistence — mutual respect for each other's territorial integrity and sovereignty, mutual non-aggression, mutual non-interference in internal affairs, equality and mutual benefit, and peaceful coexistence — as the guidelines for the normalization of her relations with other countries. Despite the fact that these five principles have been frequently restated by Peking throughout the years, until very recently, they have been considered by Western observers and politicians as pure ideological propaganda. But if they were viewed along with the Maoist ideology on revolution and the actual practice of Chinese foreign relations, they seem to call for a very different assessment.



The five principles appear to tally closely with Peking's foreign policy objectives and its perception of China's role as the ideological leader of the have-not nations. In brief, these objectives include, *inter alia*, the following: 1. the maximization of China's national security; 2. the reunification of mainland China with Taiwan; and 3. the extension of China's influence by (a) breaking the predominant position of the superpowers and (b) the assumption of leadership of the third world nations in their quest for equality and national emancipation. The five principles are advanced to facilitate the realization of these goals. The implementation of these principles would produce a world community of truly independent states free from foreign interference. As a result, the Soviet Union would have to withdraw its influence from Mongolia and South Asia and the United States would be required to retreat from the Far East, Southeast Asia and Taiwan. China's national security would thus be maximized and the question of Taiwan would be settled in a manner chosen by Peking and Taipei.

Moreover, to the Chinese, although the trend of the day is that "states want independence, nations want liberation, and peoples want revolution", the realization of these aspirations has been thwarted and prevented by the forceful intervention of foreign powers, especially the superpowers. If this intervention were stopped, the major barriers to national independence, liberation and revolution would be removed. If all nations were left alone to manage their own affairs, given the correct ideological leadership, the rising expectations of the masses of the various countries would force their leaders to move toward the Maoist vision of the future. Meanwhile, the five principles are not new; in fact, all of them can be found in the lines of the United Nations Charter. In Peking's eyes, they have been violated because the influence and interests of the major powers have been so dependent on the maintenance of the domination-subjection pattern of interstate relations that they call for the violation of the five principles, rather than their observance. As soon as all nations accept the five principles, the predominance of the major powers would be broken.

The five principles project the idea of an international community in which all nations are equal and free from foreign intervention and engage in mutual assistance. In such a world, the domination of one nation over another would disappear and the principle of *pacta sunt servanda* would never work to the detriment of any nations. It is true that the five principles have been put forward to advance China's national interests but in Peking's view, they also coincide with the interests of the majority of the world community because they are designed to "restore the vanquished and re-establish the fallen", as well as to "help the weak and support the tottering." To paraphrase a point made by Christian Bay, if all nations are equally entitled to grow and live in freedom, then those currently most deprived must have the highest priority claim on protection by the international community.

The typical response of Western critics to the five principles is that they are good but they are unrealistic. To these critics Chairman Mao may probably remark: "You approve of them, but you are not prepared to practise them or to practise them in full. It is not the practicability of these principles, but your *szu-hsiang*, that should be called into question. Remember: in the long run, a just cause enjoys abundant support while an unjust cause finds little support." If President Nixon, who is visiting Peking now, were able to give a satisfactory answer to this hypothetical remark of Mao, many problems in Sino-American relations could be readily solved.

It is hoped that these random thoughts on China's concept of her role in world affairs will generate a general interest in the Conference on China which is to be held at Glendon on Friday, February 25.

ession of virtue. "Might" never y, "right" made "might". The because everyone, citizen and acted to him by the very virtue : hand, should the ruler commit ould flood, the mountains shake fore, in politics, *yi-te fu-jen* ke people obey), rather than e people obey), was the standard mission of human hearts rather nanbodies was the ultimate goal ieve this goal only when it was ighting against a ruler who had



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weak against the strong who did This attitude toward the use of old Chinese sayings as "Res- blish the fallen" and "Help the

as forced to enter the Western ook shape after the emergence pe and the decline of the moral This Western order was based rd but on the quest for national nal law was observed because nent regardless of the specific was acquired. In the world of mply the "consent" of those "consent" or to refuse any ent. In the 19th and the early victim of this system of *pacta* perating under an international unction pattern of inter-state nder this principle, extra- cal and territorial concessions, oops and warships in Chinese d by treaties, but won by force ce Conference in 1919, Wilson's of national self-determination ia despite the fact that she was ar on the side of the victorious ury of China's pride, the Con- colonial interests of defeated ce of Shantung to Japan rather

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ictory in the resistance war

faculty council elections

Candidates were asked to submit written answers to the questions.

1. What would be the benefits of a united student caucus?
2. Why should students have parity on faculty council?
3. Besides parity, what reforms should the student caucus seek?
4. What should be the student's role in his/her own education?

Vote

for the man

or woman of your choice

Feb. 28 and 29



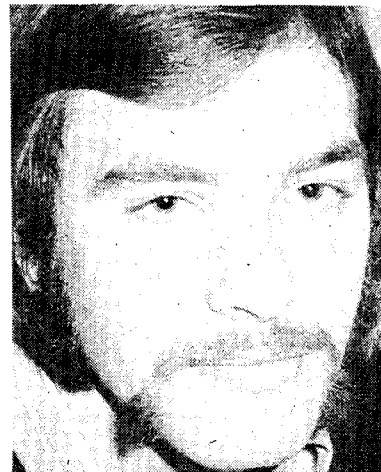
Jay Bell

1. We need a united student caucus because there is a struggle going on here for a greater recognition of the students' right to participate in the decision-making process. Those who know me, are aware that I'm not given to revolutionary rhetoric. There is though a principle at stake, one which demands the support of all the students on this campus. That is the reason, at least until this issue is resolved, why a united student caucus is vital. Only by presenting a common front can the students on faculty council exert the moral pressure which can do what our numerical strength cannot. Once parity has been achieved the individual student councillors will be better able to afford the luxury of personal preference.

2. I'm supporting parity not just because it will promote the "democratization" of the university. I want the issue resolved, because until it is resolved it will be impossible to deal with real issues. Some members of faculty feel if parity is achieved all hell will break loose. They see in the 18 students now on council the nucleus of a revolution. As long as students are treated as guests on the council, as invaders, as a minority, then they will act as a faction, as a persecuted minority. If however students are given parity I maintain, the faculty will discover that we are not unreasonable, nor a threat to "these hallowed halls." Indeed if they do recognize our right to participate on a more equal footing, they may find we even have something to contribute. Then perhaps the bickering will stop and we can get down to the real issues.

3. Our present system demands essays. Recently it has become possible to buy essays. The result may be a return to examinations. This would be a backward step for education. Here at Glendon we can prevent this from happening by encouraging greater flexibility and experimentation in teaching techniques. A wider use of the simulation is a good example. Also a relaxation of the general education requirements are in order. Further there should be student evaluations of all courses available at the beginning of the year. These are some of the reforms that should be undertaken.

4. That's something for each individual to define for himself.



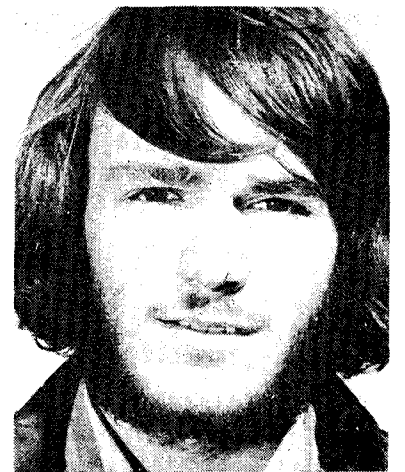
David Bryan

1. In my opinion, I believe that a united Student Caucus should be a high priority commitment of anyone on that body. My reasoning for this is that only with a unification of common interest and mutual concern over a proposed issue will enough emphasis be placed on it to ensure its acceptability by other members of the Faculty Council. Therefore I think that the student representatives on the Faculty Council should in all cases, meet prior to all Faculty Council meetings in order to discuss democratically all opinions such that a coherent representative view can be put forth by the Student Caucus at the Faculty Council meetings themselves.

2. Parity on Faculty Council is a legitimate demand which should be met now, and not at any future date. I argue all for parity and not against it as I believe that there are enough responsible students on the Glendon College campus to represent the academic interests of all who are or are not concerned with their academic future. In my own view the student has at least four major reasons why parity should be realized. Firstly, both sides of the academic coin should be viewed, that of the learners and that of the teachers. Secondly, the students have a right to an equal voice on the Faculty Council as they do have a vested interest in the quality of the education which they should receive from this institution. Thirdly, I emphatically believe in the democratization of the university itself. Fourthly, the learning process of this institution would benefit greatly if the process itself was governed equally by the students and faculty thus creating a community effect, replacing the existing definition of teachers and students.

3. Besides parity, I believe reform should be instituted in other major areas of academic concern. A few of these being concerns such as summer courses, the existing cumulative average method of assigning academic standing, and the ability of students to transfer from one academic institution to another by means of pre-requisite academic standing.

4. I believe that a student should take a participatory role in his or her education such that a greater ability should exist for a student to concentrate more fully in their area of academic interest. In this way, I believe that much more will be gained by the student in the line of academic experience than is now being done. It is also my opinion that much can be derived from a programme in which courses can be initiated by both students and faculty.



Gilles de Chantal

1. A unified student caucus, if it can be achieved, would be of great help to the ideas and motions of any member on the Council. With more francophones taking part in the elections and, hopefully, on Council, we'll be able to come up with a different opinion and way of thinking on Council. This of course points to a definite split on a student caucus, except of course if both sides make certain concessions which I strongly believe, they will make for the purpose of a unified student caucus.

2. Students should have parity on the committees to begin with. This is to ensure a voice of students on decisions, research, and vote, which should be equal to the faculty's since the decisions taken will concern students. The Faculty Council being the body of decision-making should, or rather, must have the parity of Faculty and student representatives.

Parity on the Faculty Council itself, as it is now, is impossible and to achieve this a reform of the Faculty Council should be made.

3. The Student Caucus on Faculty Council should seek reform of the Faculty Council itself to achieve parity (if so desired by a unified student caucus). As it stands now there are, according to my informant, 110 faculty members allowed to sit and vote on the council. Parity would mean having 110 students to equal the number of votes. A council of 220? to reach a decision? Forget it! A restructuring of Faculty Council would have to be achieved.

Another issue that would be approached (providing there is a unified student caucus) would be the question concerning the re-hiring of professors and lecturers when their contract comes up for renewal. This would mean a lot of discussion and disputes on the council.

4. The student's role in his/her own education could be enhanced by the last paragraph in question three. But then, one often wonders whether students really care about their education and their college. They pay for their education through tuition fees and taxes (paid by their parents, themselves or neighbours); they invest time and work and could not care less about their teachers. Oh, they complain about this one having a chip on his shoulders, this one being boring, that one doesn't know what he's doing, etc. This idea would solve certain aspects of the problem if they'd only vote!



Pierre Cloutier

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or interview
available.



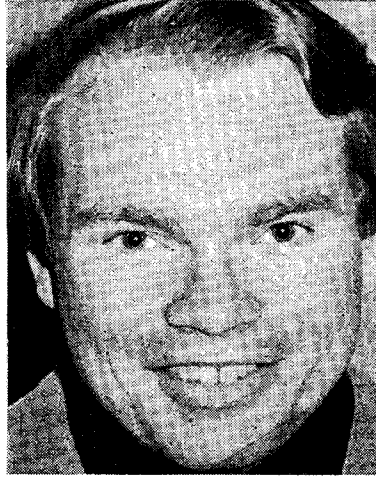
Debra Franklin

1. A united student caucus would be beneficial in communicating the students' interests in general, not in particular. Behind the scenes, certain segments of the student community could easily be modified or elaborated on if too ambitious or unambitious. Everybody would have their say, but in the end, a unified, well thought-out proposal could be presented for the over-all interests of the students.

2. At Glendon, I see the students as an integral part of the community without any substantial say in theirs and the college's affairs. The question of parity, it seemed to me, was not that we should have strived for it, but why wasn't it always here as a part of the proper learning environment? That is not the case though. I think to make intelligent decisions, you need sensitive, thinking adults with varied experiences. At the university level, I see that as ageless criterion and not only embodied in the faculty because of their degrees and teaching experience. We are not puppets or students simply interested in our own self-interests; we are responsible adults with many resources to draw from. Because of this I feel we should have a major role in the decision making process, rather than a token role as it is now. We could achieve this, in the preliminary steps, through parity on Faculty Council.

3. I feel that the student caucus should put forth a proposal to look again at the possibility of a pass-fail system at Glendon. The paternalistic attitude of the faculty must be proven to be unsubstantiated and that such a system would not weaken "incentive for students to strive for academic excellence."

4. First of all, education must be defined. I do not see it simply as lectures, seminars and essays that must be dealt with in five courses; it is the co-habitation of individuals in an academic community. But the definition must be broken down even more, i.e. Glendon College vs the "super-university." Universities producing the professional elite, but the greatness of the "super-university" is a basic reason for producing these people. This is where I distinguish Glendon and the role that students can play in their education. Due to its physical size, Glendon could conceivably become a truly democratic community where student and faculty could co-operate in the interests of the learning process. The students' role should therefore not be passive, but an active participation in the analyzing and planning of his/her own education.



Stephen Frazee

1. There are both advantages and disadvantages of a united student caucus. A united caucus would not be beneficial if it became an uncompromising body of opinion. Nevertheless, the passive acceptance of the decrees of the ruling bodies of the university is a much more unacceptable framework. The unity which we should seek is organizational unity. With a better knowledge of procedures the student caucus would be able to make a greater contribution to the Faculty Council, committee and caucus meetings. Hopefully, this would be an important step towards the democratization of the university.

2. Parity is essential for two basic reasons. First of all, it would generate and make possible greater student involvement in the academic affairs of the university and create a greater awareness of the issues which embrace the college today.

Secondly, parity would bring about a better discussion of ideas and suggestions thus, enabling the student to have a greater voice in those matters which pertain to his or her own education. The line of communication between the university and the student must be widened before the link is broken.

3. If parity on the committees of Faculty Council is achieved then the most important step towards the democratization of the university will have been accomplished. At this time the student caucus should seek to obtain larger student representation on the Glendon College Faculty Council. The fact that there are over twenty candidates in this election indicates that students are both willing and ready to play a larger role on the Faculty Council and its various committees.

4. The student's role concerning his or her own education should be an active one rather than a passive one. The student should speak out on issues which affect his or her own academic life. Nothing could be worse for any educational institution than a student body which has been neatly fitted into an ironclad mold. One does not have to be a radical in order to be the initiator of new ideas — one only has to be interested enough in making one's university education more relevant.



Bruce Maltby

1. Besides the obvious benefit of greater voting strength in Council, a united student caucus would encourage faculty to give more consideration to student demands. A unified and co-ordinated caucus would also stimulate more interest in Faculty Council affairs by impressing the student body as a more effective bargaining force in dealing with the administration.

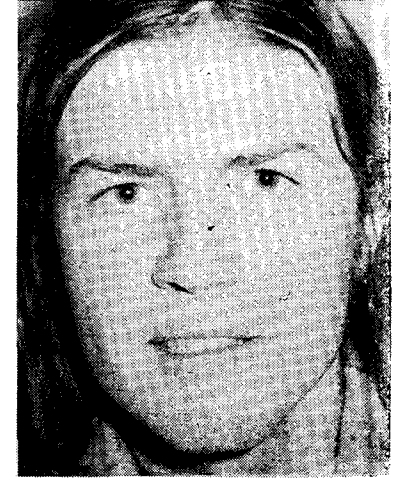
2. 4. I believe that education necessarily implies involvement and participation in community affairs as well as academic instruction. The stronger student voice which parity would give us would encourage more popular activity in the Glendon community at both the primary and administrative levels. Parity would also give more politically conscious students the opportunity to obtain firsthand experience in college government, and help to realize the philosophy of education as participation. How can one claim to have been educated when the decisions which shaped his academic life were made without his playing an active role in the process?

3. Never having served on a Faculty Council committee, I do not really feel qualified to make concrete recommendations regarding procedure, function and organization.

1. Un caucus unifié des étudiants, en plus de nous le bienfait évident d'une plus grande force de vote en Conseil, obligerait les facultés à donner plus de considération aux demandes des étudiants. Puis il stimulerait plus d'intérêt aux affaires du Conseil en apparaissant comme une puissance de négociation plus efficace.

2. 4. Je crois que l'éducation implique nécessairement l'engagement et la participation dans les affaires de la communauté en plus de l'instruction académique. La voix plus forte, que la parité nous donnerait, encouragerait cette engagement dans la communauté de Glendon aux niveaux primaires et administratifs. La parité donnerait aux étudiants politiquement conscient plus d'occasion d'obtenir une expérience de gouvernement d'école, et serait un pas important vers la réalisation de la philosophie de l'éducation comme: participation.

3. N'ayant jamais travaillé sur un comité de Conseil des Facultés, je ne me sent pas assez informé pour faire des recommandations précises. Cependant, je ne peux pas comprendre pourquoi des comités comme celui de la Planification Académique et celui des Normes Académiques ne possèdent qu'un étudiant alors que ceux de la Librairie et de la Bibliothèque en possèdent plus.



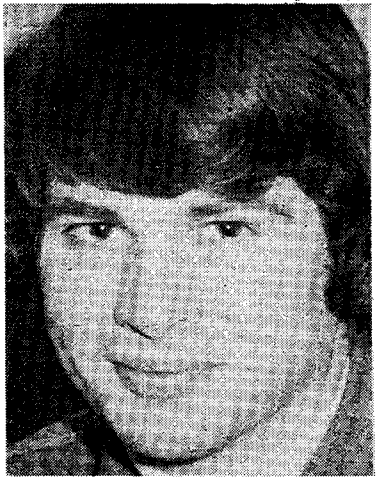
Jim Martin

1. None. For a student caucus to adopt one policy and vote as a bloc in council would be an unfortunate development on two accounts. First, it is quite unrealistic to presume that the diversified interests of 1200 students could be fairly presented through one unified policy. Secondly, bloc student voting contributes dangerously to the polarization syndrome which is a dis-bloc student voting contributes dangerously to the polarization syndrome which is a disturbing aspect of council manoeuvres, whereby many students and faculty seem eager to pitch themselves against one another in some sort of power struggle.

2. The kind of opposition presented by both students and faculty to the recent motion on committee parity indicates that this is an inappropriate time to drive for parity on the council itself. The question arises as to whether students are weak and incompetent or suffer alienation at the hands of a delimiting structure. But students must be given at least the opportunity to participate in the college that in the next two years they can earn the respect they now lack. During this period discussion on parity on the council itself would be best directed through a re-established committee on college government. It is a good time for students to assert their worth rather than give credence to the views of those who see committee parity as an immature drive to power.

3. Parity is a goal that must be tactfully pursued. Students must also direct discussion to a streamlining of council structure, now unwieldy, inefficient, petty and boring. It would not be surprising to see faculty opposing the loss of their blanket voting privilege more vehemently than the issue of "To try and open several courses to involvement in the community seems a fine goal, though again the faculty frustration factor will be high as a group of resolved academics assay to preserve the ivory-tower of learning. In general, I rest suspicious of academic reforms but am calmed if they seem to point to enlivened participation in learning by students. Academic standards are the only weapon we have against people coming here and doing nothing.

4. To learn. The students must establish their interests and choose the structure best suited to aid him in their pursuit. If dissatisfied with his progress the student must look first to weakness in himself, and then to the potential frustration function of the system that involves him. At this point he must strive to adapt that system to his needs to the point where his interests conflict with those learning with him. At this point he must leave the system.



Tom McFarlan

1. That a student caucus must be united to implement social and academic reforms at Glendon is obvious. What might not be as apparent is the role it could play in overcoming one of the primary afflictions I see evident every day — indifference and apathy as to the outcome of these desired reforms.

By working in a united fashion, with full attendance at all meetings and acting, when necessary, as a lobby within the Faculty Council, the caucus could operate as a catalyst in generating support amongst the student body for increased student participation in the decision-making process.

2. In his statement in the Glendon calendar, Principal Albert Tucker makes the following assertion:

"Altogether it is hoped that the programme at Glendon will provide the direction and the freedom which together lead to self-discovery, to confidence and maturity, above all to the compassion and the understanding which must lie at the heart of all our knowledge about man in society."

If indeed Glendon is to inspire and provide direction, freedom, confidence and maturity, for the student, then full and equal participation on Faculty Council is not only desirable but imperative. Achieving parity would demonstrate the faculty's acknowledgement that they sincerely desire the ultimate possibilities of student participation.

3. A serious study into the possibility of replacing the present method of marking with a pass-fail system.

A genuine effort to reverse Glendon's decreasing residential population. Great stress has always been placed on the need for a large percentage of Glendon students to live on campus particularly for the success of the bilingual experiment. One way this could be effected is supporting and activating the suggestion made by S.C. President-elect, David Moulton, to change part of the present residence system into a self-contained operation.

The establishment of a student urban research group which could render services to such organizations as rate-payer and resident associations in our community. The taxpaying public who contributes substantially to the funding of this college might well appreciate a greater acknowledgement of their efforts by our interest in serving their community interests.

4. The student must realize that in the final analysis, it will be his/her own initiative and diligence that will ultimately determine what he/she will get out of the educational process.



Gary O'Brien

1. The benefits of constantly presenting a united front of student opinion regarding the issues pertinent to Faculty Council discussion would be small indeed mainly because it would falsify the concept of student representation (which is what democracy is all about). Students rarely see things the same way so why should they be voting as a bloc all the time. However, on important issues, namely parity, when it is apparent that the vast majority of students are of one opinion, a united student caucus would make the chances of victory much greater. It is most regrettable when a student representative breaks with caucus on these issues.

2. At this point in time, I do not believe students need parity on Faculty Council namely because it is not necessary in achieving the desired goal of giving students the power to make an effective contribution to the decisions which affect their academic lives and the structure of the university of which they are an integral part, for such a goal can be brought about by having parity on all committees of Council. Most of Council's work is done at the committee stage and it is there that parity is most needed. Achieving parity at the council level itself is a battle which eventually will be fought but hopefully not by next year's Council. There are other and more important battles to which we must turn our energies.

3. The first thing caucus should do is reform itself. Caucus met too infrequently this year, it made few attempts to communicate directly with students, it conducted no independent studies on relevant issues (like parity, student aid proposals or a review of the Wright Commission), it made few attempts to pressure student reps to attend meetings, its parliamentary tactics were mediocre (and there I am being kind) and its relations with the Student Union were uncoordinated, if not uncooperative. For a start, caucus should structurally organize itself (elect a chairman and hire a secretary), should properly fund itself (through student council) and obtain space in the Student Union Offices.

4. All learning should be an enjoyable process and every student has the right to ensure that it is.



Eleanor Paul

1. The caucus could help each rep to discuss matters coming up in council with other reps and so be better informed. Since students are greatly outnumbered by faculty, the students are best to work out their policy together, when possible, and work together within the council for their ideas. Also, the caucus can help by keeping the student reps informed of what is happening on the various committees.

2. Glendon is, in theory, a community and an experimental college. Parity is totally consistent with these goals. Students are as much a part of this community as are the faculty. As such they should have an equal say in the running of the college. Parity isn't even very experimental anymore. It's already been used successfully at Algoma College and the University of Alberta. Students aren't going into the council just to disagree with professors. They have as many different points of view as anyone else. This also is a point for parity since greater student membership would enable a better sampling of student opinion in the council. It is in the interests of the faculty council to be a united body before they will have to deal with the results of the Wright Report. It is also good for students to be involved in their own education and the decisions which affect that education are mostly made in the faculty council. Some professors have argued that their superior education gives them better qualifications for the council than the students have. I will concede that they are more knowledgeable in their fields, but none of them has a degree in faculty council. We all work from much the same basis of ignorance. Professors have complained for a long time that they have had to spend too much time on committee work. You would think that they would welcome a chance to have half of that work taken over by students. I realize that this will require a restructuring of the council but I'm sure it can be done.

3. The faculty council should also reconsider the marking scheme introduced by the Wolfe-Mackenzie Report. It seems to have caused a great deal of trouble.

4. An active one. The professors on this campus are generally very open to their students. A student should be willing to seek them out for additional information about their education. If there are problems which disturb him about the administration of the college he/she should use the faculty council or students' council to try and solve them.



Paul Pellman

1. There are a number of benefits which would result from a united student caucus. Firstly, it would strengthen the voice of the students striving for reforms on Faculty Council. Secondly, I have been told by reliable sources, that a new room is to be opened in the Student Council offices where any student may come and voice complaints or just talk with student caucus members. Such a service would provide communication outlets in such matters as a pupil's dissatisfaction with a professor. Finally, programmes such as the one mentioned above, established by a united student caucus would give the student a sense of belonging. This in turn would certainly lead to the development of greater student participation in Faculty Council — a vital force in our fight for parity!

2. Why should students have parity on committees on Faculty Council? As students, we are alienated, we are powerless, we are mere consumers in our education. This is a huge block in the learning process. The solution is obviously a stronger voice in administrative decisions. Some faculty members have expressed fear of parity because they feel it is the first step in a complete student take-over. This view is actually a direct result of having only eighteen student members on Faculty Council which forces them to act as a bloc. However, parity would eliminate this factionalism, would bridge the student-teacher gap and strengthen the council as a whole.

3. Besides parity, there are a number of reforms which I would like the student caucus to seek. Among them are: — to develop the French sections in our library — to find alternatives to our rigid credit system. These alternatives would give an individual the right to pursue his education in any manner which is deemed best by him/her. — greater autonomy for the Glendon Bookstore.

4. A.S. Neill, who wrote Summerhill once said, "There is very little that freedom can't cure." Freedom, I think, really means freedom to choose. This role, some form of participatory democracy, is an imperative for the student at Glendon College.



Daphne Read

1. In terms of making decisions in Faculty Council, I don't think a united student caucus is a good idea. It would be an artificial representation of the student body if the caucus presented a united voting bloc. It would also tend to polarize or create a student-faculty conflict rather than encourage cooperation. I think that the consensus principle of decision-making is very important. Everyone should express an opinion with discussion of conflicts, thereby arriving at a better decision as a result of group effort.

Discussion of issues should take place in the caucus and it should be concerned with informing and involving the rest of the students.

2. Parity on Faculty Council depends on the restructuring of Faculty Council, in my opinion. If the students are to have parity with faculty, both faculty and students should be elected on a representative basis.

I support parity on Faculty Council committees. Students have a different perspective to offer. The more views the better the decisions and the greater the variety of ideas to explore.

Parity is not necessarily the answer, but in a small college like Glendon, which prides itself on its experimental outlook, it is a worthwhile change to try.

3. The student caucus should support the re-institution of the Committee on College Government, with a firm commitment to implementing its recommendations.

One of the things badly in need of re-evaluation by the entire college community is the bilingualism ethic. It's not working nearly as well as it could, in my opinion. For one thing, the student body is divided politically on the campus into French and English groups, with very little exchange between them.

Courses and the role of the French department in relation to the rest of the community could be improved. It seems to me that our community relies far too heavily on the French department to promote the ethic. Many more anglophones as well as francophones should be involved.

4. You get out of education what you put into it. On the academic level, I think students should be much more involved in experimenting in their seminars, as well as participating in discussions.

Participating in the community is a really vital part of education. Students should have the opportunity to participate in decisions affecting their education and to experiment with means of learning other than the traditional ones. As far as I am concerned, this means a commitment to continuous growth of the individual and society.



Hubert Saint-Onge

1. The student caucus should unify the student voice in the Faculty Council. By providing a forum where the opinions and different ideas of students can be put forward and discussed, student impact on the floor of Faculty Council could be improved. Actually, I think that the student caucus should become a committee of the Faculty Council, which could make more efficient the student participation in F.C.

2. Students should have parity on faculty council to make them more involved in the college. The new responsibilities created by parity will make the students' participation more complete. Students, instead of accepting passively university decisions, will now be an integral part of the decision-making process. This is progress.

3. Anything that concerns the students in the college, and the college in general should be studied by the students. The student caucus should not be used as a stick to hit the faculty. Issues should be objectively examined, although student oriented.

4. It is obvious that the student is the centre of education. He should have a full voice into what is happening to him. The education process is often oriented to the structures that provide the education. The student should have a voice to remove this bias.

Helen Sinclair

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or interview
available.

Helen Sinclair is an exchange student at Laval this year.



Barry Smith

1. The suggestion of a "united student caucus" can be taken at least two ways.

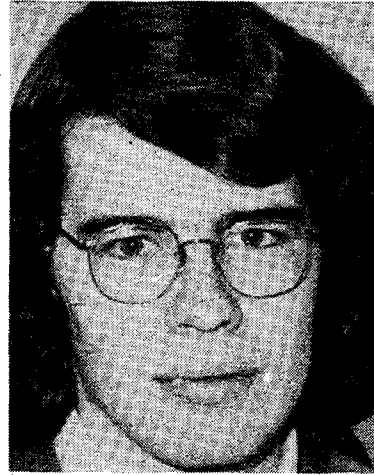
I am strongly against any attempt to impose bloc voting by the student members of FC. To do so would be to effectively limit the scope of student representation.

On the other hand, I am in favour of a student caucus which meets at times other than actual F.C. meetings. In this way unity can be taken to mean the distribution of information gleaned from committee meetings, knowledge of what will be coming before F.C. and its committees, and what the views of the student representatives are on these matters. When this information is brought back to the committees, the function of unity is fulfilled and the worth of it is demonstrated. To a large extent this procedure is carried out at present — if not always formalized under the structure of a meeting.

2. With respect to committee parity, I don't know why all students 'should' have it, mainly because I don't know the perfect state of affairs. I will, however, state my own views. I support parity in committees on an experimental basis. One can point out, a priori, some possible outcomes. The F.C. debates helped to do this. However, I feel that these speculations must be compared to the outcomes of a demonstration before the net worth can be decided. It is my opinion, however, that any demonstration of full parity should wait until the results of committee parity are supplied.

3. One reform I would like to see is that all student caucus members become aware of what is going on in F.C. Too often caucus members will concentrate solely on their committees. Some internal unification is necessary. If this small 'reform' is accomplished, then and only then can varying 'reform proposals' be posited with any degree of credibility.

4. I see education as a consumption good which is offered with certain constraints. One makes a decision as to where, why and how much of this education he wants. The reasons why are personal and vary from person to person. If we substitute Glendon as the place 'where', we are in a position to view the constraints. (see the Calendar pp. 11-113) I am not proposing that "either you take what Glendon offers or leave." Changes in the regulations and offerings of Glendon occur continuously. Students are expected to express their interests and are urged to do so at all committee meetings. Education is not simply dependant upon the transfer of ideas, information and critical processes, it is also a function of social change.



John Spears

1. A unified student caucus is presumably a body composed of student Faculty Councillors whose purpose is to define policies acceptable to most of its members so that they may plan and act in concert. If students are overwhelmingly outnumbered on Council a caucus is the only means of effectively representing a student perspective. But concerted action, i.e. bloc voting, is a clumsy way to represent the spectrum of student opinion. Parity on Council should obviate the need for such an essentially defensive instrument as a student caucus.

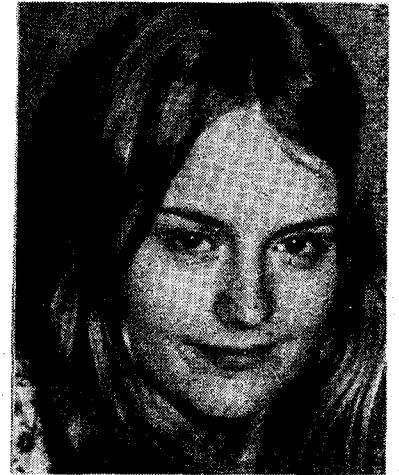
2. Students should have parity on Faculty Council and its committees to permit a greater number of students to determine the nature of Glendon and the education it provides. A greater number of students on Council should increase the variety of ideas expressed and force all students to think more seriously about actively planning their own education. Making students responsible for their ideas by giving them power on Council to vote for them should ensure that the ideas are reasonable.

3. The students on Faculty Council should encourage the development of course unions by promoting the appointment of course union representatives to FC committees. Students representing course unions should be responsible to their unions.

Glendon students at Laval this year are being graded on a pass-fail basis. This option should be open to any students who feels letter-grading contributes nothing toward his/her education.

Faculty Council should evaluate all courses taught at Glendon and publish the findings.

4. The student should be basically an asker of questions and a disbeliever in answers, whether they are provided by himself or his teachers. The present system establishes the teacher as the asker of questions and therefore the director of inquiry. The goal of education is to arouse the student's curiosity and to make him/her ask questions that have not been asked before. The teacher must try to whet this curiosity, not satiate it.



Diane Travell

1. An active, united student caucus would be able to organize effectively around issues as a group.

2. Parity should be fundamental to college government. I disagree with Professor Brückmann's analogy of students as sheep that need to be led. I think that students can be as aware of the rights and wrongs of education as are the professors. We have just as much right, therefore, to be "shepherds".

3. General student-faculty complacency and the introduction of the unilingual stream have destroyed the experimental spirit of Glendon. There are many reforms that the student caucus should seek: greater student participation in decisions concerning hiring of professors; the introduction of more student-generated courses; the abolition of general education requirements; and the implementation of a pass-fail system.

4. The student's primary reason for being in school is to learn, and to become more self-aware. Education should not involve competition or status, but rather an active two-way communication of knowledge between student and professor.

No photo

available.

Barry Weisleder

1. An active student caucus, united around critical and democratic demands is absolutely essential for there to be any valuable work done. Of course, any serious movement that's to be successful must be broadly based at the classroom level; but it's at Faculty Council where the structural struggle can be focussed. It's there that much of the argumentative research must be done. It's from there that much of the organizational and political leadership must come.

Students have little but taken say at this college. In the past they have been pitifully disorganized and timid. In the future they must be intelligent, assertive and together.

2. Parity is worth working for because human equality and self-determination are worth working for. The struggle for parity on Faculty Council symbolizes the struggle to democratize fully the educational institution, as well as all other institutions in class society; to wrench them free from their profiteering and war-making masters (\$2.3 million worth of military research was funded at York this year), and their ideological handmaidens whose function it is to rationalize the cruelties and injustices of the system we live in. The fight for parity is pivotal in that its achievement opens up the possibility of re-structuring, and re-distributing power throughout the whole college, and changing its nature in relation to our society.

But we'll have to do more than simply pass resolutions to get these things done; in the final analysis, we may have to be prepared to strike.

3. Of course, we want to share equally in the determination of course formats and content, in hiring, firing and promotion, in evaluation standards and procedures (abolish compulsory exams!), in the consideration of petitions, the formation of timetables and regulations and registration procedures, plus the loosening of admission and degree requirements. But, for that to be possible in the future, we must now focus on the fight for parity on Faculty Council.

4. If education is a developmental life process, then one doesn't have a mere role in it, one lives it! The university must be remade to contribute to this growth by its provision of human and material resources to be used by free human beings on their own terms, working collectively to create a better world. The class nature of our institutions, the arrogance of 'scholarship', the elitism of its pecking order, and the dinosaurs that perpetuate it, must all be thoroughly smashed.

In that place we'll establish co-operation, openness, unconstrained creativity, and a commitment to concern and activism.

Debbie Wesley

(WITHDRAWN)



John West

1. I don't believe that I'm in favour of the concept of a unified student caucus. In my view, it has one basic fallacy. I presume that students and faculty are necessarily working toward divergent goals, which I don't think is true for one minute. With a unified caucus, the possibility for a "students versus faculty" situation to exist in Council is all too great. Some might say that such a situation exists already; if it does, it shouldn't and a unified caucus can do nothing but widen the cleavage.

2. I believe that "parity" is a valid demand for students today to be making. It is no less than a basic right. If we accept the reality that students are as much the College as are the faculty, then we must accept the reality that they have an equal right to participate in the decision-making process. From my experience at Laval, I can affirm that the fight for parity is a difficult one. Students here went on strike for three weeks over the issue and almost had their semester cancelled in the process. In the end they lost the strike. However, the issue here is by no means dead. I feel I could perhaps offer a different perspective on the question as a result of the whole Laval experience.

3. The question of "pass-fail" is still a very important one. The Glendon students here at Laval are on the pass-fail system; indeed we are probably the first Glendon students ever to do a full year on pass-fail. Hopefully we will be able to offer an insight into the question which could be valuable to others. Another important question certainly has to be that of the future of exchange programmes, such as the type we are on. Even though the Laval exchange was badly organized, it has been a worthwhile experience. I do believe that Faculty Council is the place where the problems of future exchanges can be worked out; it is only fair to students on future exchanges that this be so.

4. Students should be able to play a role in all facets of the decision-making process, and parity is probably a valid way to do this. With students involved directly, the education process might take on a new direction; a direction where the university becomes more a part of the community. Getting students out of the classroom and into the community is something that has been continually talked about; but no one really knows what it means. It is about time that it started being explored.

John West is an exchange student at Laval this year.



Pauline Wingfield

1. A united student caucus would perform three functions. I think there is a lot of confusion on the part of students as to what duties Students' Council and Faculty Council each perform. A united caucus would eliminate this problem, which I think is one of the causes of apathy. It would also represent a single, more coherent student voice on issues; and with greater participation would result in a more concerted effort to achieve reforms.

2. I do not believe parity on Faculty Council committees is needed for student opinion to be recognized and taken into account in committee decisions. To say that it is necessary is to say that Faculty Council has been ineffective up to this point, because of the absence of parity. Faculty Council parity is not analogous to the serf versus king struggle for suffrage as someone mentioned in the last Council meeting. It is not being argued that faculty has more native intelligence and so should have a greater voice. It is on the basis of education and experience.

3. Students' Council should form a committee to oversee the decisions of PRO TEM (although this won't be popular with PRO TEM's staff). For example, in the last provincial election a full-page ad was donated to the NDP. Although this was accomplished with student money, students had no voice in approving or disapproving this decision. A Council Committee would help to assure that PRO TEM was more representative of student opinion. It is entirely different if an elected committee makes a decision such as to donate funds to a specific group, than if a group of people not responsible to student opinion decide to do this. The Curriculum committee should also seek to integrate practical experience with regular course material when possible. For example, a sociology course in mental illness might involve student activity in a mental hospital.

4. The student role in education should be an active one, as mentioned above, since this reinforces the learning experience, and hopefully, stimulates greater interest.



Helen Wood

1. Student interests can hardly be represented by a divided student caucus. Though complete solidarity may seem unrealistic, some type of consensus should be reached before students attempt, as a body, to present student views to the council.

2. The academic side of college life is obviously of greatest concern to all students. It seems very one-sided that the "Chiefs" should attempt, without consultation, to rule alone on issues concerning the "Indians"; their present situation and their future. The process of decision-making, in itself, is a very important one. It holds invaluable experience for students that can only help them in dealing with their own problems in the future.

3. Where to begin is a real problem. Reform of general education requirements should be investigated. Also, the question of having to petition to withdraw from a course before or up-until the withdrawal date is another. There are many more, but the main question is whether we are here to play 'hide-and-seek' with the administration or to learn.

4. The student should have maximum control of his own education with the guidelines of 'competent' faculty assistance. When the university performs functions for students, it avoids that point in time when the student will come face to face with bureaucratic red-tape in the outside world. Participation will always be the best teacher. Protection only fosters the suspicion that the 'problems' aren't really there, but are created by those that do the protecting.

Second year takes G.H.L. crown

by BROCK PHILLIPS

The Coke and the Uncola flowed again in the dressing rooms of the Proctor Field House as another championship was decided. This celebration, held on Wednesday, February 11 in the visiting

team dressing room deep within the catacombs of the Glendon Garden section of the Proctor Field House, was hosted by the 2nd year team in honour of their convincing but not surprising shellacking of 1st year to win the G.H.L. Imperial Margarine Crown. "Tell them the score was 11

to 3, and I was the story in the game," said stand-out goalie Russ Gillman.

The game began with the frosh roaring into an early 2 to 0 lead and ended with them blowing their 2 to 0 lead. But after Bob Petrinc scored the first goals for 1st year the score-keeper turned her full attention to the 2nd year side of the ledger.

Petrinc's goals came on hard drives from the blue-line and seemed to catch goalie Russ Gillman sleeping. He explained later that he missed his usual pre-game sleep due to an exciting economics lecture and had been catching up when the first two shots got by him. He added that he woke up though when the shots started whistling around his feet.

The next fifty-five minutes in the sixty minute game belonged exclusively to 2nd year. Mike Thomas, who came out of retirement especially for the game (Coach Jean Lemay said that a private showing of his magic tricks was the impetus for Mike's return) started the ball rolling. Using a blinding series of moves that dazzled the largest crowd of the season and also six 1st year players, Thomas provided the first and second 2nd year goals. His scoring string was broken through by Steve Marchessault who flipped the third goal into the net.

Thomas quickly recovered his scoring form in time to complete his first hat trick. Then Rick Stainsby and Steve Marchessault achieved glory-seeking status by scoring goals. In a supreme effort to get his name in the paper, Dave Bryan then raced the length of the ice to blast a head-high drive by a prostrate frosh goalie.

Meanwhile Mike Thomas explained that he was getting worried that his name was not making an impression on the

scoring list and so he went on a scoring spree that netted him three more goals and was only interrupted once when Yves Gauthier, this year's winner of the Lady Bying Trophy for gentlemanly but skillful play, scored once. Thomas' sixth goal was disputed. It seems that the puck touched the tape on Steve Marchessault's stick before entering the net. After the game he pointed to the mark on the black tape that the puck had made. Unfortunately for Steve, Bonnie Stanton, the official scorer, became excited when it seemed as if Thomas had got the rare double hat trick and wrote his name on the scoring sheet. As the pencils are not equipped with erasers, she was not able to correct her mistake and the goal was awarded to Thomas.

"Remember to mention my last goal," said Bob Petrinc. "It put us right back in the game and would've sparked a come-back if there were more than thirty seconds left in the game."

In a post game interview coach Jean Lemay was asked what he thought made the difference in the game. "We were better," said Jean. (Ed. note: Translation from French was done by Sydney who is fluent in Latin and Chinese). Queried about the absence of star defenceman Greg Cockburn, coach Lemay replied that he had been suspended for missing a bed-check on the last road trip. Later the curious PRO TEM reporter asked top goal scorer, Animal Gilbert, why he failed to score. He answered, "I become embarrassed everytime I read about my thrilling exploits in the paper and so I wanted to share the glory I usually receive with my hard-working team-mates."

Earlier in the week in previews to the final 1st year edged D and E house 4 to 3,

and 2nd year thumped B-house 7 to 2.

For 1st year it was Bob Petrinc who provided the scoring punch with 2 goals. His efforts were backed up by single goal efforts by Buzz McLean and Don Grigor.

The three D and E house goals were provided by the triumvirate of Richard Loughheed (Yes Don, I'm sure it isn't His son), John Frankie and Tom Kemp. The Animals would like to thank all the fans that came out to cheer them on during the season but were missing when they lost this game.

Later in the evening Steve Marchessault's 2 goals, Bob Conacher's and Yves Gauthier's single goals provided 2nd year with their margin of victory. As an added inducement Rick Stainsby and Warren Smith also scored. John Moodie was in a good mood when he finally put the puck in the net.

John Wheelehan and Wayne Langlois made the game interesting for B-house fans with a goal each. Barry Smith is pleased to announce that John H. Riley got his just reward and was not able to find the net throughout the game.

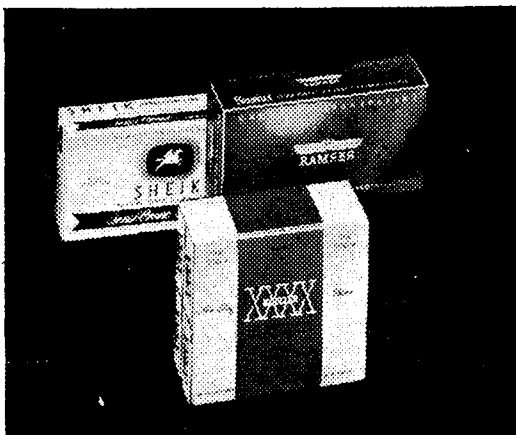
"Guess what I am going to do on Thursday afternoon," whispered Andrew McCalister. to an uninterested PRO TEM staff as he unzipped the cover of his ping pong racket. After the usual bright comments (Going fishing? Swatting flies in the Versa Food kitchens? Subbing for the Masked Beaver in the up-coming Guerilla Conference?), Andrew patiently explained to the ever quick staff that he was playing in the men's intramural table tennis tournament. Just think, five tables, no waiting. With that, Tome Crepnakonic burst into the office and exclaimed, "I'm so great, that if I was Chinese, I would be world's champion."



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Glendonites come across half-way

by CLIVE HOBSON

It wasn't exactly your "Wide World of Sports" extravaganza; but the six students that crammed and jammed their way into the CKFH ski cruiser had the enthusiasm, confidence and psyche of the Argonauts heading for their first Grey Cup game in twenty years.

Led by their coach, the indefatigable Jamie Doran, they comprised an all star collection of athletes carefully screened and selected from the University of Toronto (Peter Bellam, Robert Potts, David Courtney), Queens University (Chris Punter); and last but not least Glendon College (myself and the aforementioned Jamie Doran). They represented a formidable array of athletic excellence, stamina, intestinal fortitude and sheer stupidity as they prepared to tackle the nemesis of all Ontario residents, living the good life — here, by the mighty St. Lawrence in the dead of winter and on the final day of the Quebec Winter Carnival.

The race, almost unheard of outside "la belle province", has a history that dates back almost seventy-five years when the only method of crossing the River was by ice boat. The tortuous event has survived to become the most exciting spectacle during the two week carnival. Anywhere from ten to twenty, five-man crews enter each year and while most of the teams come from Quebec, there is one annual entrant from the city of Calgary. This year was the second in a row that a team from Toronto made an appearance.

The whole idea behind the race is a mad scramble across the semi-frozen wastes of the St. Lawrence. In some places there is nothing but fast-flowing open water, then suddenly, it's up onto mammoth ice floes, heaving and dragging the four hundred pound boat until you again meet open water. Plunging recklessly back in, you must battle the current as it carries you three hundred yards further downstream. Then comes the slush — too thick and gushy to row or paddle through, and too soft and unstable to jump out and run across. When you reach Levis, one and a half miles across the river from Quebec City, you must turn around and battle back across to a point about three quarters of a mile downstream from your starting point in the Basin de St. Louis, then do a stamina sapping sprint against the current back to the finishing line at the Basin. All this is accomplished in sub zero temperatures, high gusting winds and with a tide that changes direction in mid race.

Not to be deterred, the starting crew, most of whom had won their place by default, and our knowledgeable and enthusiastic coach, J. Doran, prepared for battle. Throughout our intensive training period that lasted almost twenty minutes, we kept reminding ourselves that first prize was a thousand dollars. This, plus the burning desire to beat the French Canadians at their own game, led to a five-thirty a.m. curfew the night before the race!

It was up and at 'em at eleven-thirty the next morning, and as they say in cheap novels, race day loomed bright and early, with coach Doran barking instructions we began



a long period of loosening up exercises. Equipment was handed out and we began dressing. First the tape over all the unlikely limbs, next the long underwear, several layers of sweaters and tee-shirts official team blue jeans and finally official team sweaters. That done, we couldn't move, so we undressed and began again.

Meanwhile, fully dressed for action, the boys were making their way down to meet their Waterloo. Heavy traffic, slowed our progress to the starting place and with excitement resting heavily on our young shoulders, we flashed our race identification card and began a mad dash through red lights, one way streets, and along sidewalks to make our destination barely forty minutes before the start of the race.

The starting Basin was a scene right out of the Indianapolis 500 as marching bands hovering helicopters, gaping spectators, three television networks, assorted members of the press, (PRO TEM was conspicuously absent), race officials; and assorted hangers-on were all around.

Our obvious professional appearance immediately drew attention — seedy University

of Toronto hockey sweaters; army surplus team tuques; army surplus mustard gas rubber boots, conspicuously taped and folded so as to draw one query asking why we were wearing garbage bags on our feet. Ice crampons completed the comic picture; coach Doran did a remarkable job of taping them on and conducting an interview with a film crew from CBC. A crew from CBS went to great lengths to get a down-to-earth view of our footwear; and a fat overzealous CFTO camera man fell through the ice attempting to get the boys on film. More pictures followed as we performed histrionics while we dragged our rather heavy boat to the starting line.

Oh did we look professional at that starting line — warm ups caused a few lost crampons; rocking the boat back and forth for an accelerated start only caught us unfortunately on the back slide and caused us to fall ten yards behind the gun and twenty yards further on, three of the crew fell neck deep through the ice. Unperturbed by these setbacks we plunged on, rowing like crazy men to make up lost ground; and for one brief ludicrous moment we actually believed we could get the boat in front of us.

That foolish notion out of our heads, we began the more reasonable task of reaching the other side. With a coordinated team effort that resulted from weeks of intensive training, we commenced rowing in four different directions. Our three helmsmen (?) frantically belloyed instructions and the fight was on. We reached our first ice flow and as we went over the top, our wisely selected 210 pound bow man leapt over the side and through the ice; my turn next, scrambling, heaving, clutching, drowning ... ah the strong arm of helmsman number one plucking me from sheer death.

Obviously there was a need for some crew realigning ... weight to the stern, with the lightest member of the hardy crew taking over the laughable chore of steering our fortunes. Weight in the middle ... wait we've lost an oar ... "that's okay", one bounding mariner exclaimed, "we'll just drift back with the current and catch up with it!"

Our nautical knowledge and river savvy was obviously catching up with us. The boat had begun leaking and we had begun tiring. Wisely conserving our energies, we rested only to discover we were caught in a treacherous, but quite normal down-current — only one hundred yards to Levis, Could we make it? With the cheering, screaming fans urging us on, we rowed and rowed ... no ground was gained. "Head for the ice, we'll drag it", one wise sage suggested ... over the side ... nothing but slush ... that was becoming an all too often occurrence. The shore was fading ... two hundred yards .. three hundred ... quarter of a mile. It soon became evident that it was no longer a question of finishing, merely of surviving.

As the current was carrying us further and further downstream, concerned helicopter pilots zeroed in on our hopeless situation. At last a substantial iceflow enabled us to

heave the waterlogged boat onto "terra firma". The redoubtable Jamie Doran, watching in awe from shore, pointed to "his boys" on the river. The boat empty, we plunged back into the river. It was growing dark — if only we could reach the shore. The situation was growing serious spirits were flagging, bodies were aching and cold — we had been on the river for over two and a half hours. There had to be a concerted effort to reach the shore! Somewhere from deep inside our spirits we dragged up the reserves of our strength. It was a herculean effort, unparalleled in the river's long and proud history. Yes we were gaining ground ... less than a hundred yards to shore. Straining to the utmost, we surpassed even our wildest hopes as we crashed into the shore. Exhausted both mentally and physically, we scrambled onto dry land. Chilled to the bone but ecstatic over our superhuman effort, we searched for shelter.

A Russian freighter anchored nearby, offered us our only refuge. With trepidation we trooped on board. Under the steely-eyed glance of the nervous guard ... making motions of hunger and thirst, we were taken to the officer's mess; caution and tension was in the air, as we exchanged guttural grunts and aborted Russian. Gradually the situation warmed, and food was brought to the table. Then wonder of wonders, the incomparable Doran arrived on the scene, resplendent in his glowing pride and very suitably equipped with a case of Labatts 50. From that point on it was all downhill, the ice had been broken

It was six hours later that we emerged from the depths of the Russian boat. Wearing the garb of our new found comrades and clutching souvenirs of our exchange, we prepared to treat them to a rare old north American symbol of friendship, a few fast beers in the local pub.



This merry group of men comprise the loaded crew of the H.M.S. Export A which floated across the St. Lawrence in record time.