French reps reject publishing evaluations

The representatives of the first year French courses have rejected a proposal that the results of a teacher evaluation questionnaire be made available to new students in French before registration in September. In a meeting last Tuesday they did, however, agree to ask the French department to distribute the results to all students before students register in their courses.

They will not approach the French department until after a function would be made available to new students.

Students at the meeting felt that professors shouldn't be able to go into the classroom knowing they had been pre-judged. "If we were to rate them alphabetically, they would change their method of teaching," one student said. If students already knew the professor's rating (one-star, two-stars, ... then they hypothesized, then there would be no incentive for professors who would test the professors to the utmost limits of their potential.

The issue arose when the French department announced it would be distributing a teacher evaluation questionnaire probably next Wednesday, in "les cours de langue," that is, the language courses in French 150, 151, 152, 250 and 254. According to the French department, it will serve two purposes: One to help the teachers improve in their teaching, and two, as a guide for the Committee on Tenure and Promotions.

The questionnaire will be distributed during the first year French courses in a plebiscite, whose first part will be tabulated by computer. The second part calls for personal responses to the professor and suggests a rating on a seven-point scale. The questionnaire was originally drawn up by two professors specializing in French, but was modified after the meeting of the French department and course reps, held two weeks ago.

A French department member who attended the meeting said the results would be made known as soon as possible but only the professor concerned and the Committee on Tenure and Promotions would have access to the results. It would then be turned over to the professor to improve his teaching. Since the same questionnaire was used last year, it would be administered each year in February, April, June and August, or lack thereof, would be duly noted, and the results would establish chances for retention or promotion.

It was then revealed that the students at Tuesday's meeting that at the time teacher evaluation has been rejected by the French department, a student was arrested and several were injured.

The University of Toronto Student's Union, a member of the Committee on Tenure and Promotions, has rejected a proposal that the students have the right to be issued with a more definite code, enacting the existing by-laws to govern the intervention of police in matters internal to the university community is not in order. Although at one time students involved in planning a more complete victory had already been attained, and that students should have faith in the administration to carry out one's promises. If the demands are not met, it is not clear whether students will be able to once more mobilize the students' union, the public's interest in the interests of big business and eager to employ the police violence to protect stability.

A week later as support for the student position grew, 8,000 students voted "yes" and 49 vote "no" in a plebiscite on whether undergraduate and the public should be allowed free access to the new library. An Open Stacks Party kept the main library, Simcoe Samuel, open all night. No police were called.

Police

Police were called on campus Saturday to eject occupiers with no warning, 18 were arrested and several injured.

Judging by the repeated comments of various speakers at the series of Senate Chamber student meeting, students have learned that the only way to deal with the university effectively when it remains undemocratic and socially backward, is to mobilize around mass actions that put forward clear demands.

The occupation of Simcoe Hall came at the end of a long trail of defeated attempts to win demands for equal access to the new library.

On Feb. 2, 1972 the Library Council, composed mostly of administrators and senior faculty, overwhelmingly rejected student demands, backed up by 4,000 signed petitions, the Students' Administrative Council, and the Graduate Students Union.

At this point it is important for students everywhere to understand the importance of this challenge to elitism and bureaucratic control, and to support their solidarity by supporting the demonstration called for Convocation Hall next Monday evening.
Public meetings to discuss the Draft Report of the Commission on Post-Secondary Education in Ontario

Public meetings have been arranged in selected centres to provide full opportunity for public discussion of the Draft Report of the Commission on Post-Secondary Education in Ontario. The meetings are scheduled to convene at 2:00 p.m. and 7:30 p.m. on the dates and at the places indicated below.

March 20  Centennial Hall, Wellington Street, London.
March 22  Ontario Room, Macdonald Block, Queen’s Park, Toronto.

Interested individuals and representatives of concerned organizations are invited to attend the meetings to ask questions of Commissioners, to make statements concerning the Draft Report and to present formally submissions to the Commission.

Copies of the Draft Report in English and French are available free from the Ontario Government Bookstore, 880 Bay Street, Toronto and from the Commission. Enquiries concerning meeting arrangements should be addressed to the Commission on Post-Secondary Education in Ontario, Suite 203, 505 University Avenue, Toronto 101, Ontario.

EMPLOIS DISPONIBLE, 1972-73

Gérant du Pipe Room  (Salaire $800)
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Date limite pour applications:  
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JOBS AVAILABLE, 1972-73

Pipe Room Manager  (salary $800)
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Deadline for applications : March 24, 1972

Dean of Students’ Office, Room 241, York Hall
letters

Bilingualism course needed

To the Editor:

Your editorial last week about the general education programme emphasized a very important point. Courses at Glendon should reflect more the needs of the student body. Too often courses are being set up without considering this significant factor. Furthermore, students have very rarely in the past pointed out to the General Education Sub-Committee what these needs are and nobody should be more aware of them than the student himself. We, therefore, could summarize the situation within the General Education Program.

Compulsory courses are being offered, and they very often oblige the student to study a subject he is not interested in. Therefore these obligatory courses should be more diversified. They should also reflect more the contemporary problems of our society and they should help the student in acquiring a social consciousness. One of these contemporary problems is bilingualism. Bilingualism is not only a linguistic and semantic problem but also a political and social issue. Bilingualism is a source of conflict in our society and a crucial one. Glendon students should receive the opportunity of looking more closely at this problem. Everybody who might be interested in taking such a course in the future, if it is offered, may sign the sheets posted on different notice boards before the 17th of March. This petition will then be presented to the General Education Sub-Committee.

Jean-Rene Laroches

Pub proposal explained

To the Editor:

In the last issue of PRO TEM, it was reported that the proposal for the general education programme emphasized a very important point. Courses at Glendon should reflect more the needs of the student body. Too often courses are being set up without considering this significant factor. Furthermore, students have very rarely in the past pointed out to the General Education Sub-Committee what these needs are and nobody should be more aware of them than the student himself. We, therefore, could summarize the situation within the General Education Program.

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PRO TEM

March 15, 1972

PRO TEM is the student weekly of Glendon College, York University, 2275 Bayview Ave., Toronto 1, Ontario. Distinctive and opinionated are the watchwords of the editor. Unsigned comments are the unedited opinion of PRO TEM and not necessarily the opinion of the student union or the university. PRO TEM is a member of Canadian University Press and an agent for social change. Money 48.40c.

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In answer to Mr. Rob Carson's letter in your March 8 issue there are a few things I would like to say. You have to understand the monster before you can deal with Mr. Carson evidently doesn't.

First, get the facts straight.

There were over 40 people at the Saturday night performance of 'The Country Wife' at Seneca College and over 60 on Sunday. The Sunday audience, while small, was probably the most appreciative audience we have had at Seneca.

It is true that at Seneca we did not receive the publicity or help we had expected. However 'The Country Wife' was the first full-scale production staged at Seneca and they didn't know what to expect.

It is true that the crew are students with work and essays to do. However knowing that he will be missing classes for two weeks should have the good sense to think about this early and schedule his academic work so that it is not jeopardized by his participation in the play.

The video-taping was pretty incredible. Personally I should have been done over a few days. One point worth mentioning is that the only major change we ran into like the taping occurred when we were dealing with outside groups.

I resent the production being called a 'perilous fiasco'. The actual set-up and strike of the show went very smoo­thly especially considering that we were dependent on outside sources for large parts of the set.

I would like to know the mysterious people responsible who have engineered the "grand scheme" for which people are apparently suffering. I would think that the "people responsible" are all those involved in the play. Being involved was, for everyone, a matter of choice.

Carson doesn't understand

To the Editor:

May I correct one part of Marjorie Nichol's otherwise excellent report on our recent discussion at the Residence Forum on Women in Politics. The proposal to set up a "shadow cabinet" of women who will criticize and make recommendations on government policies would be an "extra-parliamentary activity". It was not proposed as a programme for women M.P.'s.

As we see it, women with special knowledge in various fields, collaborating with women of similar interests, would criticize and discuss government policies, as is now done by the shadow cabinet members of the opposition parties. We would hope that these women critics might often have a fresh and unconventional approach to some of the problems facing our predominantly male-oriented government.

Some women are already doing this as individuals or in groups. We would aim to link them.

Yours sincerely,
Kay MacPherson

Attack on DAP 'scurrilous'

To the Editor:

In your issue of 8 March, I had occasion to notice a rather sanguine (and at unusual with such items, uninformed) attack on the Dramatic Arts Program. This sort of thing is always apparent at this time of year to the point of becoming an institution, notable particularly for the varying level of perception embodied in each example. This particular manifestation could well be ignored as too.

Cont'd on p. 4
End elite control of science

by DEBRA FRANKLIN

Dr. David Suzuki's reputation as merely a 'swinging scientist' is grossly unfair. He proved, while talking at a Genetics Symposium Saturday, that he is a scientist with a social conscience, a scientist worried about the lack of communication between his profession and the general public.

His profession is genetics, a field which promises a great beneficial impact on society.

Suzuki began by explaining some basic biology, noting that a fertilized egg, which contains all the genetic material, holds enough information to fill 1,000 volumes of books. "If you said the fern is the blueprint for all the most complicated multi-cellular life on earth, you'd be right." During the development of a fern, the genetic blueprint in the body selects only "certain chapters", and ignores the rest.

Modern geneticists work by finding which of these selected readings are chosen. At this point, they can synthesize the genetic material which is the substance of life. If they discover the means of selection, they could theoretically control what kinds of human beings. Thus, three or four Einsteins could be created to contribute to society.

Another exciting concept for Suzuki proposed was that of human regeneration. In certain living species such as crustaceans this already takes place. It is a very novel, but not now unheard of idea that if one destroyed a part of the body, such as a limb, it could be replaced by this process, with the duplicate being just as functional as the original.

Suzuki then handed his talk from specifics to an analysis of the belief that genetic discoveries are occurring too quickly. "Times are such that they have only to wait for the discovery of a species, and I believe that the genetics of today, generally so rapid and important that they are not the least bit responsible for being introduced to society. This is a difficult procedure through, when one realizes that the technical application is more than the length of time necessary to complete the application is used simply for economic advancement, especially in our capitalist society. Suzuki stressed that for economic consequences of scientific discoveries must also be taken into account. His opinion is in opposition, as presented by another scientist at the Symposium, to the historical pattern of man's approach to science: man faces the ethical implications of the application of his discovery after a mistake, and only then decides whether the disastrous consequences of the mistake can be reversed. Suzuki's argument for control is simply supported when one recalls discoveries in other areas of science which had a disastrous effect upon the environment for equally valid moral reasons as the complications could result from genetic manipulation.

On an optimistic note, Suzuki pointed out that genetics could alleviate social problems by phasing out undesirable abnormalities in the human race. He recommended that if we are to decide what is desirable, we should consider both the horrible reality of selective breeding during World War II in Nazi Germany. It was considered by most that certain influential parties believed that only university graduates and students should be allowed to have children. Supposedly, this would produce a generation with a higher IQ. The potential of this was criticized by Suzuki when he considered the possibility of a theatre company that theatre cannot and does not remain in basements.

"We can no point in listening to those mediacritics which damn science, which are faddistic," sushi said. We shall, in every case, only obtain that which is not now unheard of idea that if one destroyed a part of the body, such as a limb, it could be replaced by this process, with the duplicate being just as functional as the original.

Participation in such a production is never, as Mr. Carson supposed, a species of vile and onerous duty thrust upon one, but part of an educational experience, which is accepted in large part for that reality. If Mr. Carson wishes to dispense his ill-bred and apparent complications could result from genetic manipulation.

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...
Armagh economic nationalists not in Norman Penner's corner.

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A draft "group" will present a labour researcher for earlier this year. The conclusion is not expected to exceed $3.50 million to $3 million. This recommendation is supposed to centralize the ceiling on loans be raised (which is supposed to be $25,000 yearly). If students from lower schools of any capital or private institutions at least partly on involvement in pursuing their education may be making a clean sweep of Canadian faculties. Also, there will be no limit on the budget. Approximately, the number of teaching assistants available to them.

The conference passed a motion financial support for the government. Eventually, the conference passed a motion that membership fees will total $25,000 yearly. The conference also voted in conjunction with a demonstration against the government. There will be no limit on the budget.

How many times will Glendon have speakers with more weight? They are considered as grants). Sources inside the Treasury Department seem unsure about the Treasury. Kerr hinted at the possibility of government financial support for the government. It is anticipated that membership fees will total $25,000 yearly. The conference also voted in conjunction with a demonstration against the government.

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THE COMPUTERIZATION of education

(CUP) The computer, and the incredible potential of computers, has already significantly affected many universities and the learning process. In a very short time, most of the books held in university libraries are now on computer. A research library is the third largest user of these computers, and the administrator — will disappear from our universities — or at best play a secretarial role, with the help of computer-assisted learning.

In the process, the structure of the university, as we know it today, could be radically changed in the next 20 years. And college professors are far away for any computer theorist to predict what the changes will be.

The potential of computers snowballs daily, as new applications are developed and many more are in the offing. This rapid pace of changing computer technology, plus the high cost of sophisticated hardware, is holding universities back from jumping feet first into the computer revolution. But universities continue to do their own research and development, and study the needs of education, the day of intensive computerization, some day, may be near and closer.

The machinery used by Winston and Harlequin has already been designed, and is already being tested in various research and educational projects. The major draw-back today is the cost of the computer itself.

Computers, as they were first envisaged by scientists, had fairly simple goals: they could programme, mathematicize, solve scientific and philosophical problems faster than humans could. Their chief virtue at that time was speed. In the 1950s, the computer is a direct descendant: of the adding machine: both are useful for the same problems involving time-consuming, repetitive, and, at times, menial operations with facts and figures.

They were also usually original, and programmed for a particular and not for general complex calculations and/or logical decisions.

This static concept of the computer was short-lived, however, as scientists and other men of science began to recognize that many machines were involved in man's vast body of knowledge of the world.

Plugged in future

In less than two decades, computer technology in the field of education has advanced dramatically from the adding machine level to a stage where technically-run universities are foreseeable.

How can computers be plugged into our educational system?

In many ways; among them: the study of computer-assisted learning, where subjects are taught via computer and information storage banks, the changing of libraries into computerized libraries, and electronically accessible data banks, utilization of the computer in technical and national computer networks to facilitate the flow of academic and administrative information.

All these things, and others, are available now. The only deterrent, as far as university and government are concerned, is the prohibitive cost of the equipment.

The first advantage of integrating computers into the academic world is that they are a teaching aid. Most instructors in the use of the equipment and teach them how to use it.

As computers become more and more omnipresent, the entire computer industry will be the largest single industry in the world by 1980, and it will become commonplace for experts in the field of life who understand and can administer the computer to become obsolete in the university of the future.

Now that we can foresee the demise of the classroom, the lecturer, and the library, less time is spent on the administrative functions of the university. Computers are already being widely used in North America by university administrators for efficient registration and for rapid determination of the student and faculty population. Registration procedures which in this country is done by computer cards.

Computers are also useful for calculating university resource utilization, for educational planning, for complex pattern of room allocation (large problems, time slots for lectures, and the availability of staff.

And, of course, computers can be used to assist in instruction. As we've seen in the last section, the computer can be used in two basic ways: as an instrument for programming instructional materials, or as a teaching aid.

The programming of academics

Inevitably as universities buy or rent computing time, there will be a demand for computers.

As the number of computers grows in the academic world, the role of the university is changing. The present universities' computer laboratories fulfill particular details of the question, putting together a coherent answer.
In Canadian universities, especially in the fields of science, mathematics and foreign language.

All of which is quite normal in the computer industry of the western world. Where Canada's electronic star shines, however, is in the study and design of computerized libraries and data banks, and the means of setting up a far-reaching user network around these specialized information banks.

This concept, the nation-spanning network, is the cornerstone of the building of a wired world, the truly global village.

The University of Quebec, which is currently spending $75,000 of federal money to study the feasibility of CANUMET, last April inaugurated a computer network of its own.

The mini-network, connecting five campuses (Montreal, Quebec, Rimouski, Chicoutimi, Trois Rivieres) and a handful of research institutes, is called a star network. This computer jargon means that one gigantic central computer located in Montreal, known as the network, can be used by several campuses who cannot all afford large computers.

The University of Quebec network is used widely for administrative purposes and for teaching computer science, and has limited experimental use in CAF and library applications.

The computing equipment — the machines only — cost the university a total of $60,000 a month from Control Data Corporation.

Meanwhile, Ontario, with over half the computers in Canada, has been considering setting up a network of its own. The network has been developing fairly slowly, however, and today the Council of Ontario Universities has a series of separate bilateral computer connections between a handful of universities.

Those links (among Trent, Carleton, Western, Ottawa and Queen's universities) have led to a few new developments for a peculiarly Canadian-wide hook-up. For example, Queen's and Ottawa now share the same data bank for teaching law; while Trent has found it cheaper, and more efficient, to use Carleton's powerful computer than to have its own.

On the west coast, the University of British Columbia's computers can transmit to those at the University of Victoria and vice-versa.

All major steps in the grand scheme of things, but nonetheless significant in that the networks move closer and closer to being a totally integrated network.

This technologically inevitable integration will by no means be a smooth transition, however, because of the great variety of computer languages that are used in programs-computers in Canada. The information-flow between two computers programmed differently would be blocked as suddenly and as surely as two people talking different languages.

Another computer network, called a star network with the National Research Council's massive computer at the centre, is currently studying the possible ways of adjusting computer language so that computers can transmit to one another without having to re-programme the information.

The NRC network (which currently includes University of Calgary, the Ontario Institute for Studies in Education, McMaster University, Algoma University, Simon Fraser University and the University of Victoria) is also used for research and development exploration of other possibilities for computerized education.

The practical functions of the network at this time — it has been operating for several years — are the comparative cheapness of using the NRC's powerful computer, and the access to specialized scientific data banks that NRC is beginning to construct.

Slowly but surely the national university-computer jigsaw is piecing itself together, with aid from government and education experts — and the public.

Branch plant status

The Science Council of Canada, in August 1971, showing much more bark than the government (and its corporate bakers) will ever show bark, attacked the foreign-owned computer companies operating in this country and called for an independent Canadian computer network.

In a special report on the possibility of a trans-Canada computer communications network, the council took exception to "branch plant status for the Canadian computer industry."

"Leaving aside questions of export, excessive dependence on foreign suppliers and lack of worthwhile jobs for highly educated Canadians," the report continued, "we are above all else faced with the urgent need to exercise control over the shape and thrust of the industry, so that its development may be harmonized with our social priorities."

Now, now, gentlemen — those are harsh words indeed for a report that tolerates 90 per cent foreign ownership in other industrial sectors of the economy.

But then again, maybe the government is genuinely concerned with overall control of the Technology of Industries. After all, 1984 is only 12 years away.

Computer network

On all sides, the stage is being set for a giant computer network encompassing all Canadian universities. But it may not be possible, at least in the near future, for Canada to develop and build her own network.

In point of fact, Canada may not even run her own network. These questions of development, ownership and control remain suspended, however, as talks continue to begin on CANUMET.

CANUMET, being organized by the federal Department of Communications and the University of Quebec, will span all Canadian universities within the next three years, and its membership will be open to all universities.

The network, now in the educational design process stage, is being studied thoroughly by educators, programmers, and hardware producers in a mass-language standardization.

One of the immediate problems is that of financing; how much are the universities, the provincial and federal governments willing to pay? Enough, perhaps, to cover transmission costs which could run to $3 million a year for 25 universities?

A similar network in the United States, the Advanced Research Project Agency, has similar costs, and transmission costs here in Canada are an average of two to three times higher. One conceivable way of cutting these exorbitant transmission costs would be for CANUMET to use the Telstar satellite. Telstar is a Canadian crown corporation (built by U.S.-owned Hughes Aircraft Company) to be orbited this year.

Initially, CANUMET will be an interconnected system of data banks and information retrieval, which universities can use the machinery and programming of other universities' computers. For example, if Queen's and Ottawa universities are in the network, then other universities could dial into the specialized legal data bank mentioned earlier.

The future of this network hinges on questions of financing and computer interconnection, but there seems little doubt that CANUMET will become a reality. On a million-dollar, with its first five to ten members, it should be operating within two years.

Once the network is there, and the concrete base for immediate inter-university communication set, any story attempting to make projections into the far future becomes absurdly speculative. The experts themselves have no idea of the limits to the realm of electronic educational potential.

The plaguing question remains, though, who will run the system? There are several possibilities, including university, government operations, or a crown corporation, or a private company such as Trans-Canada Telephone System (communications business) or IBM (computer producers).

The government, insiders say, does not want to see the responsibility for electronic education at the university level, and would rather turn the wide web over to an independent operator.

The monopoly obstacle

And now from the people who brought you the computer, a sweeping new development in the officially change industry — monopoly.

International Business Machines Corporation, the giant born with an initial $5 billion, is the world leader in the computer industry. So far, its monopoly position, IBM has been through two anti-trust suits filed by government (U.S.) and its own charging monopolistic

Cont'd on p. 8
Computerized universities cont'd

A multinational corporation (although only four per cent of its shares are held by IBM) owns 80 per cent of the world computer market for high-speed data processing. How does IBM cope with the growing tendencies in the internationalization of Europe? By renaming its subsidiaries, trying to look like a native industry, and by working with local companies. IBM has established a body to govern and administer the multinational corporation, which is devoted to the interests of the entire world.

It controls the majority of the domestic markets in Canada, the United States, Britain, France, Japan, West Germany and the Scandinavian countries. IBM is the dominant power in the computer business in Korea and Taiwan.

The computer action workshop was held in September. The purpose of the workshop was to determine the future direction of the computer action movement. The workshop was attended by representatives from universities, colleges, and independent organizations.

The workshop was organized by the Canadian Association for Computerized Education (CACE) and the Canadian Association for Computerized Education Research (CACE-Research).

The workshop was held in Toronto, Ontario, Canada. The workshop was attended by over 150 people from universities, colleges, and independent organizations.

IBM also maintains a superlative travelling display package that moves from university to university, showing films, equipment samples, computerized programs, and so on.

And in the sales department, full service is provided. That is, IBM's computer specialists answer all questions, no matter how trivial, and the IBM service department is available at all times.

IBM also uses a system of "educational advisory boards" to help universities and colleges. IBM gives generously to universities in other ways too, such as matching any contributions that their employees make to university building-fund campaigns.

IBM generosity

The straight discount rate to universities is 10 per cent. IBM calls it its "educational allowance program." It is a flat 10 per cent for all universities, colleges, and independent institutions.

But the true rate of discount is higher. IBM offers discounts on machinery, and these discounts are matched by the universities. IBM offers a 50 per cent discount on its equipment, which is cost-shared by the universities.

These joint research programmes often occur with frequent regularity all across the country. The results of these programmes are published by the universities and colleges and are available to the public.

IBM guarantees to universities that they will always have its assistance in case of any problems. The assistance is provided in the form of technical advice and information.

IBM also helps to promote the university's activities. IBM offers to pay for the printing of brochures and brochures, which are distributed to the public.

When a university signs a deal like this, the university agrees to use IBM equipment exclusively. IBM also has the right to audit the university's accounts to ensure that the university is using IBM equipment exclusively.

IBM is a multinational corporation that has achieved a dominant position in the computer business. It is able to provide universities and colleges with the latest technology and to help them to develop their own computer systems.
An alternative to biased education

by J. A. BAGLIERI

Why do people come to university? Are we still to believe in the myth of the greater horizons to be opened up to us when we have acquired that awe-inspiring certificate of advanced education? After all the enthusiasm, the teaching classes, full discussion, reading, memorization, and other curricula, when do we achieve the goal of learning something? If they have mythed it and is no longer uphold, then we should not take a harder look at our present university. At least, there are economics courses whose only relation to reality is terminology, and the psychological history courses, as "comprehensive" as opposed to critical political science: "ideological" sociology, etc., etc., etc.

If the future of economic reality is a thing of the past, should not Universities cast aside their old war-marks, and take on the producers of docile, bourgeois-value-imposed cogs for the Corporate machine? If the role of Universities is, as they claim, one of pursuing knowledge objectively, why continue to create intellectual wastelands by pushing forth values which do not stand the test of reality? Or putting matters upon the student's creativity and push that small degree of enthusiasm which has survived the high demands, with the excuse, as John BIRKIN says, that such sheep must be kept.

Universities, however, are not institutions given to the selfless pursuit of knowledge. Like all official institutions in our society, they are mediating agencies, apologists or outright defenders of the present economic order. An order which is unquestionably bankrupt; a system which tends to hide its bankruptcy behind the inflated G.N.P. figures that do so much harm to the citizenry and a growth which in our age of unfettered exploitation is meaningless; a mediocrity that, like a long-discredited gullitarian rite of man and an artificially created "natural law"; a monstrosity which industrializes what we used to call the human spirit, ruthlessly pursuing a profit which accords to only a small elite and waifs and strays whose beliefs are unequally felt in the metropolis of Imperialism and its closest satellite - bourgeoise society for the nasty habit of alienating people. No wonder it did, as Fronn's diagnosis only a century ago, "the year 2000 is going to be a year adjusting to our fast changing world, his prognostics, however, was in line with what is deemed as acceptable in bourgeois society since it relegated the solution to the realm of the mind, progress and technology." After all, one hundred million alienated people in this part of the Hemisphere, and a hundred prominent psychoanalysts to make them bear the necessary cost. It was an advertising coup which surely made Macin- nee, when economic sovereignty, with its values, alienation and meaning of "underdeveloped" people and the role of the alienation problem to the 20th century. Bourgeois society seems to have a fair bit more to go, in spite of its internal contradictions and its superstructure which lowers to a minimum above all, the work of socialists. Imperialism, underdevelopment Monopoly Capital, neo-colonialism and exploitation will guarantee you a $0 plus all this reflects the values and methodology of our society, which sees the parts but not the whole, the superstructures but not the base.

Typically phenomena such as alienation, which we shall discuss in the next chapter, are the result of the "superstructure", but if the solution is not found in the base, the problem itself remains.

The political economy of the metropolis of Imperialism and its closest satellite - bourgeoiese society for the nasty habit of alienating people. Why do people come to university? Are we still to believe in the myth of the greater horizons to be opened up to us when we have acquired that awe-inspiring certificate of advanced education? After all the enthusiasm, the teaching classes, full discussion, reading, memorization, and other curricula, when do we achieve the goal of learning something? If they have mythed it and is no longer upheld, then we should not take a harder look at our present university. At least, there are economics courses whose only relation to reality is terminology, and the psychological history courses, as "comprehensive" as opposed to critical political science: "ideological" sociology, etc., etc., etc. If the future of economic reality is a thing of the past, should not Universities cast aside their old war-marks, and take on the producers of docile, bourgeois-value-imposed cogs for the Corporate machine? If the role of Universities is, as they claim, one of pursuing knowledge objectively, why continue to create intellectual wastelands by pushing forth values which do not stand the test of reality? Or putting matters upon the student's creativity and push that small degree of enthusiasm which has survived the high demands, with the excuse, as John BIRKIN says, that such sheep must be kept.

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The theoretical foundations of bourgeois society

B. R. BLACKMORE

a) A Brief Guide to Bourgeois Ideology in Student Activism (Boston: D. C. Heath, 1968)

OLIVER C. COX

a) Capitalism as a System (M.R. Press)

b) The Political Economy of Race (M.R. Press)

c) Karl KORSH


GEOFFREY WEBSTER

a) History and Class Consciousness (Merlin Press: Hard cover)

B. R. BLACKMORE


b) The Real World of Democracy (C.B.C.)

c) HARRY MARCUS

a) Negations (Three Essays) (Beacon Press)

b) Ora-dimension (M. Brandt. 1970)


d) "A Critique of Pure Tolerance" (Beacon Press)

e) An Essay on Liberty (Beacon Press)

BOYD التنور, JR

a) The Dilettante: Democracy and Anarchy (Boysen Press)

GEORGE NOVAK

a) Democracy and Revolution (Pathfinder Press)

b) The Logic of Marxism (Pathfinder Press)

Marxist economics and radical critiques of bourgeois economics

MAURICE DEBRIX

a) Political Economy and Capitalism (International Publishers, 1971)

DAVID HOROWITZ, ED.

b) Marx and Modern Economics (M.R. Press)


d) Paul A. Mendes, AM.

a) Economics (Ryland, Peters & Small: 1965)

PAUL A. BARAN


Imperialism,

revolution and counter-revolution

PAUL A. BARAN

Canadian Loyalists unite

by GLEN JONES

About two years ago, I noticed a "part-time help wanted" ad in the Telegram asking for college students interested in history and political science to conduct a survey. Being one of those, I eagerly sought out one of the available positions. In my application, I shared my experience in studying political science in first year and my desire to further this very extensive background.

Somewhat paradoxically I also informed Box 334 of my interest in developing my capacity in speaking French. I say paradoxically because a short time later I received a form letter replying informing me that on the basis of my "academic training," (or glibbility), I was found to be "qualified" to conduct a survey "to be used in accomplishing . . . the aims and objectives of the Canadian Loyalist Association". Being of slightly suspicious nature, especially when told "well qualified," I am, by someone, I've never met and in a formal letter, I carefully read on.

Despite the C.L.A.'s generous acceptance of "people speaking other languages," I was told that "for the sake of Canadian unity, "the C.L.A." are of the opinion the language of the majority of Canadians in English", should be the official language as allowed under the British North America Act.

After eventually removing the crumpled ball of litter from the garbage, I found more of the same. Why I even received a letter of introduction (a form letter of course) authorizing me to conduct surveys for the C.L.A. and "to measure expressions of opinion on this very vital question". That's not all. I also got six handily "How to canvass for the Canadian Loyalist Association..." and a form to sign promising not to keep more than 25% of the form letter contents, the oh convos. As well I got some sample application forms (membership forms). For $5.00, husband and wife and four children, I might say.

There's also a note to you: "How to canvass for the Canadian Loyalist Association..." and a form to sign promising not to keep more than 25% of the form letter contents, the oh convos. As well I got some sample application forms (membership forms). For $5.00, husband and wife and four children, I might say.

The poor people can't understand why our service "place all of the country no good with their questions working towards a customer? I know (as he says) the French-Canadians would put up road signs in English, so why muss we have our foods showing French labels?" Well French, I'll provide you with information on this whole malicious affair.

It's a FROG PLOT. First they get all the labels in Ontario written in French and put every item in our Franco-American health food applicants and Campbell's Chunky Soup. Then after killing off everyone outside Quebec (for everybody knows that on one outside Quebec is a French-Canadian), they daringly take over in their own province but this time without the ugly invasion which requires no one to understand the road signs and drive into one another.

So we've got to act quickly. Now more bludgeon goods and books to "the Rad" before it is too late. Notice such is a Canadian Loyalists UNITE.
Landscape and Silence, good Pinter

by J. DAW

The University Alumni Theatre is one of a number of Toronto’s small theatre groups which although limited by space and monetary restrictions select material carefully and helps to provide the great variety of fine entertainment we can enjoy here. Using simple props and staging techniques they have managed to stage a fine production of Harold Pinter’s latest play, "Landscape and Silence". The acting of the five players in the two acts is competent and in a couple of cases, exceptional. It is a solid, smooth-flowing and entertaining production altogether a good handling of a Pinter work.

The first play of the couple, "Silence" is apparently one of the most mysterious and difficult of Pinter’s plays. As in his other plays, the characters are stuck away in their own little rooms, contemplating their lives and that big world outside their rooms.

Each of the three characters—Ellen, a girl in her twenties played by Mayla Hayman; Rumsey, a man of forty played by Peter Steiner; and Bates, a man in his mid-thirties played by Skip Shand—sit separately on the stage recalling their earlier love experiences. We discern the details of their relationships from their segments of monologue or streams of consciousness and through occasional flashbacks in which Ellen interacts directly with her two lovers.

We discover through the sensitive description of meetings with Ellen and through Stead’s interpretation, cleverly embroidered by the use of a nervous twitch, that Rumsey is the older, quieter, and more gentle of the two men. Bates is coarse, crude and if at all less favoured by Ellen.

Pinter’s performance although not exciting was perhaps an appropriate interpretation of this uni-dimensional character.

As in other Pinter plays a main theme is the failure to communicate back and forth. In Landscape it is not that dialogue is not understood or related to—rather their are two monologues delivered simultaneously and interact but on two different levels.

The scene is enclosed in the dark warmth of a country kitchen stylized by hanging paintings on three sides and a large wooden table. Duff, played by Ian Orr,

by CHRISTOPHER JUME,

Saturday night’s concert with the Pete Naugler Trio provided Glendon College with one of its most refreshing musical events in a long time. The trio consists of electric bass, a slide guitar, and alternately violin or alto sax. Each performer was certainly of an extremely high calibre.

Mary Walsh, the violinist was the musical highlight of the evening. Having had a thorough classical training on his instrument he was more than well equipped to meet the challenge of "country and western" violin playing.

The sound they produced would ideally have been a mixture of folk and country and western, however due to certain problems with both the acoustics of the Café de la Terrasse and the adjustments of their amplifiers they tended to be a bit on the heavy side. Unfortunately a lot of Mercy Walsh’s playing was not easily discernable and we heard instead little more than Pete Naugler’s singing.

There were none of the usual problems of bad intonation or an inability to play together. Unlike a lot of "big name" groups that rely on their popularity to draw an audience, the Pete Naugler Trio has to perform well—this they can do.

These considerations are all of a technical nature. Once the group learns to deal with them they will undoubtedly produce some very pleasing music. It would be obvious and condescending to say that this group merely had potential; let us say, rather, that they are well on the way to realizing this potential.

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