

# PROTEM

TORONTO, MARCH 15, 1972

## 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 in-coming students before registration day in September. In a meeting last Tuesday they did, however agree to ask the French department to release results after students have registered in their seminars.

They will not approach the French department until after a further meeting tomorrow.

Students at the meeting felt that professors shouldn't have to go into the classroom knowing they had been pre-judged. "If you just give them the chance, they will improve on their own," they said. If students already knew the prof's rating (one-star, two-stars, ... five-stars, so they hypothesized), then there would be deliberate shit-disturbers who would test the professors to the utmost limits of their patience.

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, to all students in French 150, 151, 152, 250 and 224. According to the French department it will serve two purposes; One to help the teachers improve their teaching, and two, as a guide for the Committee on Tenure and Promotions.

The questionnaire will be divided into two parts. The first part will be tabulated by computer. The second part calls for personal responses to the professor and suggestions for his improvement.

The questionnaire was originally drawn up by two professors and two students specializing in French, but it was later modified at a meeting of the French department and course reps, held two weeks ago.

At a French department meeting it was agreed that 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 incumbent on the professor to improve his teaching.

Since the same questionnaire would be distributed each year, probably in February, the professor's improvement, or lack thereof, would be duly noted, and the results would effect his chances for retention or promotion.

It was argued by some students at Tuesday's meeting that making the results available might be more of an incentive for professors to improve. It's not the first time teacher evaluation has been tried. Not only courses but teachers were also evaluated during Re-orientation Week. It has been done on a broader scale elsewhere. At Carleton University a number

of years ago, an "anti-calendar" was issued before registration to guide new students in course selection. But this wasn't an inhuman 'rating'.

The purpose of "releasing the results" is not to rate the professors like restaurants but might help new first year students to choose their professors. First year students have certainly been pre-judged before coming into the class, by their placement tests and high school marks.

Since the prof in most cases makes or breaks the course, it doesn't seem an unreasonable proposal. However, maybe it just depends on why you think you're here.

One girl said at the meeting, "we come to be judged academically" to which another retorted, "No, I came to learn." Do the student reps really believe they are inhuman while the profs are human, that they are here to be judged while the profs are here to judge and not to be judged? It just doesn't work that way.

## U of T protest demands met

by BARRY WEISLEDER

The U. of T. student struggle for free, universal, and equal access to the new John P. Robarts Library is not yet over, although its militancy has subsided for a while.

A meeting of over 600 students at the re-occupied Simcoe Hall administration building decided overwhelmingly yesterday afternoon, to accept the concessions granted them by John Sword, acting president of the university and several other prominent officials, delivered in a personal statement to a similar meeting at about 11:00 the previous evening.

### Senate ruling

The matter of library accessibility now goes back to an emergency meeting of the Senate at U. of T. slated for Monday evening.

Student occupiers, having vacated Simcoe Hall following an extensive clean-up operation will be busy organizing for a large student demonstration to greet the senators and to vote on whether their demands have been adequately met.

Another re-occupation is possible if a considerable fee or monetary deposit is imposed on users of the future library facilities, if an arbitrary quota system for use is applied, if all arrest charges precipitated by the administration-sanctioned police bust-in of the occupied Senate chambers on Sunday morning, are not dropped or the persons concerned are not offered defense aid, or finally



U of T students enter Massey Hall Monday after voting to reoccupy the building at a mass rally.

The Varsity — David Lloyd

if a more definite code, engendering student consultation to govern the intervention of police in matters internal to the university community is not established.

Although at one time students involved had been demanding an earlier Senate meeting and a continued occupation until a more complete victory had been attained the mass sentiment behind the actions was consistently being moved to a more moderate stand by the elected negotiations committee. The committee is dominated by SAC bureaucrats (e.g. Bob Spencer, SAC President, Darlene Lawson, SAC services commissioner; Brian Morgan, SAC university commissioner), who argued strenuously that a 'substantial' victory had already been attained, and that students should have faith in the administrators and the Senate to carry out Sword's promises. If the demands are not met, it is not clear whether students will be able to once more mobilize the kind of mass support that was able to effectively shut down the administrative works of one of Canada's largest universities, and produce the kind of attention and initial results that came out of that struggle.

### Open library

Despite the contentions of the established press (e.g. the Star Mar. 13 editorial, the Sun March 14 editorial) that the library issue is a minor and overly exaggerated concern, the accessibility crisis has a significant

history, a profound following on campus, and according to activists has done much to de-mystify the real nature of the university — exposing that it is elitist in the core, managed by bureaucrats 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 undergrads and the public should be allowed free access to the new library. An Open Stacks Party kept the main library, Sigmund Samuel, open all night. No police were called.

On March 2, the Library Council met again; agreed to make some minor changes in library regulations, but did not meet student demands.

On March 10 the Senate also rejected the student point of view. Simcoe Hall was occupied.

### 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 meetings, 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.

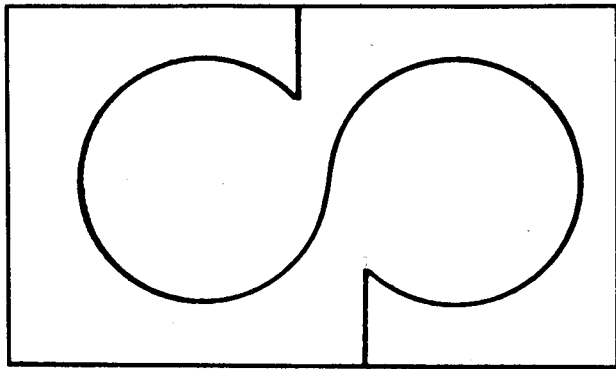
### Mass meeting

After an enthusiastic meeting at Convocation Hall, Sunday, hundreds of students poured into the neighbouring administration building and occupied it. Six and a half hours later students received word that their demands had been partially endorsed by the senior administrative officers of the university.

At this point it is important for students everywhere to understand the importance of this challenge to elitism and bureaucratic control, and to show their solidarity by supporting the demonstration called for Convocation Hall next Monday evening.

## INSIDE

Community action	8
The computerization of Canadian universities	6-8
Kari Levitt	5
OFS	5
On campus	11
PROTEM defeat	12
Radical readings	9



**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)

**Gérant du "Snackbar", Café de la Terrasse**

(salaire \$90 à \$125 par semaine ou plus)

**Date limite pour applications:**

**24 mars 1972**

**De plus amples renseignements peuvent être obtenus du bureau du Directeur des Services aux Etudiants 241 York Hall**

**JOBS AVAILABLE, 1972-73**

**Pipe Room Manager** (salary \$800)

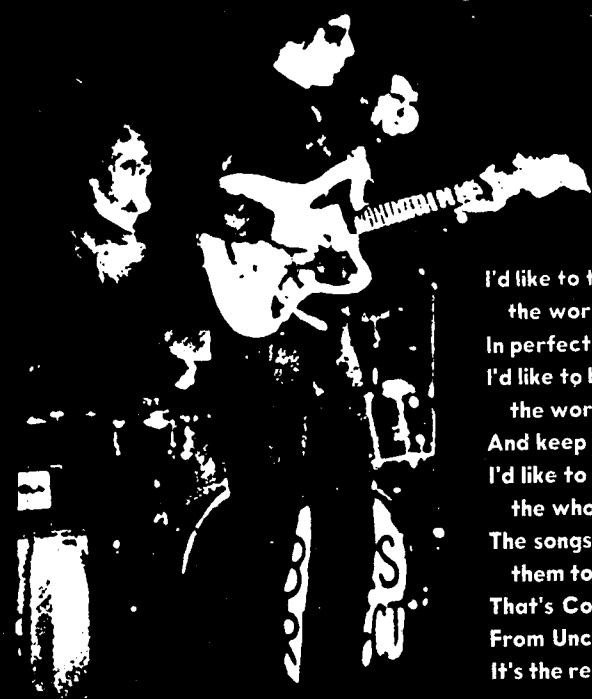
**Café Terrasse Snackbar Manager**

(salary \$90 to \$125 a week or higher)

**Deadline for applications : March 24, 1972**

**Dean of Students' Office, Room 241, York Hall**

*Coca-Colanization*

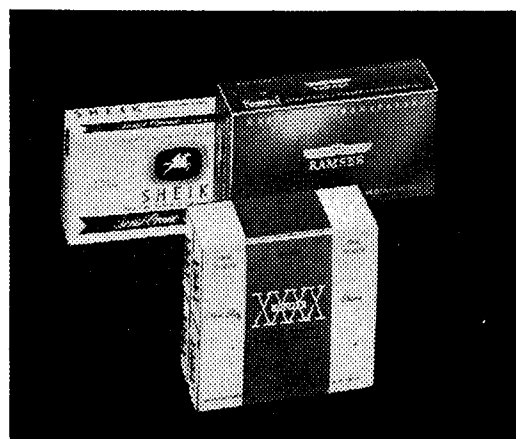


I'd like to teach  
the world to sing  
In perfect harmony,  
I'd like to buy  
the world a Coke  
And keep it company.  
I'd like to make  
the whole world sing  
The songs I want  
them to,  
That's Coca-Colanization  
From Uncle Sam to you—  
It's the real thing...

From **JULIUS SCHMID**

**effective**

birth control products  
for men



Reliable contraception is a matter of vital concern to the majority of the world's population today. And the majority of the world's people practicing contraception rely on the condom, which is also known as a protective, prophylactic, or sheath.

The finest protectives made by Julius Schmid are well known to your doctor and druggist—Fourax, Ramses and Sheik. They are available at all drugstores.

For more information on birth control, send for "The How-Not-To Book".

**It's FREE.**



JULIUS SCHMID OF CANADA LIMITED  
32 Bermondsey Rd., Toronto 16, Ont.  
Please send me the HOW-NOT-TO Book.  
(Print clearly)

TO: Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_ Prov. \_\_\_\_\_

# PRO TEM

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

Editor-in-Chief:  
City Editor  
Business Manager:  
Entertainment Editor:  
Circulation — Ad Manager:  
Sports Editor:  
Photo Editor:  
Cartoonist:

Jim Daw  
Allan Grover  
Rob Carson  
Elizabeth Cowan  
Sarah Francis  
Brock Phillips  
Erin Combs  
Mary Stewart

Production: Dave Fuller, Claude Garneau, Richard Hunt, Dave Jarvis, Beth Light, Diane Muckleston, Barry Nesbitt, Eleanor Paul, Paul Scott, Jim Short, Dianne Travell.

## 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. This 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 not only as a linguistic and semantic problem but also as 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 next year, 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-René Laroche

### Pub proposal explained

To the Editor:

In the last issue of PRO TEM, it was reported that there will be a referendum in the first week of April in order to increase the student council fees by \$4.00 over the next three year period. This levy will enable the rumoured pub to get off the ground without having to risk going into debt, and then perhaps having to raise prices in order to become solvent.

Briefly, the proposal entails getting a permanent liquor licence for the Café. This will allow the Café to eliminate the \$15 licencing fee everytime we have a pub. It will also eliminate the 25 per cent mark-up we have had to pay to Versafood. Thus, hopefully, we will be able to

lower the prices on alcoholic beverages (or lower our losses).

Another integral part of the proposal is the possibility of our taking over the entire Café service. At the present time it is operated through the Food Services Department of the University (i.e. Versafood). The student staff is on their payroll. In time, we should be able to make it a student venture, with the possibility of increasing wages, decreasing prices, and if not, at least improving service.

With the additional funds, the installation of a ventilation system, enabling us to prepare hamburgers, french fries, etc. would be possible. Additional refrigeration equipment necessary for the pub facilities (possibly a draught beer machine) would be possible. It is also conceivable that with this money we may also be able to expand the Café outdoors, and many other imaginative ideas and suggestions which have not yet been investigated.

It may also be of interest to the student body that in order for the licence to be obtained, the Pipe Room Board was incorporated. Next year you shall all be members of a private club in order that you may use the facilities (isn't this fun!)

If you have any further questions, ask any member of the Pipe Room Board (they are listed in the programs) or contact the Dean of Students Office.

Modris Jansons

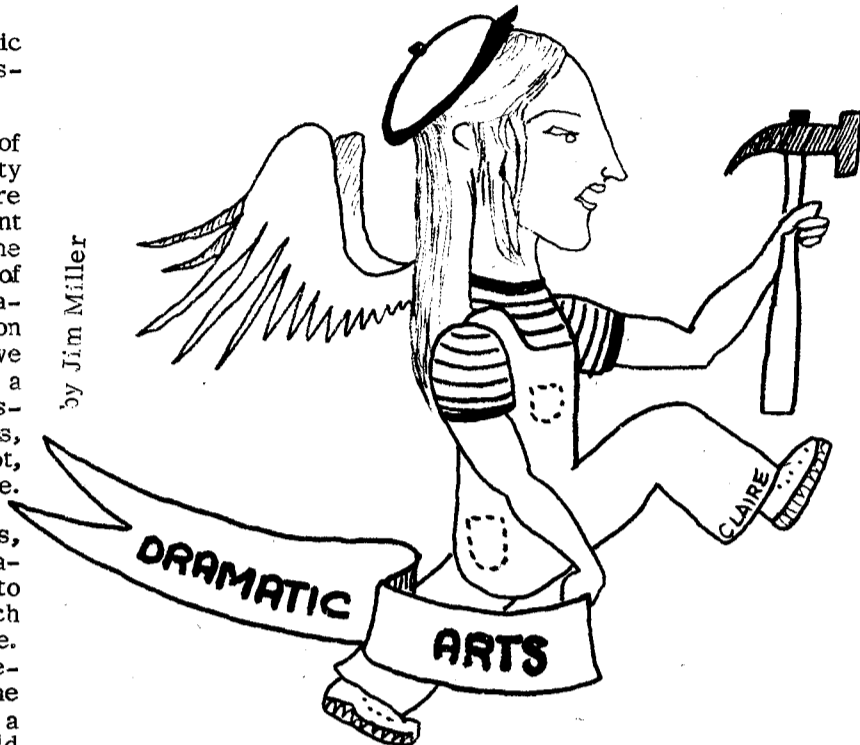
### 'Women's Cabinet' misinterpreted

To the Editor:

May I correct one part of Marjorie Nichol's otherwise excellent report of 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 politics 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, consulting 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



### Carson doesn't understand

To the Editor:

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 it. 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 had had.

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, any student, 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. It really should have been done over a few days. One point worth mentioning is that the only major fuck-ups we ran into like the taping occurred when we were dealing with outside groups.

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

Actors didn't need to audition, nobody had to accept the jobs they were offered or volunteer for crew.

I do not feel that I was "exploited" by any "ego" while working on 'The Country Wife'. I probably would have fingers and bruised shins for no particularly good reason" no matter what I was doing. I do not like being martyred in PRO TEM or told that what I have spent the last three months doing was pointless. Surely, I am a better judge of that than Mr. Carson.

'The Country Wife' has provided a real challenge for all those involved. The actors had to acquire an acting style very few of them had ever met. The technical crew were faced with what looked like the impossible and yet managed to produce what exalibur referred to as a "technically slick" production.

No matter what you are doing, if it's worth doing at all, involves a certain amount of shitwork. And, having done that shitwork, the finished product is far more satisfactory. It's too bad that Mr. Carson didn't feel this satisfaction after having worked as set crew on 'The Country Wife'.

Claire Ellard  
Technical Co-ordinator and Stage Manager for 'The Country Wife.'

### Attack on DAP 'scurrilous'

To the Editor:

In your issue of 8 March, I had occasion to notice a rather scurrilous (and as is usual with such items, uninformed) attack on the Dramatic Arts Programme. 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 tou-

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 to be 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 informa-

tion to fill 1,000 volumes of Shakespeare. This fertilized egg is the blueprint for the most complicated multi-cellular unit — the human being. During the development of these units, some control in the body selects only "certain chapters", and ignores the rest.

Modern geneticists are working to find how these selected readings are chosen. At this point, they can synthetically produce the genetic material which is the substance of chromosomes. If they discover the means of selection, they could, theoretically, reproduce identical human beings. Thus, three or

four Einsteins could be created to contribute to society.

Another exciting concept Suzuki proposed was that of human regeneration. In certain living species such as crayfish 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 turned his talk from specifics to an analysis of the belief that genetic discoveries are occurring too quickly. "Times are such that the future is happening now." He feels that the technical breakthroughs in science are generally so rapid and important that they are not thoroughly enough investigated before being introduced to society.

This is a difficult procedure though, when one realizes that the interval between discovery and application is lessening all the time, and that too often the application is used simply for economic advancement, especially in our capitalist society. Suzuki stressed that the social and other non-economic consequences of scientific discoveries must also be taken into consideration.

His opinion is in opposition,

as presented by another scientist at the Symposium, to the historically human approach to science: man faces the consequences of the application of his discovery after a mistake occurs, and only then decides to "control" future mistakes. Suzuki's argument for control is amply supported when one recalls discoveries in other areas of science which have had a disastrous effect upon the environment; equally harmful complications could result from genetic manipulation.

On an optimistic note, Suzuki posited that genetics could alleviate social problems by phasing out undesirable abnormalities in the human race. The question is, though, who is to decide what is undesirable? At this point, Suzuki unleashed all of his contempt for those distortions of human logic which justified the horrible reality of selective racial elimination witnessed during World War II in Nazi Germany. It was astonishing to hear as well that certain influential parties believe that only university graduates and students should be allowed to have children. Supposedly, this would produce a generation with a higher IQ. The absurdity of this idea was criticized by Suzuki when

he said, "we all know that entrance to university does not mean a superior IQ."

What can we do then to eliminate the danger of powerful groups with vested interests using the new-found knowledge for their own benefits? Suzuki feels the solution is to try to help the public understand this new science; he even went so far as to say that basic science should become a cultural activity within society, as is poetry, music and painting. In having this understanding, society's scientific future could be planned by a greater mosaic of people and not simply by the scientific and technical elite.

As well, he feels that we are seeing a gradual evolution of the political system — a growing awareness that "power to the people is becoming a reality and not a cliché." But this can happen in the realm of scientific planning only if society acquires a basic understanding.

In closing, Suzuki stated that "the fate of the use of genetics on man will depend upon the society that will use it." Society must therefore accept the challenge of constructive genetic planning as a responsibility in order to insure the least amount of human destruction.

## letters

cont'd

ching upon the nadir of these phenomena, save for the lamentably prominent position accorded it in your issue.

Firstly, the author, Mr. R. Carson, having served with us on only a few occasions, is in a rather precarious position as regards first-hand knowledge of the operations in which we engage. Most of his knowledge is derived from second-hand informations (sic), which, since this is theatre we are dealing with, and not an empirical science, tend to be exaggerated for dramatic effect.

This is not in any way to disparage the achievement of the set crew, who attained a truly formidable success in striking, transporting and re-mounting the Country Wife set in the little time allowed to them, but rather an appreciation of the necessity to verbally relieve the tension built up in a type of activity normally fraught with the unforeseeable.

Despite Mr. Carson's absurd refusal to name these persons whom he is attacking, it should be evident that the force of his naive comments on the force of ego behind the programme is directed at Michael Gregory.

With respect to placing the blame for the excesses of the past week, there are a number of culpables involved. For instance, the length of the video taping session was largely due to a miscalculation on the part of the television people as to the length of time necessary to engage the visual complexity inherent in the staging of 'The Country Wife', a complexity which unfortunately has not been apparent to certain elements. Indeed, it was the intervention of Professor Gregory which prevented the taping from continuing into the nether reaches of the next month.

That the crew was forced to mount Seneca in such short order was the force of circumstance, of which advance warning was given, and which was accepted at that time as part and parcel of the production. The production at Seneca was complicated by factors outside the control of the pro-

gramme, factors resulting part of the Seneca staff with a theatrical production of this order.

In speaking of the academic standing of the members of the cast and crew, those 'better students' for whom Mr. Carson's heart bleeds, one should remember that the greatest part of 'The Country Wife' cast and crews are those persons who have engaged in past productions, and so are accustomed to the dislocations necessary to full participation in the production. Further, despite Mr. Carson's contentions, it has been, and is done, for a member of the company to withdraw, even during the period of performances.

Participation in such a production is never, as Mr. Carson supposes, a species of vile and onerous duty thrust upon one, but part of a total education experience, which is accepted in large part for that totality. If Mr. Carson wishes to dispense his ill-bred and unwelcome sympathies, let him direct these toward the small furry animals, and leukemic cinema lovelies who are deserving of such attentions.

Passing to a matter of wider concern, let us consider the nature of the production itself. 'The Country Wife' is a comedy, and above all, a Restoration comedy, which is to say, a comedy of manners. Certain types of play may be presented stripped of their surrounding conventions, but Restoration comedy is not one of these. The characters rely to a great extent for their meaning on their position within their contemporary convention, and to present this convention with the aid of period set and costume is the most effective method. The turntable was an ambitious attempt to realize the needs of our staging, which we are sure, is a definite success.

Why should we do Restoration comedy if it requires such a great deal of labour? Why not cut the leaves off our topiary tree, and do 'Waiting for Godot' in the Pipe Room, with all the facilities ready? We do this because it is part of the experience to witness the vitality and contemporary value of a play from an era

greatly antedating, but not unlike our own. Also, we realize that theatre cannot and does not remain in basements.

Those no point in listening to those mediocrities which damn the ambitious as "egotistical". We shall, in every instance, only obtain that which we ourselves can conceive and fashion. So far the Programme has acquitted itself admirably in both respects, to the credit of Michael Gregory and Beth Hopkins.

If we are to hang ourselves in our own noose, we only desire the length of rope to do it properly.

David Weatherston

**Bad organization not bad drama**

To the Editor:

In reply to Ms. Ellard's (and also David Weatherston's which I really can't take very seriously) allow me to say that I recognize that 'The Country Wife' was a fine achievement technically — in many respects a good success. However, organizationally, it was a disaster for many of the people involved.

I could never claim to know as much about drama as Claire or David or Michael Gregory but I do know bad planning when I see it. It is very convenient to be able to blame so the D.A.P.'s difficulties on the people at Seneca who were meant to help prepare for the production, or to blame the television people but after all, whose production was it? Why should the success of the operation rely on people who have no real interest in it? If it is more than the DAP proper can handle, then don't do it.

Ms. Ellard was quite right about one thing, I did make a mistake about the date of the taping. It was a day later than I indicated previously — an unfortunate error on my part, particularly because I think the later date makes my original point stronger. Too much

was expected of too few reliable people in too little time.

Rob Carson

**Girls are welcomed on crew**

To the Editor:

I would like to comment on an article in the last issue of PRO TEM "And in Glendon's Ivory Tower" by Miss Daphne Read.

Apparently there are no girls on set crew in the Dramatic Arts Programme. WRONG! I have been on set crew for three years and I am a girl (despite certain rumours to the contrary).

It is not true that girls are not wanted on crew. However imagine what it's like as a crew chief to be confronted by four girls who have shown up for a morning's work in the shop, immaculately dressed and made up. Then to have these young lovelies refuse to move stacks of plywood or saw one-by-three: "That's boys' work". (This actually happened to me last year, but is in fact the exception rather than the rule).

Almost as many girls sign up for crew as boys. And almost everybody of either sex thinks when they sign up that set crew and set painting are synonymous. One learns pretty early that crew involves carrying stacks of plywood and building risers. If you stick through that, then sometimes there is some painting to be done. It's amazing how many crew show up once and then disappear.

It is a general unstated rule on crew that one should be able to carry a platform top from the Old Dining Hall to the Hilliard workshop. Most girls (and lots of guys) are either too small or not strong enough to do this. A certain length of arm is necessary.

On crew it doesn't matter whether you are male or female or have three eyes. (People who wash often are preferred). All that really matters is ability to do the work that needs doing.

Claire Ellard

# Kari Levitt on foreign control

by PAUL REGAN

Armchair economic nationalists not in Norman Penner's courses missed a rare treat yesterday when he played host to Kari Levitt, author of 'Silent Surrender — The Multinational Corporation in Canada.'

Levitt, who is a professor of Economics at McGill and now on loan to Statistics Canada, provided Glendon students with another nasty restatement of the facts and figures on American domination of the Canadian economy.

As for solutions to the problem, Ms. Levitt stated as a positive maybe that "No one knows the outcome of what will happen to Canada's future in either Quebec or the rest of Canada." This type of penetrating insight seems to be making a clean sweep of Canadian academic circles. Just no one knows what's going to happen — lots of facts but no analysis.

Perhaps one of Kari Levitt's best insights came when she stated that the U.S. Autopact is controlled by Detroit, not Ottawa or Washington. This will be great news for all those people in the auto industries who were getting worried that President Nixon might soon declare, "I am the president of General Motors."

It is good that Ms. Levitt has finally discovered that



Kari Levitt speaks at Glendon

business, and particularly big business, makes it's own agreements with other countries. This is certainly more credible than the myth that governments run capitalist societies.

Having noted that American Canadian relations are largely controlled by multinational corporations, Levitt said she feels that Ontario is in the best position to curb the tide of American investment because of its native capitalist class.

She asserted however that Quebec does not have a capitalist ownership class and therefore could not impose control on the investment which it needs. Lastly, she emphasized that the effort to centralize political power from the provinces to the federal government has been a tremendous failure in so far as it has not encouraged eco-

nomical development within Canada.

If we make some conclusions for Ms. Levitt, it would seem that she is more interested in patching up the system than changing the values and structures of Canadian political and economic institutions via socialism.

How many times will Glendon have speakers like Ms. Levitt who bring great piles of facts and figures which show the domination of our economy by America, but who do not have the self-assurance and conviction to convince the student body of their outlook? How many more of these speakers will we listen to who cannot give a convincing argument for a socialist Canada? When will we see a convinced socialist who wants to answer the question "What is Canada's future as a nation?"

A decrease in graduate students may also affect smaller universities by limiting the number of teaching assistants available to them.

Paul Johnston, TUS field-worker and a member of the Committee on Student Awards, says "These decisions were made by the Treasury Board in conjunction with the Minister's (George Kerr) office and do not reflect the decisions reached by the Committee or any other advisory body." At least one member of the Committee, Phyllis Grosskurth, resigned earlier this year charging the Treasury Board was tampering with Committee recommendations to the government.

The Draft Report of the Wright Commission has supported the principle of universal accessibility and recommended an aid system that would include special grants to members of families in the lower income bracket but it has also been revealed that a Treasury Board memo has recommended exactly the opposite. It is proposed that education expenditures be cut by raising tuition fees and thus lower the number of students presently being considered by the Department of Colleges and Universities. The government has denied the existence of the memo.

TUS, OFS and most Ontario student councils are sponsoring a mass rally at Queens Park on March 28 to protest the proposed changes in the student aid structure. The Ontario budget will be presented to Parliament on the 28th.

# Provincial student union re-formed

by ALLAN GROVER

Some forty representatives of almost all Ontario university students' councils met at U of T Thursday through Saturday to found a new Ontario wide student association. Although no constitution was ratified at this meeting, the groundwork has been laid for a further founding conference in May. The new organization will be named the Ontario Federation of Students.

The move follows a year in which there was virtually no communication between Ontario councils after the disbanding of the old Ontario Union of Students last summer. Members complained then that they had no control over the Union's secretariat, which was intended to function as its civil service. Personality conflicts between student presidents and the secretariat also led to the break-up.

Lack of communication, however, together with the need for co-ordinated student action to oppose the Wright Report recommendations prompted the creation of a new association.

The founding conference of OFS was attended by representatives of all Ontario universities except Waterloo-Lutheran and Windsor (which played a key role in the disbanding of OUS), and representatives of Glendon and St. Pat's Colleges, Fanshawe Community College and the Association of Part-time Undergraduate Students.

The group met for three hours Friday afternoon with George Kerr, newly appointed Minister of Colleges and Universities and although discussion was scheduled on the formation of the new organization, talk quickly moved to student disapproval with the Wright Report. Kerr hinted at the possibility of government financial support for the Federation but generally seemed unsure of his department's policy.

The need for some form of student organization was dramatically revealed when Phyllis Grosskurth, an outspoken critic of Doug Wright and the Treasury Board's relationship with the government's advisory committees, produced a copy of the Treasury Board statement calling for a reduction in university population and costs — a statement which the government, and particularly Mr. Kerr, have disavowed several times.

The group was also addressed Friday night by Gil Levine, a labour researcher for the Canadian Union of Public Employees. Levine noted that students and workers have many common objectives, citing the fact that the working

class pays a higher percentage of university costs through taxes than the middle and upper income earners. He also mentioned favourably the contribution of Glendon students to the union's wage settlement with York University last fall.

Although no constitution was adopted at this meeting, a steering committee was established to present a draft to the May meeting. This committee will consider a definition of the Federation's purposes, the makeup of its executive, and the relationship between the secretariat and member universities.

The conference passed a motion to solicit funds from outside sources, provided such funds have no strings attached, and do not exceed half of the total operating budget. Approximately, \$9000 has been pledged to the organization thus far, and it is expected that membership fees will total \$25,000 yearly. The Glendon executive has pledged to give the organization \$.25 per capita.

Although some participants protested that accepting funds from the government might co-opt the Federation, it was generally felt that the "no strings attached" provision was sufficient to safeguard its impartiality.

The conference also voted to support the Toronto Union of Students' sponsored rally at Queens Park on March 28. The rally will be held in conjunction with a demonstration planned by secondary and elementary teachers' associations in Ontario to protest the government's cutbacks in education spending. The TUS rally will protest the proposed cutback in graduate student aid from \$3.5 million to \$3 million, as well as the Treasury Board's rejection of other Student Aid committee recommendations.

Only time will tell if the Ontario Federation of Students will function well as a research and information body for the province's students' councils. Most delegates at this week's conference were optimistic in that the councils had at least recognized the need for such a body, as well as the advantages in presenting a united student front in lobbying with the government. There can be no doubt, that the need for a co-ordinated student lobby could not be greater especially since the final report of the Commission on Post-Secondary Education is due in a matter of months and the Department of Universities and Colleges is reportedly going on the assumption that the recommendations of the Draft Report will become government policy.

# Ontario student loans cut

Students who depend on the Ontario Student Aid Program to finance their education may well find themselves receiving less and owing more next year, if changes in the programme proposed by the Treasury Board receive final government approval.

It has been proposed that the ceiling on loans be raised from \$600 per year to an "undecided" level (monies awarded in excess of the ceiling are considered as grants). Sources inside the Treasury Department indicate that the ceiling will probably become \$800.

The Treasury Board has also recommended that the amount of money available to graduate students be lowered from \$3.50 million to \$3 million. This recommendation ignores the advice of the Ontario Committee on Student Awards, composed of administrative, faculty and student representatives, which is supposed to advise the government on awards policy, that the funds available be increased to \$5 million.

It was recommended by the Committee on Student Awards that in future part time students should be eligible for aid, but this has also been rejected by the Treasury Board.

Both the Toronto Union of Students and the newly formed Ontario Federation of Students have issued press releases condemning the proposed changes. They attack the proposal to raise the loan ceiling, calling it particularly regressive. It is known, they say, that students from lower income families base their decision to enter post-secondary institutions at least partly on a perceived trade-off between future benefit and the debt involved in pursuing their education.

The move to lower grants to graduate students seems particularly hypocritical at a time when the government has pledged to raise the percentage of Canadian faculty members in Ontario universities. There will be no limit on the number of landed immigrants eligible to receive loans.



# THE COMPUTERIZATION OF

(CUP) The computer, and the incredible potential of computers, has already begun to revolutionize universities and the learning process.

In a very short time, most of the basic parts of the traditional educational institute — the library, the classroom, the professor and the administrator — will disappear from our universities — or at best play a supplementary role to computer-assisted learning.

In fact, the entire structure of the university, as we know it today, could be radically changed in the next 20 years. And 20 years is too far away for any computer theorist to predict what might be possible.

The potential of computers snowballs daily, as new applications are discovered and put into practice.

This rapid pace of changing computer technology, plus the high cost of sophisticated hardware, is holding universities back from jumping feet first into the concept of the electronic university. But as universities continue to do their own research and development, and study the needs of education, the day of intensive computerized learning gets closer and closer.

The machinery used by Winston and Harlequin has already been designed; and is already being tested in North America and Western Europe. The major draw-back today is the question of financing.

Computers, as they were first envisaged by scientists, had fairly simple uses: they could be programmed mathematically to solve scientific and technological problems much faster than humans could. Their chief virtue at that time was speed.

In a sense, the computer is a direct descendant of the adding machine: both are useful where there are problems involving time-consuming, repetitious and voluminous operations with facts and figures.

They were also useful originally (and still are) for performing more complex calculations and/or logical determinations.

This static concept of the computer was short-lived, however, as scientists began to realize that they had given birth to an electronic baby that was, in many mechanical areas of day-to-day operations, more useful than they were.

In the late 1930's, when scientists at Harvard were developing the first electronic computer, man discovered he had a new tool. No one knew at that time the far-reaching implications that computers would have.

Then, during the 1950's, the scientists realized they had a new educational tool — an electronic tool with the potential for collecting, storing and transmitting all the assorted data 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 technocratically-run universities are foreseeable.

How can computers be plugged into our universities?

In many ways; among them: the study of computers, studying the other subjects via computers and information storage banks, the changing of libraries from book warehouses into electronically accessible data banks, administration of the university, 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 an obvious one — the ability to instruct students in the use of the equipment and teach them how to programme computers. As computers become more and more omnipresent in our daily lives (the computer industry will be the largest single industry in the world by 1980), society needs people from all walks of life who understand and can administer the technology.

## The programming of academics

Inevitably as universities buy or rent computers, they also set up departments of computer science to train their students in the finer points of operating and programming the machines.

In this way the university plays its traditional role of acting as a supplier of skilled manpower to meet the current needs of industry.

The next step is to programme other academic courses through the computer, so that the computer can help students learn other materials such as science, mathematics, or foreign languages. This is usually called computer-assisted instruction (CAI).

The concept of CAI has not yet been explored very far, but already several important breakthroughs have been made. Experiments to date have come up with three basic types of CAI.

The first, and simplest, type is the drill and practice system, whereby the student, subjected to an audio or visual stimulus, types his response into the computer. This system has been used for teaching spelling to grades four through six. The computer is used to supplement the standard curriculum.

The second method of CAI is called the tutorial system and has been used to teach mathematics and reading. It is a self-contained system in that the computer teaches directly, by electronic exposure. In this system, the teacher supplements the computer.

The final type of CAI, still being explored is the dialogue method which involves a direct interaction between the student and the computer. Students can put questions to a programmed computer, and the machine fulfills particular details of the question, putting together a coherent answer. This system is completely self-contained.

Computers have already been designed that enable the student to respond to auditory and visual displays by three different input modes: a hand-held light-pen, a typewriter key-set, or a microphone recorder.

Computer-assisted instruction on a mass scale necessitates large comprehensive data banks for storage of information pertinent to university courses. This means electronically accessible libraries, with efficient information retrieval.

More science fiction? Nope, it has already been done. Computerized data banks are becoming fairly common now as several of the large computer hardware producers have developed systems for data retrieval. The most common method consists of microfilm (for storage) video screens (for retrieval), and computer terminals (for electronic control).

This method is quite primitive in the face of recent developments which include storing the contents of books in mechanized form as they are published; indexing and cataloguing by computer; designing a computerized dialogue to aid students in finding information that they do not have publication data for; computerizing an analysis of the material's content rather than just its title; building

centralized data banks that are accessible thousands of miles away by direct transmission; mass-producing individual computer terminals so that students can plug into this computer library at any time.

And so on and on, until libraries (and books) as we now know them become obsolete in the university of the future.

Now that we can foresee the demise of the classroom, the lecturer, and the library, let's turn to the administrative functions of the university.

Computers are being widely used in North America by university administrations for efficient registration and for rapid analysis of sociological and academic trends among the student and faculty population. Registration at most universities in this country is done by computer cards.

Computers are also useful for calculating university resource utilization; particularly in studying the complex patterns of room allocation (space problems), time slots for lectures, and the availability of staff.

And, of course, computers can be used to facilitate top-level administrative information-flow, both internally and between universities. File cards on exchange students and faculty are an example of this use of computers.

A by-product of this mechanization of university administration is the loss of jobs for lower echelon administrators. The ever-growing automation-versus-employment dilemma.

So, as we bury the lecturers, the classroom maintenance people, and the librarians, let's also write off a portion of the administrative personnel.

That leaves us only with the students, the computer people, a few academic supervisors, a handful of administrators — and a whole bunch of new, gleaming, whirring computers.

## A moral and political question

That's today's computer dream for education. Tomorrow's reality? The moral and political questions raised by the possibilities of such a system are many.

The danger of a 1984-Brave New World type society where all students in this country (or more likely, on this continent) are programmed by the same central computer experts is a very real one.

An extension of this will be the evaluation of students, and the grading of their courses. Some computer scientists envision a continual objective evaluation (by computer) which will mean an end to examinations. The computer could record and assess a student's progress every time the student uses the computer.

But students will still spend only a small part of their days learning from the computers. How does a computer mechanically judge the human experiences, the day-to-day influences of the world outside the computer laboratory?

How will we be able to relate to computer-learning in an age of increasing alienation caused in part by our advanced machine technology?

Will the computer universities so systematize the present form and content of higher education that the occasional outbursts of creative non-conformity which occur now and then — such as the Simon Fraser's parity PSA department in 1969 or Sherbrooke's democratic social work department in 1972 — will be eliminated?

Who is going to own, operate and control the educational computers? Private corporations? The government? It's inconceivable under the existing social system that such an all-encompassing form of mass education would be allowed to serve any interests other than those of the status quo.

What about the potential for state control and conditioning — technocratized mind-control and indoctrination on the national level such as the world has never seen before?

These questions remain unanswered as the technological juggernaut rolls steadily onward.

## The Canadian viewpoint

Canada, while by no means a pioneer in the research and development of computer technology, is rapidly becoming a world leader in the applications of that technology to university education.

Within the next five years there will probably be a nationwide computer network connecting every Canadian university to every other one by a complex arrangement of computerized telegraph lines and electronic transmission via satellite.

This will give every university's computer(s) access to other universities' computers, making the total academic resources of Canada (that can be computerized) available to every student in the country.

This network, the Canadian University Computing Network (CANUMET), is now being studied and designed by some 200 experts in government, universities and the computer industry.

In the years between 1964 and 1970, the installation of computers in Canada jumped over 500 per cent, from a total of 504 computers in 1964 to a total of 2,700 in 1970.

Of these 2,700 computers, International Business Machines, the American corporate giant which pioneered in the field, built and sold (or rented) 47 per cent, accounting for 67 per cent of their market value. (But more about IBM later.)

The 1970 computer census showed the universities to be one of the largest markets for computers in this country, with 58 universities, including community colleges and CEGEPs possessing 281 computer units. Practically all of the largest computers were IBM-made.

As the number of computers grew, so did the number of universities offering courses in computer science — 33 universities and 23 community colleges included computer studies in their 1970 curricula.

## Computers today

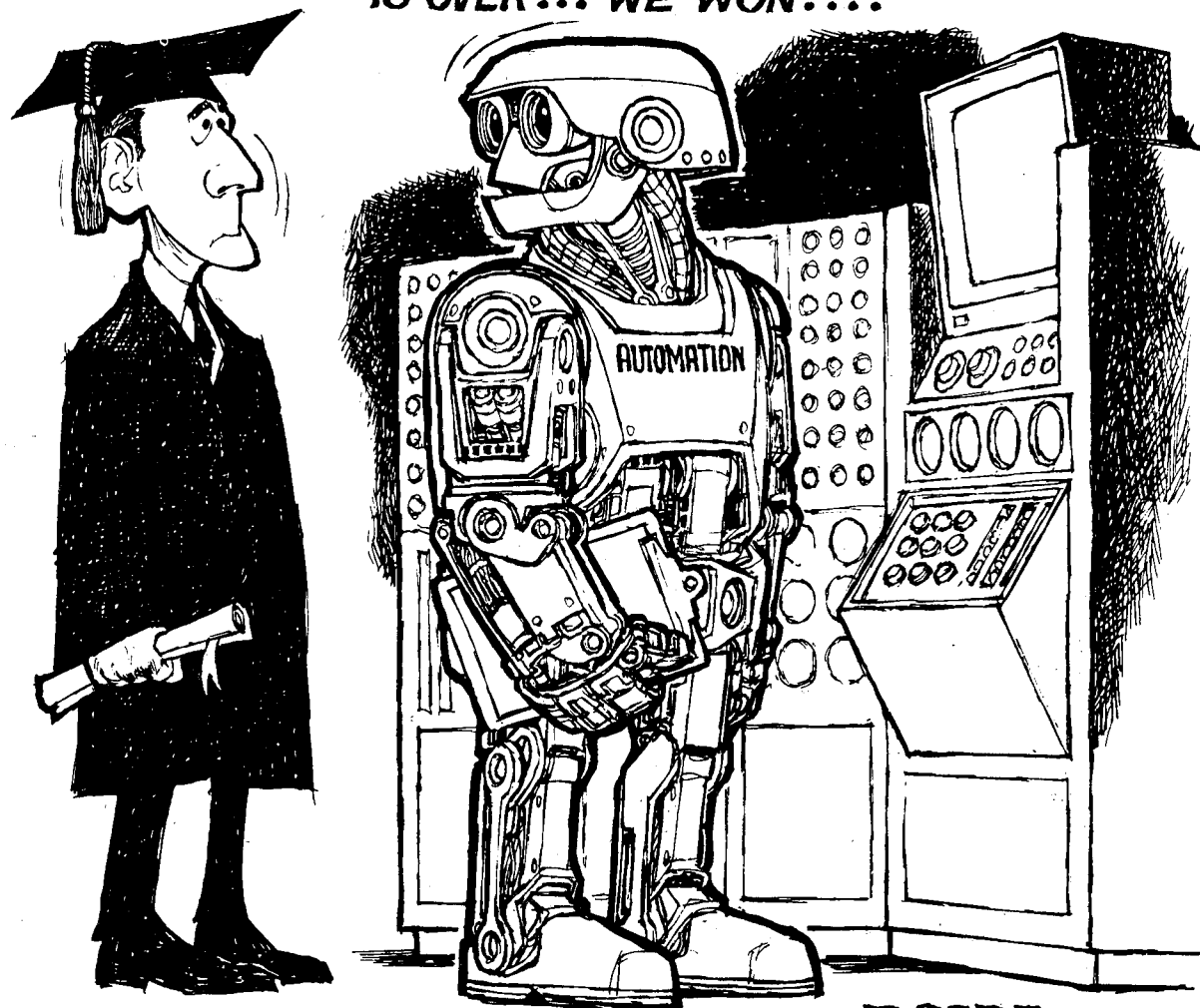
How are the computers being used? Some are being used for computer-assisted instruction, including a bizarre experiment at McGill University where a course on the Danish philosopher Soren Kierkegaard is being taught by computer.

The computer in this example is programmed with every word that Kierkegaard published (in three languages: English, French and the original Danish). The computer subdivides all this information into an analysis of topic. Thus, if a student wanted to know what Kierkegaard had said about the Jews, for example, the computer would give a book and page reference to every time the prolific Dane had written 'Jew', 'Jewish', 'synagogue', 'Israel', etc.

Very few CAI programmes are yet as sophisticated as this, but the use of CAI is becoming very wide-spread

# CANADIAN UNIVERSITIES

OH...HAVEN'T YOU HEARD?—  
THE INDUSTRIAL REVOLUTION  
IS OVER... WE WON....



© SAMYER PRESS ALL RIGHTS RESERVED

R. COBB

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 for 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 Rivières) and a handful of research institutes, is called a 'star network'. This computer jargon means that one gigantic central computer located in Quebec City, 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 CAI and library applications.

The computing equipment — the machines only — cost the university a total of \$80,000 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, Carle-

ton, Western, Ottawa and Queen's universities) have led to a few new developments for a potential Ontario-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 minor steps in the grand scheme of things, but nonetheless significant as the universities 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 to programme 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, 'star network' with the National Research Council's massive computer at the centre, is currently studying the possible ways of standardizing 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, Algonquin College, Seneca College, and the Danforth School of Technology) 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 IBM.

## Branch plant status

The Science Council of Canada, in August 1971, showing much more bark than the government (and its corporate backers) 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 exports, 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 by a government that tolerates 90 per cent foreign ownership in other industrial sectors of the economy.

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

## Computer network

On all sides, then, 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 plans continue to begin on CANUMET.

CANUMET, being organized by the federal Department of Communications and the University of Quebec, will span up to 28 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 massive systems-analysis session.

One of the immediate problems is that of financing; how much are the universities, the provincial and federal governments willing to pay? Enough to cover transmission costs which could run to \$3 million a year for 28 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 Telesat satellite. Telesat is a Canadian crown corporation and the satellite (built by U.S.-owned Hughes Aircraft) is to be orbited this year.

Initially, CANUMET will be an interconnected system of data banks and information retrieval, in 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-language standardization, but there seems little doubt that CANUMET will become a reality. On a minor scale, with its first five to ten members, it should be operating within 18 months.

Once the network is there, and the concrete basis for immediate inter-university communication exists, any story attempting to make projections into the future becomes almost 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 the Department of Communications, 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 bear the responsibility for electronic education at the university level, and would rather turn the controls over to an independent operator.

## The monopoly obstacle

And now from the people who brought you the computer, a sweeping new innovation that will dramatically change industry — monopoly.

International Business Machines Corporation (IBM), with assets over \$5 billion, is the world leader in the computer business. In gaining that position, IBM has been through two anti-trust suits filed by government (U.S.) and two suits charging monopolistic

Cont'd on p. 8

# Community Action Workshop a viable experiment in education

by PAUL WEINBERG  
and ALLAN GROVER

During the first several years of its existence, Glendon boasted loudly of being an "experimental" college. In an admission that that ideal, along with several others, had not in fact been achieved, the administration dropped the description from the Glendon calendar two years ago. This year, however, six students are receiving Social Science 370 credit for work done in a Community Action Workshop which may well be a nascent move — at least at Glendon — towards experimentation in education — the marriage of theory and practice within the structures of formal education.

The workshop centres around the problems of an expanding city and the actors involved — the executive, the aldermen, the bureaucracy, ratepayer associations and community action groups. The students each work for either an alderman or community group, and then in weekly seminars relate their work to such broader civic issues as development versus anti-development. Paul Reinhardt, the course instructor, acts as a resource person, chairing rather than directing them.

The course is in many ways an answer to those who criticize the university for being too theoretical and academic. By working in the community rather than simply postulating theory in a classroom, the people involved feel that their understanding of the urban situation has been greatly expanded. This is not to say,

of course, that theory should be abandoned completely. The workshop has devoted most of its seminars to relating their experience to various theories of city government. The people involved have accepted, however, that practical experience is necessary in order to understand the theory fully — moreover that theory without practice becomes meaningless.

The course listing Social Science 370 was originally established as an individual reading course with special provision for work within the community. But, that provision, is obscure, and only the most avid reader of the college calendar would be aware of it. The fact that no group had, before this year, applied to work in the community under the course is due partly to a lack of publicity and the general inertia of students, but is equally the responsibility of the administration and faculty. They have, by and large, paid only lip-service to the idea of educational experimentation perhaps fearing its consequences.

The community action workshop came about last September because of the combined efforts of the students' council, Principal Albert Tucker, and the individuals involved. The question of continuing community action projects under the auspices of Soc. Sci. 370 will be discussed in the near future by the General Education Subcommittee. According to William Echard, its chairman, the chances of approval are good, provided an instructor can be found.

But the committee will probably insist that students interested in taking the course do some preparation work before September. Thus, since the present instructor has indicated an interest in continuing the course next year, the only obstacle to ensuring its continuation is making the student body aware of the programme.

Participants in the course this year consider it a success. Attending any seminar on a Friday afternoon is usually a demoralizing experience, but Soc. Sci. 370 has apparently overcome this problem. Stimulating seminars, the bridging of practice and theory, and the fact that the students will participate in their evaluation has led, as Andy Raven described it, to "a sense of responsibility that you have to attend." The Friday seminar has generally had 100 per cent attendance.

But the seminars are not the major part of the course. They are really only an end product of a process beginning in the field of study — the city.

Three of the six students in the course work directly for Toronto aldermen, Fred Beavis, Carl Jaffery and David Crombie, aiding them in research and organization. Two are working through Alderman Bill Kilbourn with the South Eglinton Rate-payer's Association, and the sixth is working with community groups in North York. On average they may spend up to six hours or more a week working in the community, and then return to the seminars,

which are devoted to particular topics.

Working with city aldermen has not impaired making an objective assessment of their roles in the city. For example, Beth Light and Andy Raven, who have worked with Bill Kilbourn, one of the four so-called "reform" aldermen on the Toronto council, heartily approve of his voting record and efforts to organize towards reform, but criticize his political orientation because it lacks any substantial class analysis. As Raven puts it: "Unlike Jaffery or Sewell, Kilbourn is in politics first and foremost. His analysis is small. He is against development because he likes small buildings. He is issue oriented and doesn't examine the whole society. He isn't a developer's man because he doesn't have to be one. Kilbourn is more concerned with getting elected."

It is with such questions that the benefits of practical experience become obvious. It is easy enough to credit Kilbourn's political stands, his voting record and his pronouncements as being in line with a reform point of view; but, it is only from personal experience that one can begin to examine and question his goals (be they reform or mere aesthetics), and judge accurately the efficacy of his role.

Work done outside the classroom has also brought out and helped to clarify possible alternatives to the existing municipal structure. We can all agree with John Sewell's aim of a truly responsible political structure where the constituents can tell their representatives what to do all the time, instead of simply approving or disapproving of their actions once every three years. But can some form of direct democracy work? The students involved feel strongly that working with the aldermen, local community groups and individual citizens has allowed an understanding of their various functions and permitted a critical evaluation of the likely consequences of alterations to that system.

One practical experience was that gained through dealing a seemingly mindless city bureaucracy. At one point they needed to know who owned land on Merton Street, but found

when they went to the Land Registry Office they would have to pay for the information. A little more digging revealed that the Tax Assessment Office would supply it for free.

The workshop has encountered one serious dilemma — that of trying to describe what a reformed or radicalized city structure would be like. Most people in the course sympathize with the general aims and objectives of the reformers in their fight against the liberal dream of progress as realized in high-rise development, expressways, a vehicle-clogged inner core and pollution. Concrete alternatives are not to be found easily. In different statements John Sewell has hinted at his goal of a truly responsive governmental structure, but the reformers have never published a blueprint for action. It is probable that the reformers themselves are divided on the details for the type of city they envision.

The direction of the Community Action Workshop has obviously not been totally analytical despite the fact that all aspects of the municipal system, from the merits of development to the effectiveness of the reform aldermen were subjected to critical inquiry. The approach was based on the assumption that reform is necessary, it is obvious in talking with those who participated.

Studying the theory behind a system and then seeing the way it functions in reality can be a radicalizing process. Most of the students in the workshop found that their original assumptions about Toronto's municipal situation did not bear up under close scrutiny. They began to perceive an economic system where businessmen and developers can control and manipulate a city for their own financial benefit. They became critical of not only the developers and their lackey aldermen but also the once highly thought of reformers.

Those involved agree that they have gained by the merging of theory with practical experience. More importantly the course has stimulated and offered a channel for constructive criticism and debate and that is surely what education is all about.

## Computerized universities cont'd

practice, filed by competitors.

A multinational corporation (although only four per cent of its shares are owned outside the U.S.), IBM owns 80 per cent of the world computer market. Eighty per cent of the world market.

It controls the majority of the domestic markets in Canada, the United States, Britain, France, Japan, West Germany and Italy.

How does IBM cope with the growing tendencies toward industrial nationalization in Europe and Japan? By renaming its subsidiaries, trying to look as much as possible like a native industry, and by working towards national goals in every country in which it operates.

After the Science Council of Canada report of August, which lambasted the foreign control of our computer and communications industry, IBM issued statements urging a greater national consciousness of the importance of computers.

But, but, but, questioned a Montreal Star reporter, isn't IBM of Canada, an American-based firm?

Silly boy! "IBM of Canada," said David Fraser, an IBM vice-presidential assistant, "is an independent-

ly-run operation and is listed on the Toronto Stock Exchange."

Huge multinational corporations like IBM supersede international boundaries and have developed power to rival that of most national governments.

To consolidate its monopoly, IBM has made certain that university students, the potential operators and buyers of computers, receive their training on IBM equipment. This has often meant that employers, rather than retrain graduates on other makes of equipment, have found it easier and cheaper to switch to IBM hardware.

This concentrated drive on the student of computer science also ensured IBM of another expanding market: the universities themselves. The use and potential use, of computers in universities will keep IBM in the driver's seat for some time to come.

How did IBM get its stranglehold on the Canadian university market? In many ways, some questionable; in others showing shrewd business savvy.

IBM offers educational discounts on machinery, and gives frequent grants to universities who own or rent IBM equipment. This guarantees the corporation that, as new studies are done on their computers, IBM can develop new products and new uses for the machines.

The Canadian branch plant of the American giant refuses to make public the total amount of money they

grant to universities and colleges. It did, however, grant 68 scholarships and 58 fellowships last year, as well as matching any contributions that their employees make to university research.

IBM gives generously to universities in other ways too, to supplement the scholarship-fellowship fund and to shore up the long-term investment that it has in higher education. It gives outright research grants to educational institutions, and it donates to university building-fund campaigns.

### IBM generosity

The straight discount rate to universities ("please, we prefer to call it our educational allowance programme") was a flat ten per cent for the past few years.

But the true rate of discount is hidden in a maze of joint research and development projects that IBM carries out with the universities. The projects are performed on IBM equipment that is cost-shared by the corporation and the university.

These joint research programmes occur with frequent regularity all across Canada, from Memorial University of Newfoundland to the University of Victoria. Other centres with major cost-sharing programmes are Simon Fraser, University of Alberta, Queen's, Toronto, Moncton, and so on.

IBM also maintains a superslick travelling display package that moves about the country from university to university, showing films, equipment samples, computerized programmes, graphics and brochures.

And when the sales department fall down on the job, there are more blatant and insidious business connections. Members of the top brass of IBM sit on the boards of governors at the University of Toronto, Queen's University, Trent University, York University, Seneca College, and the University of Western Ontario's school of business administration.

Oh, it's hard work maintaining an effective monopoly, having to be on your toes 24 hours a day. As CANUMET gets to the stage where it needs a body to govern and administer the network, you can be sure that IBM will be looking to its own network which stretches from coast to coast.

And let's hope that there are some educators who object strongly enough to a foreign company running our university education system. And let's keep our fingers crossed that the computer producers don't turn their monopolistic power to programming those computers that are affecting our daily lives.

But those hopes would be less tinged with dire apprehension if the people running corporations like IBM didn't look so very much like the people who run our universities, our economy and our government.



# An alternative to biased education

by JOE BAGLIERI

Why do people come to university? Are we still to believe in the myth of the greater horizons to be opened to us once we have acquired that awe-inspiring piece of paper — the result of years of boring classes, futile discussion, reading, memorizing, plagiarizing and drinking coffee?

If that myth has been exploded and it is no longer upheld, then should we not take a harder look at our present system of education, at those economics courses whose only relation to reality is terminological; "mythological" history courses; "contemplative" as opposed to critical political science; "ideological" sociology etc, etc, etc.

If upward social mobility is a thing of the past, should not Universities cast aside their cold-war mantle and their role as producers of docile, bourgeois value-imbued 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 fetters upon the student's creativity and punch that small degree of enthusiasm which has survived the high onslaught, with the excuse, as John Bruchmann has said, that sheep must be led by the shepherd?

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 bourgeois order. An order which is unquestionably bankrupt; a system which tends to hide its bankruptcy behind the inflated G.N.P. figures that do not reflect distribution and a growth rate which in our age of automated exploitation is meaningless; a mode of production based on a long-discredited utilitarian view of man and an artificially created "natural law": a monstrosity which imperializes two thirds of the world, ruthlessly pursuing a profit which accrues to only a small elite and whose trickle down benefits are unequally felt in the metropolis of Imperialism and its closest satellite.

Are we still going to suffer through economic courses which are irrelevant to our age of Monopoly Capitalism as its sociological counterparts which explain real problems with solid, material basis in super-structural terms? How many economics students ever hear of Paul A. Baron, Paul M. Sweezy, Harry Magloff, Maurice Dobb, Ernst Mandel, A.G. Frank or even Oskar Lange? They simply float along the bourgeois stream in company of their Paul A. Samuelson, R.G. Lipsey, W.W. Rostow, and that cultist of efficiency and growth, Harry G. Johnson. But where to? The World Bank and the International Monetary Fund are seen as development agencies (for whom?) rather than arms of the American Empire clearing the way for multinational corporations to penetrate a Third World country, stultifying its economy, underdeveloping it and putting it in a perpetual vassalage relation to the Metropolis.

The one-sided character of our educational system, which lumps a study of Marxian thought to a survey of half a dozen major political thinkers; which completely excludes dissenting economists because bourgeois economics, being like all other disciplines, contemplative as opposed to critical and having troubles of their own, would not hold water in front of some radical critiques; where the use of terms such as Imperialism, underdevelopment Monopoly Capital, neo-colonialism and exploitation will guarantee you a D plus; all this reflects the values and methodology of our society, which sees the parts but not the whole, the superstructures but not the basis.

Typically phenomena such as alienation, of which we all suffer, are explained in "ideological" terms. The problem (but not the solution because it does not exist either in the framework of the bourgeois society or its alienating motor drive) is left in the realm of the superstructure. Not for nothing is Erich Fromm so well accepted by our fashionable sociologists and psychoanalysts. They proudly point to the fact that our freedom-loving society allowed an ex-member of the Frankfurt school, an old friend of Herbert Marcuse, T.W. Adams, Max Horkheimer, Les Lowenthal and Franz Newman, to scold

bourgeois society for the nasty habit of alienating people. No wonder it did, as Fromm's diagnosis only pointed out the difficulty people were having adjusting to our fast changing world; his prognosis, however, was in line with what is deemed as acceptable to bourgeois society since it relegated the solution to the realm of the mind; progress and technological dislocations being inevitable, two hundred million alienated people in this part of the Hemisphere should go see a psychiatrist to make them make the necessary mental adjustments. It was an advertising coup which surely made Madison Avenue turn green with envy.

Since bourgeois society, with its values, its alienation and increasingly more efficient exploitation seems to have a fair bit more to go, in spite of its internal contradictions and its superstructural hollowiness; since its ideological arms will continue to administer one-sided shots to dull our brains; since I am personally tired of arguing with people who, like so many slide projectors, keep on flashing facts instead of presenting them within a socio-economic political and mainly historical framework which would give those facts substance and meaning; I am going to offer those who are questioning enough and who search for an alternative to the intellectual wasteland of "usual" university development, a bibliography which is one theme to our "objective" and truth-seeking departments.

Most of the books listed below are in paperback and can be bought at any bookstore (except Coles)

I have divided them into disciplines; since the essences of the dialectical materialist approach to any problem is to see it in its totality, the division is purely artificial and it has been done for your convenience.

Finally, I have made an attempt to put into relevance traditional Marxist works, since they too should be seen in their historical context and therefore be extremely demanding in terms of secondary historical research. In the last analysis they should not concern the layman as much as those who have opted for a political and ideological line on this side of the twilight zone.

## The theoretical foundations of bourgeois society

ROBIN BLACKBURN

- a) A Brief Guide to Bourgeois Ideology in Student Power (Penguin, 1968)

OLIVER C. COX

- a) Capitalism as a System (M.R. Press)  
b) Caste, Class and Race (M.R. Press)

KARL KORSH

- a) Marxism and Philosophy (Monthly Review Press)

GOERGE LUKECS

- a) History and Class Consciousness (Merlin Press Hardcover)

C.B. MACPHERSON

- a) The Political Theory of Possessive Individualism (Oxford U. Press)  
b) The Real World of Democracy (C.B.C.)

HERBERT MARCUSE

- a) Negations (1st essay) (Beacon Press)  
b) One-dimensional Man (Beacon Press)  
c) Repressive Tolerance, in Wolff, Moore, Marcuse "A Critique of Pure Tolerance" (Beacon Press)  
d) An Essay on Liberation (Beacon Press)

BONINGTON MOORE, JR.

- a) Social Origins of Dictatorship and Democracy (Beacon 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 DOBB

- a) Political Economy and Capitalism (International Publishers)

DAVID HOROWITZ, ED.

- a) Marx and Modern Economics (M.R. Press)

ERNST MANDEL

- a) Marxist Economic Theory - 2 vols (M.R. Press)

DAVID MERMELSTEIN, ED.

- a) Economics (Random House)

PAUL A. SWEEZY

- a) The Theory of Capitalist Development (M.R. Press)

## Imperialism, revolution and counter-revolution

PAUL A. BARAN

- a) The Political Economy of Growth (M.R. Press)

- b) The Longer View: Essays Toward a Critique of Political Economy (M.R. Press)

RICHARD F. BARNET

- a) Intervention and Revolution (Meridian Books)  
W. Lutz, H. BRENT, ED.

- a) On Revolution (Winthrop Pub.)

HAROLD E. BRONSON

- a) The Prevention of World War III (Prairie Fire Books)

REGIS DEBRAY

- a) Strategy for Revolution (M.R. Press)

REGIS DEBRAY

- a) Revolution in the Revolution? (Pelican)

G.W. DORNLOFF

- a) Who rules America? (Prentice Hall)

PIERRE FALEE

- a) The Pillage of the Third World (M.R. Press)  
b) The Third World in the World Economy (M.R. Press)

- c) L'Imperialisme en 1970 (Maspero, Paris)

K.T. FANN, D.C. HODGES

- a) Readings in U.S. Imperialism (Porter, Sargent, Pub)

FRANTZ FANNON

- a) The Wretched of the Earth (Grove Press)

PIERRE FAUVIN

- a) Sous-développement au Québec et Dans le Monde (C.T.C. Montreal)

T. CHRISTOFFEL, D. FINKELHOR, D. GILBARG

- a) Up Against the American Myth (Holt, Paper)

D.F. FLEMING

- a) History of the Cold War - 2 vols (Doubleday Co. - hardcover)

ANDRE GUNTHER FRANK

- a) Capitalism and Underdevelopment in Latin America (M.R. Press)

- b) Latin America: Underdevelopment and Revolution (M.R. Press)

FELIX GREENE

- a) The Enemy (Vintage Books)

TERESA HAYTER

- a) Aid as Imperialism (Penguin Books)

DAVID HOROWITZ

- a) From Yalta to Vietnam (Pelican - Penguin)

- b) Imperialism and Revolution (Penguin)

- c) Containment and Revolution, ed (Beacon Press)

- d) Corporations and the Cold War, ed. (M.R. Press)

GABRIEL KOLKO

- a) Wealth and Power in America (Praeger)

- b) The Roots of the American Foreign Policy (Beacon Press)

KARI LEVITT

- a) Silent Surrender (MacMillan Co.)

HARRY MAGDOFF

- a) The Age of Imperialism (M.R. Press)

C. WRIGHT MILLS

- a) The Power Elite (Beacon Press)

ROBERT L. RHODES, ED.

- a) Imperialism and Underdevelopment (M.R. Press)

AUMERY DE RIVENCOURT

- a) The American Empire (Meridian Books)

## Journals and periodicals

Monthly Review, New Left Review, Dissent, Telos, Science and Society, Liberation, Mere Politics, Ramparts, Socialist Revolution, International Socialist Review, Marxism Today, Transformation, Our Generation, Canadian Dimension, Last Post.

But also know thy enemy and READ him

Fortune, U.S. World and News Report, The Economist, Le Monde, London Times, Financial Post, The Wall Street Journal, Foreign Affairs, National Review, Time Business Week, Your daily paper.

And read material from Havana, Peking, and Moscow which you may find interesting. However, always remember to be CRITICAL. What you are looking for is DEFINITELY NOT A foreign-made blueprint; Marxism, aside from being a weltanschauung, is a METHODOLOGY which allows you to analyze society both in its global and historical totality and draw some conclusions of strategic and tactical nature.

## The basis for the alternative

K. MARX

- a) Alienated Labour (Early Writings) b) Critique of Hegel's Philosophy of Right (c) Theses of Feuerbach (d) Communist Manifesto (e) Wage, Labour, and Capital (f) Wages, Price and Profit (g) German Ideology (g) A Contribution to the Critique of Political Economy (h) the 18-Braimair of Louis Bousparte (i) The Civil War in France (j) Capital - 3 vols (k) Critique of the Gotha Programme

V.I. LENIN

- a) Karl Marx (b) What is to be done (c) Two Tactics (d) The Right of Nations to Self-determination (e) Imperialism, the Highest Stage of Capitalism (f) The State and Revolution (g) The Proletarian Revolution and the Renegade Kautsky (h) Left-wing Communism, an infantile disorder (i) Discussion of Self-determination summed-up

MAO TSE-TUNG

- a) On Practice (b) On Contradiction (c) On the Correct Handling of Contradictions among the People (d) On Leadership (e) On Coalition Government (f) On New Democracy (g) Where do Correct Ideas come from?

CHE GUEVARA

- a) Socialism and Man

FREDERICK ENGELS

- a) Socialism, Utopian and Scientific b) The Origins of the Family, Private Property and the State c) Feurbach and the End d) Anti-Duhring (Part II) e) Dialectics of Nature

DO NOT DISMISS: Leon Trotsky, Rosa Luxemburg, Antonin Gramsci, Joseph Stalin and Vo Nguyen Gisp. They all have something valuable to say.

# 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 enterprisingly sought out one of the available positions. In my reply I listed 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 reply informing me that on the basis of my "academic training" (or gullibility), I was found to be "qualified" to conduct a survey "to be used in accomplishing ... the aims and objectives of the Canadian Loyalists Association". Being of a highly suspicious nature, especially when told how "well qualified" I am, by someone I've never met and in a form 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, we (the C.L.A.) are of the opinion the language of the large majority of Canadians 're English', should be the only official language as allowed under the British North America Act."

After eventually removing the crumpled ball of letter 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 receive applications and donations for the C.L.A. and "to secure expressions of opinion on this very vital question." That's not all. I also got six handy "How to canvass for the Canadian Loyalist Association" suggestions and a form to sign promising not to keep more than 25% of the take; uh, I'm sorry, the uh receipts. As well I got some sample application forms (membership fee \$5.00, husband and wife \$6.00) outlining C.L.A. policy. I won't go into all the gruesome details; but the C.L.A. seeks, among other things, to "preserve English as the Language for the Conduct of Canadian Affairs" and is "devoted to expressions of opinions by Canadians who DO NOT desire IMPOSITION of the plan of ENFORCED BILINGUALISM and BICULTURALISM." (emphasis not mine). Such a policy, it was warned, was a "Canadian CRISIS", depriving us of "important rights of citizenship ... loss of opportunities for PROMOTIONS for our country's most able citizens (because they speak English and

not French, I presume)... greatly increased taxes ... (and finally) legalized FRENCH COLONIZATION OF CANADA THROUGH ENFORCED BILINGUAL DISTRICTS".

My personal parcel had been sent by one W.G. Trusdale, President, Toronto Chapter. Mr. Trusdale, I'm sure is a very well-meaning, honest chap (after all he signed his letter "Sincerely") and I'd be the last person in the world to call him a stupid bigot. But after all, why didn't he just come out and call for all the Frogs to be shipped back to France if they don't want to speak English; at least for the sake of 'Canadian Unity', eh, Mr. T.

You might ask why I bring this unseemly topic up two years later. Well, the May 3 edition of the Star reminded me of the episode. I guess very few people at Glendon feel somehow unfulfilled until they've read their Dennis Braithwaite for the day; but he's to be laughed at from time to time. Anyway, Mr. Braithwaite bemoaned his being called a 'bigot' for openly desiring, of all things, a Boston Bruin victory over les Canadiens last year because to him the Québécois feel hockey to be "much more than a game ... (but rather) a continuing manifestation of the endless conflict ...". Braithwaite goes on to bemoan Ottawa's "unfair preponderance of federal cabinet ministers from Québec", etc, etc. Gee whiz, we English-Canadians are always getting stabbed in the back.

A Star reader adds fuel to the fire in the same edition of the paper. The poor fellow can't understand why supermarkets "place all their tinued goods with the French working towards the customer? I know (so he says) the French-Canadians would not put up road signs in English, so why must we have our foods showing French labels?" Well friend, I have secret, inside information on this whole ludicrous affair. It's a FROG PLOT! First they get all the labels in Ontario written in French and put cyanide in our Franco-American health food spaghetti and Campbell's Chunky Pea Soup. Then after killing off everyone outside Québec (for everybody knows that no one outside Québec is a French-Canadian), they daringly take over in their own province (the curs!) by killing off all the stupid têtes carrées there who naturally can't understand the road signs and drive into one another.

So we've got to act quickly. No more canned goods in French! I'm with you all the way, Star reader! Let's kill the bastards before they poison us! Canadian Loyalists UNITE!

# Jobs for students abroad

by JOAN MANDELL

Recognizing that Canadian students need summer employment to pay for their tuition, the Department of Manpower and Immigration is offering a "dream holiday" in the fields and factories of Europe.

This summer the Department promises approximately 3000 jobs in Austria, Belgium, Denmark, Finland, France, Germany, The Netherlands, Norway, Sweden, Switzerland and the United Kingdom to Canadian post-secondary students. The employment opportunities will vary from country to country, as will the wages.

If you go to the United Kingdom, for instance, you may find yourself picking fruit for between \$35 and \$45 per week, which will be just enough to meet living costs. But as the government handout explains, "Opportunities to follow enriching social and cultural activities are excellent."

Salaries in Austria as well, "will be low by Canadian standards, but sufficient to cover the cost of living in the country."

Some jobs in France will pay Canadian students between \$100 and \$200, but some are only apprenticeships and "thus command a lesser salary." Employers who offer

room and board have the privilege of deducting an equivalent value from the wages.

In Denmark, there is a choice between farm work and a "wide variety" of hotel and restaurant jobs: bell hopping, chamber-maiding, dishwashing, and staffing the kitchen. Having attended agricultural school is a prerequisite for doing manual work on farms.

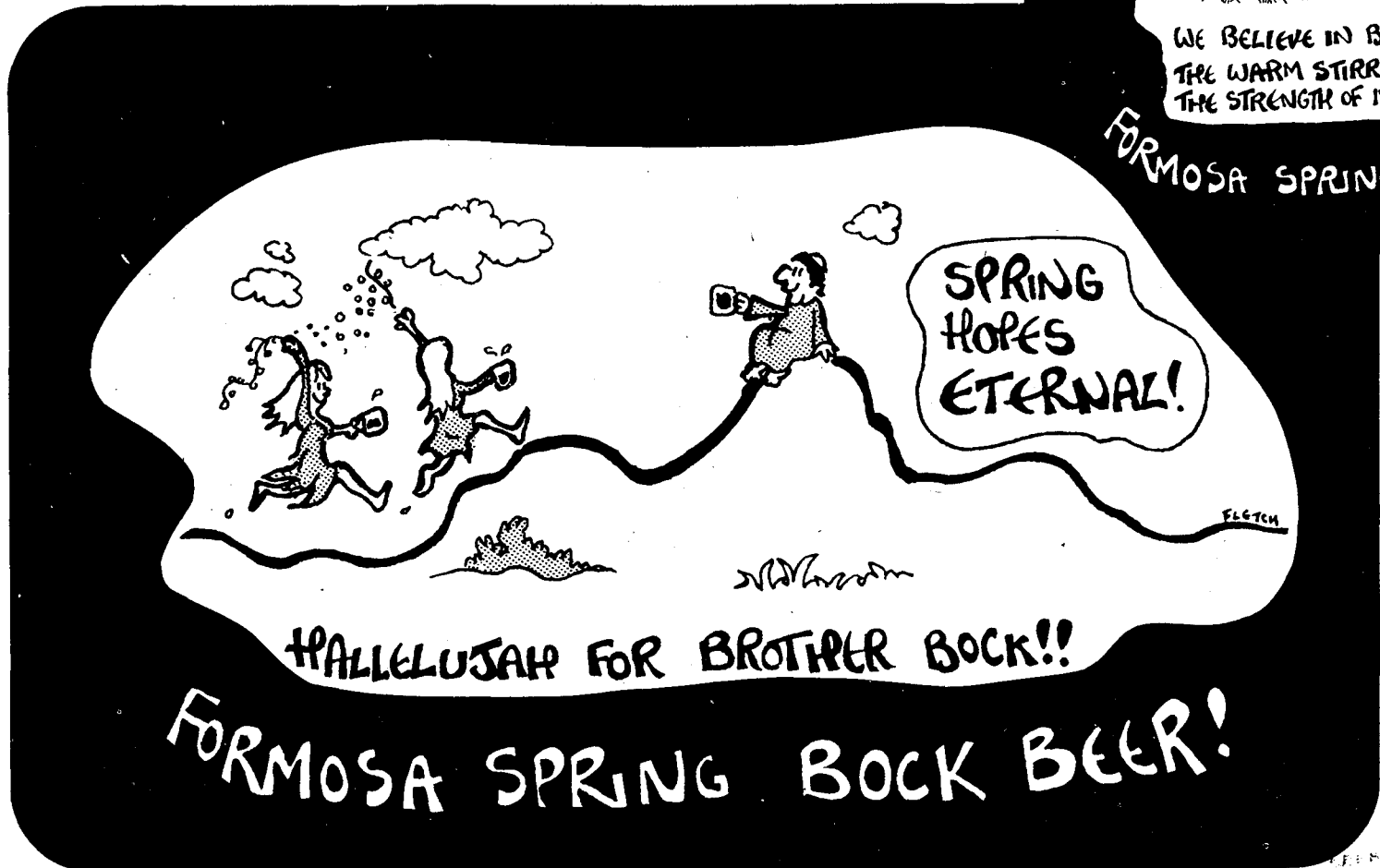
The word "minimum" comes up quite often in the literature of the Manpower Department when explaining salary and time off per week. Also, after approximately the first week's salary in a month, income is taxed at about 35%, but "this tax might be refundable," states the International Student Summer Employment Exchange Program document.

Two or three weeks' work in July must be sacrificed by those en route to Belgium, when the plants there close down.

Some of the wages, as described in the general summer work handout, seem tempting. But as Otto Lang, Minister of Manpower and Immigration points out, "wages average \$100 a month, and it is not unusual for employees to work 50 hours or more per week." In many cases, students must support themselves for up to a month before getting any pay.

Taking into account all expenses incurred, the \$100-a-month wages could not possibly contribute much to paying a student's tuition. The programme, therefore, could only be afforded by relatively wealthy university students.

As students wing their way out of Canada, at their own expense, they are helping to decrease the problem of unemployment at home and exporting it to Europe.



pro tem  
staff  
meeting  
today  
at 4:00 pm

# Landscape and Silence, good Pinter

by J. DAW

The University Alumnae 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 one acts is competent and in a couple cases, exceptional. It is a solid, smooth-flowing and entertaining production—altogether a good handling of a Pinter work.

The first play of the couplet, 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 Mayis Hayman; Rumsey, a man of forty played by Peter Stead 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 embellished 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 at first less favoured by Ellen.

Shand'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 but 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 panels on three sides and a large wooden table.

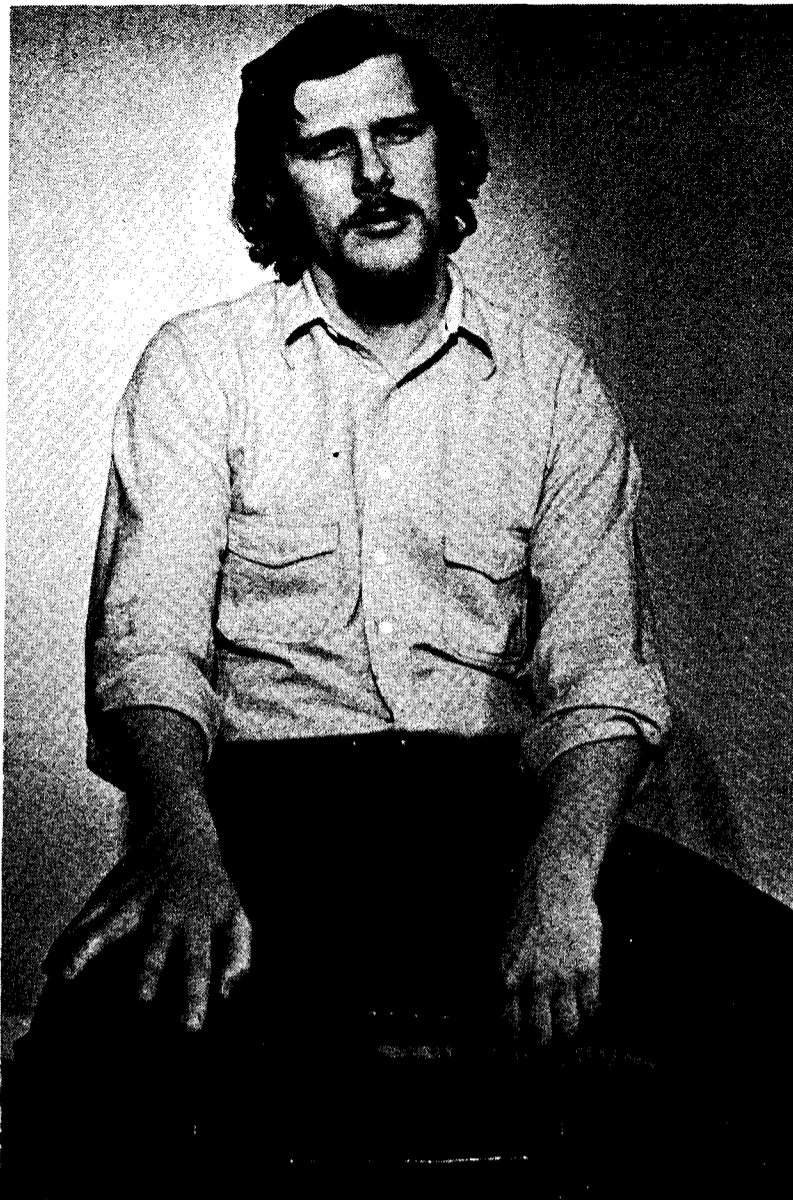
Duff, played by Ian Orr,

sits at the table and tells of his adventures over the past couple of days—a trip to the duck pond with his dog where they were caught in a deluge of rain, and an argument in the pub about the quality of the beer.

You can tell in the silence before the scene opens that you will love Orr's performance. His build, thick moustache and conservative suit reveal a middle-aged gentleman of great stature—perhaps a bit too much for the part he must play. His deep resonant voice opens the scene and draws one into his story, no matter how inane. His strong delivery and relaxed gesticulations make him fun to listen to—he is the kind of person you could not avoid talking with in a pub and are frustrated by his failure to elicit a response from his wife.

Beth sits on the other side of the room, deaf to her husband's small talk. Slumped in a chair, dressed in a baggy blue suit and sensible heeled shoes Barbara Collier does a sensitive, almost laughably serious portrayal of a woman in her late forties, day-dreaming about her past lover.

Although the players may not have been at their best for the opening night, loosing occasionally the poetic rhythm so essential in a Pinter play, the added boost of fuller houses and another week of practice will undoubtedly assure a number of fine performances before the show closes in a week.



Skip Shand of Glendon's English Department plays Bates in "Landscape and Silence" at the Coach House Theatre, 10 Maplewood (north of St. Clair Avenue off Vaughn Road)

## Naugler Trio refreshing

by CHRISTOPHER HUME

Saturday night's concert with the Pete Naugler Trio provided Glendon College with some of its most refreshing music in a long time. The trio consists of electric bass, acoustic guitar, and alternatively violin or slide guitar. Each performer was certainly of an extremely high calibre.

Marty Walsh, the violinist was the musical standout 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 speakers they tended to be a little on the heavy side. Unfortunately a lot of Merty 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 obnoxious 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.

## on campus

by ANN CRUTCHLEY

Thursday, March 16

Doctor Anatol Rapoport, professor of Mathematics and Psychology at U of T will speak on 'The Two Faces of Science' at 7:00 pm in Curtis Lecture Hall A, York Main campus. James Joyce Weekend. Feb. 17-19.

Friday, March 17

1 pm: Play 'Ivy Day in the Committee Room' in the Pipe Room.

3 pm: Harry Pollock will present his paper on 'Doggerel and Scatological Verse in the Works of James Joyce' in Room 204, York Hall.

4 pm: Film 'Silence, Exile and Cunning' by Anthony Burgess (author of 'A Clockwork Orange') in Room 204, courtesy, McMaster University.

4 pm - 1 am: Irish pub in the Pipe Room.

5 pm: Irish dinner in the Old Dining Hall.

8 pm: Play 'Ivy Day in the Committee Room' in the Pipe Room.

9 pm: Irish folksinger in the Pipe Room.

Saturday, March 18

10 am: A paper on the topic "Symbolism in James Joyce's 'The Dead'" in Room 204

12 noon - 2 pm: Special slide show of Joyce's Dublin and Paris in Room 204.

2-5 pm: Special auditions of Joyce's voice on records and other records related to James Joyce in the Group Listening Room in the library.

5:00 pm: "James Joyce's Dublin", a film in Rm. 204.

5:30 pm: Special Irish dinner in the Old Dining Hall.

8:30 pm - 12 midnight: Irish pub in the Pipe Room.

There will be an exhibition of work by the students of Merton Chambers, from Fanshawe College displayed in the Art Gallery, York Hall, from Saturday 18 until Friday 31.

Sunday, March 19

7-9 pm: Irish pub and folksinger, in the Pipe Room, plus a special Irish dinner in the Café de la Terrasse.

9 pm - ? : bpnicol and 'The Four Horsemen of the Apocalypse' doing interpretive readings of Joyce's poetry in the Pipe Room.

McGill

## Put your summer to work for you!

McGill University's Summer Session offers you credit courses at the university level. Six weeks, from early July to mid-August.

Accredited courses — under-graduate and graduate — in Arts, Education, Engineering, Management, Religious Studies and Science. Whether you want to accelerate your studies, transfer McGill credits to your own university or generally obtain higher qualifications and enrich your education — McGill's Summer Session is for you.

Applications accepted until June 15th.\* Residence accommodation available.

For full information, write:

N. Bernard Baum,  
Assistant Director,  
McGill University Summer Session,  
P.O. Box 6070,  
Montreal 101, Quebec  
(514) 392-6758

\*Management courses: May 15 - June 23.  
Applications accepted until May 1.



PRO TEM loses to faculty

# Forces of evil triumph

by BROCK PHILLIPS  
 The hockey season finally sputtered to an end last Friday as the PRO TEM Staffers went down to defeat for the first time this season as they succumbed to the heavy-handed methods of the faculty. "Please mention that the score was 3 to 2 in favour of the winners," said Steve 'Mr. Zero' Bresolin who was one of the three members of the student body power-tripping as members of the Glendon Faculty.

The game started out tamerly and looked as though it would follow this pattern for the duration of the 30 minutes when intimidation tactics by Lou 'Muscles' Rosen enabled Doug Knowles to streak away on a two on one break and tuck the rubber disc behind PRO TEM letter writer Liz Marsden.

The faculty goal fired the Staffers up and fifteen minutes later residence council reporter John H. Riley broke away from Ian Gentle's grasp

to launch a dribbler past Bresolin's out-stretched finger. Then at least 3 minutes later, (Dave Jarvis says about 2 minutes and 55 seconds; Barry Nesbitt says he doesn't know because you realize this is the thing) Irving 'Golden Blades' Abella, playing at mid-season form, managed to fan on a slapshot and have the puck glance off his foot into the net. Then with the score 2 to 1 in the dying seconds of the game (I like that — Riley) goal-suck John H. Riley (I don't like that — Riley) scored to tie the game, but the day was not PRO TEM's and 'Golden Blades' Abella let go another of his slapshots to win the game.

In a post game interview Jim Daw complained of no hustle and a weak forward line. An observer said Daw demonstrated his ability as a forward when he missed a perfect breakaway pass while watching the sun wheel its chariot across the sky.

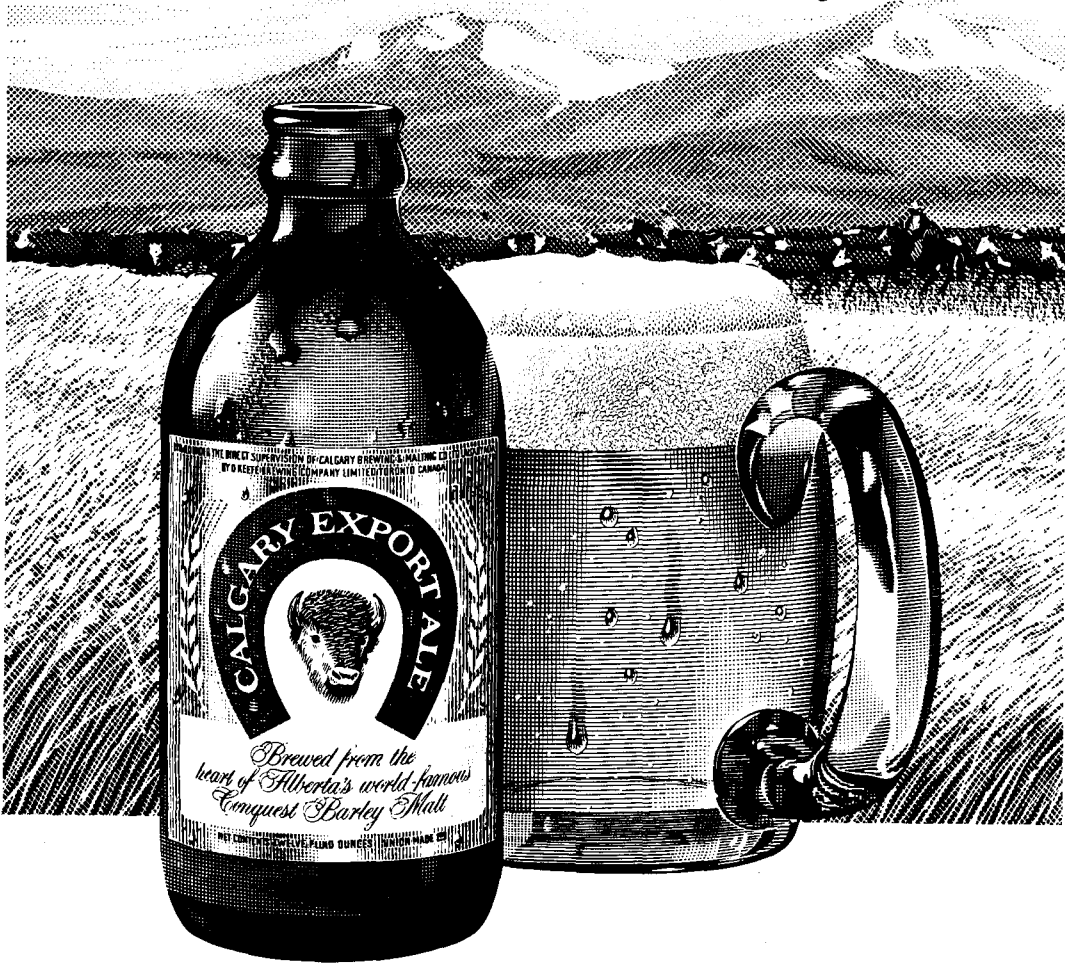


Civil Service infiltrator, Charlie Stedman deals editor Daw a dirtyblow in PRO TEM vs faculty hockey game.

Come on over to the flavour of the great Canadian West!

# Calgary Export Ale

Brewed from the heart of Alberta's world famous Conquest barley malt.



Come on over to Calgary Export...the magic is in the malt.

# Singles' Europe Adventure.

We want you to run away to Europe with us.

We'll drain our last pint of Guinness at the Tournament Pub in Earls Court, London, hit the road south to the Channel and be in Calais by sunset.

A month later, we could be in Istanbul. Or Berlin or Barcelona. Or Athens. Or Copenhagen. Or just about any place you and your Australian, English, New Zealand and South African mates want to be.

On the way, we'll camp under canvas, cook over open fires, swim, sun and drink in some of the most spectacular settings on the continent.

We'll provide a small zippy European motorbus and your camping gear and a young cat to drive it who knows every wineshop from here to Zagreb, plus how to ask for a john, or how to find your way back home to bed, smashed, later on.

You can go for as little as 28 days or as many as 70. Spring, Summer or Fall.

The cost is ultra reasonable. And we'll get you to London from here just as cheaply as is humanly possible.

We've got a booklet that fills in the details and prices.

If you're single, under 30 and slightly adventurous, send for it.

We're booking now.

Please send me details, itineraries and an application.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Prov. \_\_\_\_\_

Mail to: Europe, Going Down the Road,  
 214 A Adelaide St. West, Toronto, Ontario.