

Pro Tem

Volume IX Number 11 Toronto, Canada, September 10, 1969

Inside
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You
Don't
Sleep
With
Teddybears
Anymore



Parts of the display at the birth control information centre in the Hearth Room in York Hall run by the Glendon Women's Liberation group. The McGill pamphlet on birth control is being distributed along with other information on birth control devices, venereal disease, day care centres and the social role of women.

Residence rules are disputed

By GRAHAM MUIR

Dean of Students and Master of Residence, Brian Bixley avoided a confrontation with dissenting students by postponing the implementation of the new instructions for night portiers in Hillary Residence until at least Monday, September 15.

The new instructions were drawn up by Bixley at the request of the Council of Student Affairs. Although Bixley contends that they were drawn up on the basis of the residence rules as tacitly approved by the Residence Council, several students have objected to the document, saying that it will make entrance into Hilliard too restrictive.

The night portiers are on duty from 4 p.m. to 8 p.m. The Residence is closed to visitors from 10:00 p.m. until 8:00 a.m. Monday to Thursday, and midnight Sunday. According to the instructions from 7:00 p.m. until 10:00 p.m. Monday to Thursday, from 7:00 p.m. until midnight on Sunday, and from 10:00 p.m. until 8:00 a.m. nights, the doors are to be locked with only guests of Hilliard residents being allowed to enter.

This is the time about which there is the most immediate contention. The night portiers are being instructed to ask anyone unaccompanied by a resident for their student identification before being allowed to enter. Another restriction is included in the instructions: "If more than one visitor claims entrance with one resident, then, unless the group is clearly a family group, the night porter shall ask the name of the resident. He will record this name with the number of

guests, and the record shall be made available to the Master of Residence and Residence Council."

Bixley feels that he had to include these measures to provide for the security of the Hilliard Women. "We had a lot of nasty incidents last year as you well know. I don't think the instructions are perfect, but it's the best I could do, given COSA's instructions. The one thing I do resent is the implications in some of the criticisms of the instructions that I am an evil, wicked man who wants to prevent others from enjoying their own private life."

Delores Broten, a member

of the Women's Liberation group which has opposed the new instructions since their release believes that the fact that there are rules for Hilliard, while Wood residents formulate their own house by house, indicates a moral judgement and a form of discrimination against Hilliard residents.

Campus security guards have been asked to perform the duties of the night portiers. They are reportedly very unhappy with these orders. One complaint has been filed with guards' grievance committee already. There will be a meeting at 7 p.m. in the Old Dining Hall to discuss the matter.

Bixley to resign at end of year

By DAVE STARBUCK

Brian Bixley, Glendon College Dean of Students and Master of Residence, is quitting. This was formally announced at the meeting of the Executive Committee of Faculty Council, Monday night. His resignation will come into effect on June 30, 1970.

Bixley stated: "I have discovered that being Dean of Students was taking more time than anticipated. I intend to return to my academic work because I feel that I am losing touch with my discipline."

Bixley's appointment was originally for one year but was renewed for another year. Bixley intends to continue teaching at Glendon College. Bixley's resignation comes at a surprise to most Glendon Students. He has recently been embroiled in a dispute over the issue of residence rules.

Bixley commented: "I don't mind contentious issues for they can be fun as well as serious. But even when I have come into conflict, I have found that students here are generally willing to come to a settlement."

Bixley did not feel that the announcement of his resignation would have any effect on his ability to carry out his job. He added, "One thing that I have learned this past year is that I am not a good administrator. Two years as Dean is long enough."

A proposal to allow certain members of the administration to participate as non-voting members of Faculty Council was withdrawn.

Lawrence Beecher, Director of Psychological Services, V.L. Berg, Senior Administrator; Angela Newham, Director of Student Programs and C.A. Pilley, Registrar; were to be accorded a special status.

Clare Graham, student Faculty Councillor pointed out that Faculty Council was primarily an academic body. He thought that if Beecher, an administrator not concerned with academic affairs should be given a special status, there should also be representation on Faculty Council for such people as the security staff and the maids.

At this point Escott Reid interposed: "I understand that the working staff should be given representation on Faculty Council?"

Berg then interjected, "You don't have to worry about that group, they'll keep their mouths shut."

Both the original proposal and Graham's counter proposal were withdrawn. The committee decided that since Faculty Council was open to participation by all members of the Glendon Community, there was no need for any special recognition of these four administrators. Recognition was also denied to the working community.

PRO TEM
Staff Meeting
Today 1:30 P.M.
PRO TEM Office



After a week of mild chaos our justwriters have finally broken down completely on us ay

etely on us as you can see. So, we were going to run an article in this space but we can't, so we thought this would be a pleasant substitute. As we go to press, here we are, looking blankly at the wall, wondering when the taxi will break down.

Merry Christmas, (Oh, Christ, for the first time in a week, it's working, it's actually working...perfectly...

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Let the people decide

For the last three or four years the words 'student power' have signified an attempt to gain representation and then power on the governing bodies of universities. With the introduction of the concept of departmental unions such as the Glendon Student Council is trying to organize, the student power movement is taking a basic redirection.

The reasons for this redirection not only lie in the frustration of the former attempts at control through the traditional decision-making bodies but also a new motion of the purpose of academic power for students.

The former means of attempting control through representation on existing bodies to the point of parity with faculty and beyond, or, more radically, of calls for completely new integrated university and college governments, while sometimes laudable in themselves, have often been aimed at functionally insignificant citadels of power and influence, and have failed to involve the mass of students in the acquisition of any power that has been gained or raise their consciousness of the overall situation.

That is, what difference does it make to the average student in the classroom how many representatives in governing councils he has or how much power they are swinging, often behind closed doors, if he has little communication with those representatives who are often occupying only tokenistic positions on various committees; and if what those representatives are doing is not really affecting the teaching methods used in his courses and, more importantly, the content of his courses?

The most significant answer so far to this problem is the course or departmental union. It is basically something of a 'take it back to the people' solution that in essence is grass roots organizing of students around the classroom issues that concern him most directly.

Also involved, though, is the consolidation of students around specifically student interests. Focused as such, student power is analogous to black power. Although the slogan, 'Black Control of Black Communities' cannot be translated as 'Student Control of Student Communities' since the student community is also a faculty community, essentially the same idea of control over your own affairs by the self-organization of your own group is involved.

In the student case, this means the formation of alternative democratic decision-making structures parallel to the present faculty dominated ones in each department. It might be objected that this method of organizing by students which, by definition, involves a separation of faculty and students, will only further increase the barriers between the two groups, which are generally desired to be broken down.

To answer this, we can revert to the black power analogy. In that case, blacks are consolidating their

own group because they feel that the dominant structures can only be own group because they feel that to participate in dominantly white establishment structures and way of life their cultural and political goals as blacks would be destroyed; and because they feel that the dominant structures can only accommodate so much of their demands for power until they destroy their own bases.

Similarly students have found generally that demands for power have been diffused in most cases into representivity concessions. Also, the liberalized representativity systems are merely new developments of systems in which the students' interests have been generally conditioned for him.

Thus, it is not a meeting of equals in terms of the confrontation of ideas or the compromise of power since the content of the courses, the teaching methods used, and many of the students' basic attitudes to the courses are still largely directed, consciously or unconsciously by the faculty. To break this syndrome, consolidation among students themselves is necessary.

The thing that is grossly wrong in the analogy of black power and student power in this instance is the implication that theirs are basically the same sort of social struggles. The situation of both groups in the society (Indians could be used as Canadian counterpart of the blacks) is radically different.

To put it crudely, students are generally heading towards the upper echelons of the vertical mosaic while groups such as the Indians and the larger percentage of American and Canadian blacks, are near the bottom of the social scale without much prospect of rising much higher right away.

For those who would see this as an unjust distribution of power and rights, the political purpose becomes for them, if they are students, to expose this and to aid others in seeking a more just and libertarian society.

But, to do this, students must gain power and rights themselves in order to be effective and self-directing agitators for change. For, although many of them will move on to positions of power and influence (although many will not), they are as a group, as it stands, largely powerless.

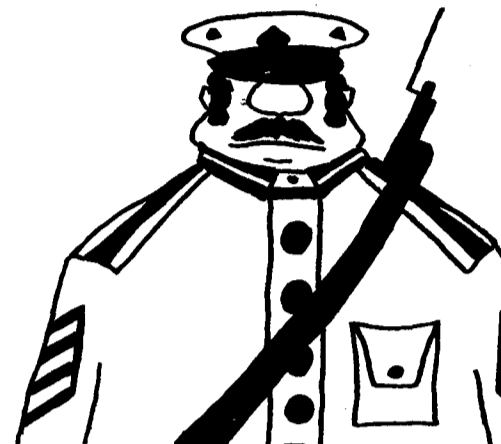
Departmental or course unions are a logical device in the acquisition of the desired power and responsibility and are also a convenient channel, particularly because of their democratic basis, for the criticism of their content.

Anyone interested in the quality of his or her education, should come to a meeting on departmental unions this Friday night at 7:00 p.m. in the old Dining Hall and/or participate in organizing a union in his or her respective departments.

—GRAHAM MUIR



You're putting me on !!



Hilliard Residence ?

COSA mediates summer dispute

By BRIAN PEARL

On May 31, Glendon Student Union President Bob McGaw approached the microphone at the annual graduation ceremonies and began to deliver a speech. Only he hadn't been invited first.

When McGaw gained control of the microphone without official recognition, he was defying authority. And he chose to defy that authority at its very shining hour, while it was conferring degrees on graduating students. Though he was cut off in the middle of his first sentence, (someone switched off the mike) he had 'interfered' with the ceremony. And even though there was another speaker on the program, the secretary of the Senate stood up and shouted that the convocation was over.

In a letter to the Council (COSA) dated June 4, Principal Escott Reid asked COSA not to charge McGaw, or to judge him. Instead, Reid asked "the council to consider what penalties should be imposed on Mr. McGaw."

The Committee on Student Affairs, COSA, has authority over the conduct of students and student activities at Glendon College, with the Principal having the power of veto. The seven student members were elected in the spring Student elections and the five faculty members were elected by faculty.

COSA met on June 23 and at that time Irving Abella, the chairman, casually mentioned that 'someone' in York President Murray Ross' office was extremely interested in the eventual verdict of the COSA inquiry as he had been contacted by telephone a number of times from that source.

While COSA was meeting in York Hall, several members of the student council and some interested students met for their own enquiry into the conduct of Reid and Ross.

Rather than call themselves the Student Council, those present

decided to call themselves The Ad Hoc Inquiry of Students of Glendon College into the Restriction of Free Speech at Glendon.

At the meeting a statement was written and subsequently presented to the COSA meeting. In part, it read: "Mr. McGaw, by his actions at convocation, was merely exercising (his) right to free speech, in a non-violent manner. He was immediately prevented from doing so by Principal Reid and President Ross, who even have expressed a desire to impose some penalty through COSA on Mr. McGaw ... President Ross' and Principal Reid's actions show that they do not accept the principle of free speech in the university."

COSA passed a resolution that read that though this committee disapproves of the discourteous action of Mr. Robert McGaw at the convocation ceremony ... we nevertheless feel that channels should be created for all future Glendon College functions to allow the statement of opinion in a courteous manner for a limited period by those in attendance."

In short, the resolution had something for everyone. Principal Reid could lose no 'face' for seeming angry at a 'discourteous' action at angry at a 'discourteous' action and the principle of free speech was, albeit mildly, affirmed on the Glendon campus.

It led the administration to contemplate "general rules governing the penalties to be imposed on members of the college who make unauthorized interventions in college ceremonies."

The committee decided to postpone a discussion on the implications of the resolution adopted by the Council on Student Affairs regarding the McGaw - Reid affair at convocation. This discussion will take place at the Faculty Council meeting at 4 p.m. Friday in the Board-Senate Room.

pro tem

September 10, 1969

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Subversive literature

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness."

The above portion of the American Declaration of Independence—without being identified as such—was recently read to 252 U.S. GIs at a base in West Germany in an experiment conducted by the University of Maryland. The GIs were asked to sign the statement if they agreed.

The result: 73% refused to sign because they thought it was subversive.

Tucker taking over

History chairman to be new principal

By DAVID STARBUCK

The new Principal of Glendon College will be Professor Albert Tucker, presently chairman of the History Department. He will commence his duties on January 1, 1970, when Escott Reid will retire.

The appointment was announced by Murray Ross in July. Tucker will also assume the duties of Academic Dean and continue his present duties in the History Department. He will have more responsibilities than his predecessor and more administrative power will be concentrated in the hands of one man.

Reid decided two years ago, that he would resign when he reached the age of sixty-five. In a PROTEM article he stated, "Intwo yearstime, I shall be sixty-five and entitled to an old-age pension. I don't think an old-age pensioner should be in charge of a young, vigorous, experimental college."

He also thought that a French-speaking Quebecer should be principal at Glendon's present stage of development.

A committee was appointed by Ross to search for and to recommend a new principal. Members of the committee were Dennis Healy, Academic Vice-President of York University who became committee chairman, Neil Agnew who represented the main campus, Glendon students Bob McGaw, Jim Park and Robert Bedard, committee secretary, and Glendon professors Jean Burnet, Pierre Fortier, and H.S. Harris.

The committee established several criteria to judge prospective candidates. Among them were that the new principal should be "a first-rate academic, a Canadian, preferably bilingual and preferably French-Canadian, in his early to mid-forties, possibly late thirties, with some administrative experience, familiar with academic standards and university structures and responsive to both faculty and student points of view."

At first such people as Claude Ryan, Lucien Lamontagne, Charles Taylor, Michael Oliver and Lucien Cadieux, were considered but it soon became apparent that these men were not movable from their present positions. Further search failed to find a suitably qualified Quebecer who was interested in taking the job. The committee therefore decided to look closer to home within the Glendon College staff.

Tucker: First Choice

The first and obvious choice of the committee was Tucker. In their letter of recommendation to Ross, the committee stated that Tucker was "respected and liked by his colleagues and students, that he had a strong belief in the concept of Glendon as a small liberal arts college and in the importance of bilingualism; he is acquainted with York University and its governing bodies having served as Vice-President of the Senate and Chairman of the Committee on Undergraduate Instruction."

Tucker is a native of Toronto, born in the east-end in 1923, in 1923. He left school at the age sixteen and worked until he enlisted in the RCAF in 1943 where he spent three years. When he left the air force he decided to renew his education. "I had only two years of high school, but I didn't look at education merely as a means to get ahead. I was unhappy in the service spending much of my time reading, which wasn't liked. In the university, I hoped to be able to create my own environment, not subject to the hostile and disinteresting world of business."

He entered the University of Toronto under the veterans' assistance plan, but still had to work part-time. He wrote several short stories and essays, one of which won the Epstein Prize. Tucker considered majoring in both history and literature but finally decided on history. His Master's thesis was a study of the historical reasons why the Americans didn't want a St. Lawrence Seaway built. In 1952, Tucker went to Harvard to begin his doctoral studies. He spent two years doing research and four years as a resident tutor, obtaining his Ph.D. in modern British history in 1958.

Tucker first tried to get a job in Canada but was unable to, mainly because he had no personal contacts. However, he obtained a post as lecturer at the University of Illinois. In 1959, he moved to the University of Western Ontario, where he stayed for seven years, rising from lecturer to professor.

Bob McGaw resigned from the committee before it made its final recommendations because of a disagreement over the role of the principal. They believe that the students and faculty should first decide whether a principal is necessary, and if they decide that he is, he should be elected by students and faculty, not appointed by the Board of Governors.

McGaw added, "Glendon College should be set up as a governmental extension of the parallel structures arrangement of the Political Science - Sociology - Anthropology Department at Simon Fraser University. This would involve student-faculty-staff control over the campus. If there was to be an addition in order to take in community participation it should be set up so that it reflects the nature of the community in which we live, including for example people on welfare."

to make his task easier and more stimulating."

Escott Reid confirmed that it was public knowledge that he wanted his successor to be French-Canadian. He stated "When the members of the committee told me of their inability to find a French-Canadian who would be an appropriate principal and who was prepared to take the job, I made it clear to Doctor Ross that I concurred fully in the recommendation that Dr. Tucker succeed me. My confidence in him is demonstrated by my having treated him as de facto Vice-Principal of the college this past year. I believe that under his leadership Glendon College will make rapid advances."

Tom Lederer, a history student felt that from his experience with Tucker in class that the committee had made an excellent choice. However, he pointed out that an internal choice exposed a weakness in the college. After three years of operation, Glendon had not attracted enough attention to interest an outsider in the job. Lederer thought that with Tucker's experience with Glendon College and its relationship with York University that "the choice is the finest that could be made. His only weakness is his knowledge of French, and the very way that he has thrown himself into learning French justifies the choice."

Professor Tucker intends to continue teaching during his terms as principal. This, he hopes will narrow the gap between the administration and the students. He also hopes that his other administrators will teach.

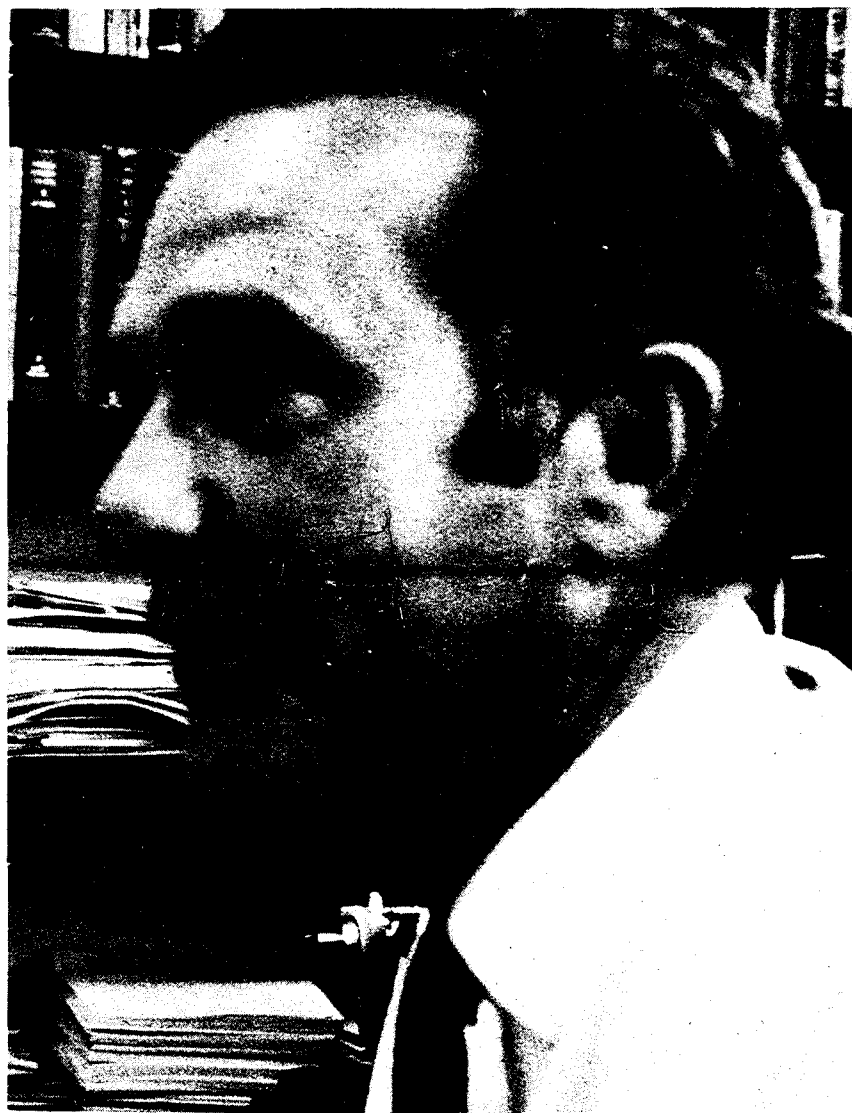
No new job

Tucker is being gradually worked into the principalship. Reid is delegating more and more work to Tucker although final responsibility stays with Reid until December 31 1969. Reid has been consulting Tucker about administrative matters over the past year, even before the committee's choice of Tucker was announced. Tucker should therefore be well acquainted with the college's administration by the time he takes office.

Unfortunately, no students raised the issue of a student-faculty review into the role of the principal at Glendon College or of an investigation into alternatives to the principal as chief executive officer. Thus when Tucker becomes Principal next January, he will be, as was Reid, a symbol of the control of the College by businessmen through the Board of Governors.

Tucker, if he attempts to combine the jobs of Principal, Academic Dean, Chairman of the History Department, and if he attempts to teach and write as well, will be an extremely busy man. Not only is his workload heavy, the combination of these posts seems to represent an overconcentration of power in one man. Hopefully he will delegate authority and responsibility to student-faculty committees, arranged on a parity basis, and established in co-operation with Faculty Council and the course unions.

Two areas where this would be particularly appropriate are the Academic Dean's responsibilities of curriculum content and promotion and tenure. Such an act on Tucker's part will be a positive move of a new principal towards the students of this college.



Professor Albert V. Tucker

Photo by OTTLEY

In 1966, Tucker returned to Toronto and a new position as the Head of the History Department of Glendon College. He came to Glendon because he believed that the possibilities for communication and engagement with his students would be greater here. He also thought that the small liberal arts college was vital as an alternative to the multiversity.

Dr. Tucker will also take over the responsibilities of Academic Dean when he becomes Principal. The post of Academic Dean was recently abolished when Dean Harris' term of office expired. Tucker will now have responsibility for curriculum changes and for the hiring and promotion of staff. This will increase his workload as Principal.

As Principal, Tucker is, under the current set-up, the chief executive officer of the College. He is also the official representative of the college at the York Campus and also in the community as a whole. This is an overcentralization of power, but Tucker intends to delegate as much work as possible.

Two students members of the search committee, Jim Park and

Since coming to Glendon, Tucker has led an active career in Faculty Council and on the Senate. He served as Chairman of the Committee on Undergraduate Instruction, commonly referred to as the Tucker Committee. This committee recommended a pass/fail system of grading, changes in the pattern of the academic year (particularly at Orientation and the Reading Week), the implementation of supervised individual study, ungraded degrees, a re-examination of the General Education courses and changes in the role of Faculty Advisors.

Some of the Tucker Committee's recommendations have already been implemented. This fall, faculty may advise students on a voluntary basis. The Orientation program has been changed to include seminars on the role of education and of the role of students in society.

Faculty reaction to Professor Tucker's appointment is generally favourable. Jean Burnet, Chairman of the Sociology Department said that she was "delighted with the choice".

She commented "I am eager to do anything I can to help him,

part 1 of a 2 part series
Next week: an interview
with Professor Tucker

a good summer?

Until our most fantastic demands are met, fantasy will be at war with society. Society will attempt the suppression of fantasy, but fantasy will spring up again and again, infecting the youth, waging guerilla warfare, sabotaging the smooth functioning of bureaucraties, way-laying the typist on the way to her watercooler, kidnapping the executive between office and home, creeping into the bedrooms of respectable families, hiding in the chambers of high office, gradually tightening its control, eventually emerging into the streets, waging pitched battles and winning (its victory is inevitable).

-Up Against The Wall, Mother-fuckers



Today, in 20th century, in a period of... The old classes... the old values... the established... carefully develo... of capitalist de... caying before... renaissance for... in an epoch... generalities, ar... searching, seeki... the first lights... In a time of su... decade telescop... change under st... must look even... tury that lies... be extravagant... the imagination... -Lewis Herbe

What is so special about the present case is the scale on which the cultural revision is taking place, and the depth to which it is reaching. I have referred to the 'culture' of the young; but would it be an exaggeration to call what is arising among them a 'counter-culture'? That is, a culture which so radically rejects the mainstream assumptions of Western society that it is scarcely recognisable as a culture at all, but looks, instead, like a barbaric intrusion.

-Theodore Roszak, 'The Counter Culture'



Projecting cool images is not our goal. We are disruption. We are hot. In our ad the lion cracks. Races through the streets. We are freaks, cannibals, cowboys, Indians, witches, warlocks. Weird-looking freaks that crawl out of the cracks in America's nightmare. Very visible and, as everybody knows, straight from the white, middle class suburban life. Blacks cause riots because they are oppressed. We are a pain in the ass of America because we cannot be explained.

-Abbie Hoffman, 'Revolution for the hell of it'



I, for one, trees (and, in forests), flower hills, also valle ness (when use little children, record-setting : canes, swimmir policemen, unic ball games up pneumatic jackh are not too cl North Truro in lized abortion Ann dolls among -James Kuner Statement'

The entire machine of police and state breaks down when they attempt to deal with us because they are only geared to deal with subversion which is directed from abroad. They are not prepared and trained to deal with a democratic mass opposition based on responsible individuals. They are geared to deal with an enemy who makes politics in the same way as they do; namely, by manipulating individuals.

-Wolfgang Lefevre, German SDS Political Committee



Democratization in education means the fundamental restructuring and redirection of our educational institutions. By means of this, we aim at self-determination and self-development in the light of humanist values. At the same time however, the overwhelming social-political reality of Canada is that we are a colony. We cannot adequately address one of these questions without addressing the other. Consequently the struggle for personal liberation must be linked to a struggle for national liberation. Ultimately, a student power movement in Canada must be an anti-imperialist struggle from within the educational institution.

-Peter Warrian, Past President, Canadian Union of Students



At Glendon last year we did begin to show our discontent. The Principal, the same man that told us that Glendon students should get "fire in their bellies," informed us that now we did have "fire in our bellies" we didn't belong to Glendon College.

Universities today are perpetuating a kind of 1984 newspeak. (cf. Orwell) with which people who have shown their anger at a world system which carries out slaughter, structuralizes chaos, and allows mass starvation, who want a world in which none of this exists, and are called "disrupters, terrorists" or "outside, paid political agitators."

-Bob McGaw, Glendon Student Union President

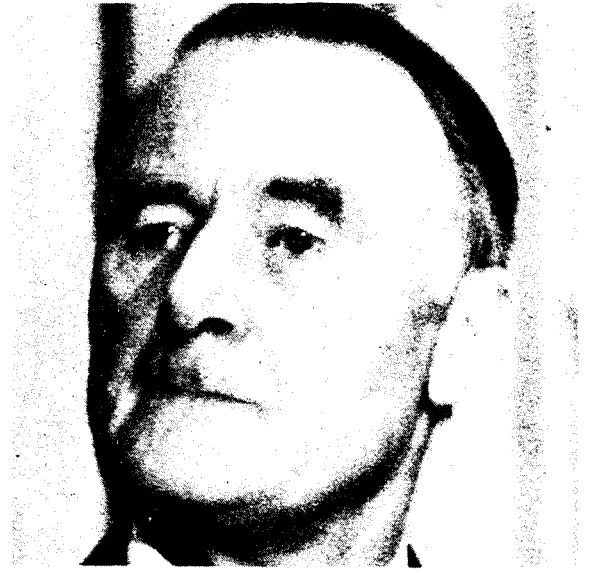


...Through a of passing from and from practic more and more conducted very against sexual re of the liberty o sion, in favour the student mil against total re the present paro that, we now ha strategy of polit to continue political prober these political objectives will to us within th more generally, tional system, a tion to the worki -Daniel Cohn-

the last half of the we too are living social disintegration. s are breaking down, ire in disintegration, d institutions - so oped by two centuries evelopment - are de- our eyes. Like our rbearers, we live of potentialities, of nd we , too, are ing a direction from s on the horizon ... ch instability, every pes a generation of table conditions. We further, to the cen- ahead; we cannot enough in realising of man. er. 'Anarchos' Maga- zine



It is hard to find a label for the two-fifths who are in the minority, since they are defined, not by any particular beliefs or practices, but by their lack of concern about making money. They are more likely to major in humanities. They are not only disdainful of 'careerist' values, but are somewhat vague about their own career expectations; in general however they seem interested in finding work that is intellectually stimulating and somehow relevant to their own social concerns. The college environment seems to have fortified them in these attitudes. It can also lead them to embrace attitudes which are dissident and extreme on many different public issues.
-Fortune Magazine

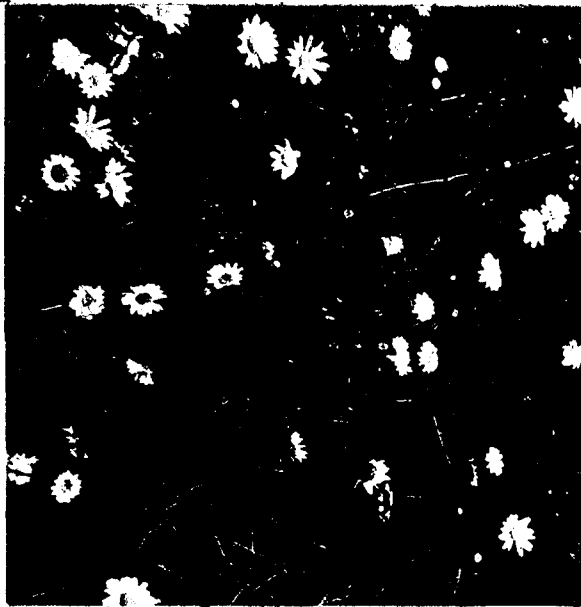


Militarization of science, industrialization of the university, commercial pollution of the culture, subordination of the creation of human beings to the production of profits: we encounter the inability of capitalism (and, more generally, of political economy) to guarantee production geared to needs, to promote an expansion which is no longer quantitative but qualitative.
-Andre Gorz, 'Strategy for Labour'

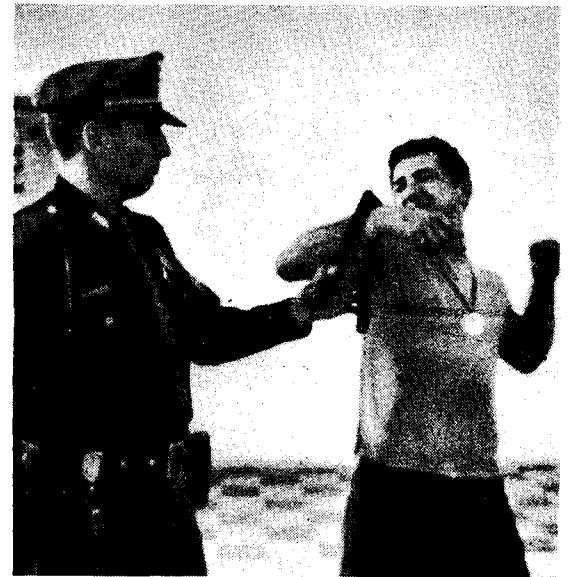


All those people who seek to control the behaviour of large numbers of other people work on the experiences of those other people. Once people can be induced to experience a situation in a similar way, they can be expected to behave in similar ways. Induce people to all want the same things, feel the same threat, then their behaviour is already captive - you have acquired your consumers or your cannonfodder.
-R.D. Laing, 'The Politics of Experience'

, strongly support n a large sense, rs, mountains and eys, the ocean, willed for good), good people, tremendous snowstorms, hurri- ng under water, nice corns, extra-inning to twelve innings, hammers (when they lose), the dunes in n Cape Cod, libera- laws and Raggedy g other things. n, 'The Strawberry



Reflection, conciousness and intelligence are repressed in those who have begun to think about their experience. Those who have been so stereotyped by past institutionalization accept the nigger status unquestioningly. In effect a frontal lobotomy is accomplished by the setting and the roles and authority operating. No surgeon is visible, so no awareness of this is possible for those accustomed to thinking and living in the realm of appearance alone. The word 'love' will still be used. But the frightened eyes -which rarely meet- are the reality of authoritarianism in the classroom.
-Jim Harding, 'Tragedy, Absurdity and Joy in the Classroom'



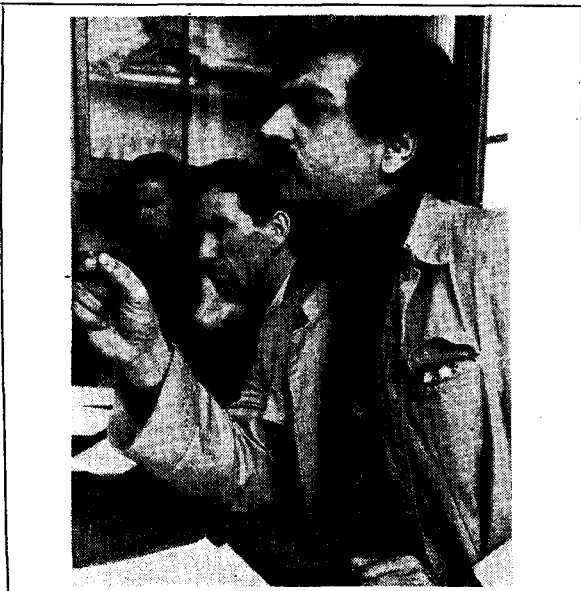
These tasks are difficult. They demand a great deal from the few and young intellectuals who now devote themselves to ideological politics: discipline in pursuing the problems that are important rather than opportunism in following the current of reformist discontent; patience in developing goals and strategy rather than haste to reenact the frustration of mass organization where the mass is politically impotent; introspection in examining their own role in society rather than enthusiasm which leads to submerging personal identity within a collective enterprise;

-R. Allan Huber, 'The End of Ideology as Ideology'



One final statement ... don't trust anybody ... particularly the small 'l' liberal. This is not so much out of bitterness, but an empirical lesson. Those who claim to be sympathetic to change, especially minor change achieved through the 'proper channels' often turn out to be the most reactionary of all. The liberal ethic is a sham, and exposing it would probably collapse our western society.
-Eric Olson

action, the problem theory to practice ce to theory is posed e clearly. When we precise struggles epression, in favour of political expres- of politicizing of lieu - we ran up epression, up until xism. Starting from ve to develop a new ticizing in order in posing ms. And in posing problems, precise reveal themselves ie universities and, within the educa- and outside, in rela- ing class. -Bendit



Yes,

but it's good to be back.

Course unions redirect student power

By **BARB WORTH**

The most important plank in the Student Council's programme to improve the quality of the educational experience at Glendon is a proposal to set up Departmental Unions.

Toby Fyfe, Vice-President of the Student Council who is responsible for the initial proposal, maintains that the 'psychological barriers' that exist between faculty and students must be broken down. He feels that students must be given an active role in a department's decision-making before the student will be able to enjoy the best education possible.

The concept of departmental unionism is one that has been tried at other universities in Canada, most notably at Simon Fraser in British Columbia. There, a student Research Sub-Com-

mittee in the Political Science, Sociology and Anthropology (PSA) department investigated into the best means of ensuring real student influence over decisions. They came up with the idea of what is in essence a parallel structure of student and faculty plenums. The Research Committee rejected proposals that would tend to absorb student interests and perspectives into faculty ones and opted for this structure to provide sufficient opportunity for the development of a legitimate student voice.

The Glendon proposal is patterned largely on the PSA experience. It insists on provision for a separate student plenum to which every student enrolled in a particular department would belong.

This plenum would parallel the already existing

faculty meetings at the departmental level. In practice it would mean that issues would be discussed separately by each group on a regular basis before meeting again as a joint-group to hammer out a final policy which could then be recommended to the Chairman of the department for action.

Fyfe claimed that "The idea of separate plenums is not put forward with the idea of cementing a split in faculty/student relationship but rather it is designed to allow each group to form a policy with which to negotiate."

Problems could arise if faculty and student plenums came to opposing conclusions on a particular issues and some mechanisms will have to be developed to deal with such deadlocks.

The Student Council proposal recognizes two possible methods of handling this; the department could abide by a vote of the joint faculty/student meeting or the department could agree to continue negotiating until such time that an agreement is reached by both groups.

The third basic point of the proposal is provision for equal staff and student representation on all committees in the departments. These committees, formed

to deal with such matters as course content, curriculum and the making of new appointments, could then work in conjunction with the two plenums reporting where necessary to both the joint and separate meetings. Confidential matters involving new faculty applications would be kept in private by the committee involved.

In order to ensure maximum communication of new developments, a newsletter would be sent to all members of a particular department.

The departmental unions would satisfy the need that is becoming increasingly recognized by faculty to take the student viewpoint into account. While the significance of departmental unions goes beyond the forum of opinion and into the realm of student power, it must be recognized that departmental unions would provide an efficient means of opening discussion on all aspects of a department's business. Decisions would be based on more complete knowledge of the situation than is presently the case.

Students on committees

In the past, the various departments at Glendon have encouraged student representation at the departmental committee level.

Professor T.K. Olson, Chairman of Political Science, held meetings with elected delegates from Political Science classes last year to discuss departmental policy. He feels that they had a real influence, citing as an example the changes that were made in the Second

Year Political Science courses; half-courses were introduced at the urging of the students. While Olson was not particularly in favor of these changes, he did not oppose the consensus of the department.

A questioning

However, the idea of departmental unions goes beyond consideration of the student opinion on that level.

Recognizing this, Olson stated that he is very much in favour of 'refining and improving' the advisory system in his department 'to give the students the fullest opportunity to express their opinions'. But he would oppose the idea of giving students a formal veto over departmental policy, (i.e. by voting in a general meeting.) "The ultimate responsibility for decisions should rest with those who have the most permanent interest in Glendon College."

Tucker has serious reservations about the deadlock over policies where 'teaching would grind to a halt.' He is also concerned that it might turn into a 'thoughtless exercise of power over the lives of the faculty.' However he is definite

favour of some formal procedure whereby the student may evaluate his education and would like to see all aspects of the matter considered.

A conscientious effort on the part of both the faculty and students to make the concept workable will mean that a continuing study and evaluation of educational upon by the college as a whole. The end result could mean greater improvements in learning and teaching conditions at Glendon.

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Fall referendums important

CUS emerges crippled by congress

PORT ARTHUR (CUP) — Financially crippled and riven internally by attacks from both radicals and moderates, the Canadian Union of Students staggered out of its 33rd annual congress facing the very real possibility of dissolution by Christmas.

And perhaps more importantly, the Congress had not come to grips with the charges laid by radical delegates, observers and members of the former CUS secretariat that the national organization faced total irrelevance if it did not struggle to alter its nature and that of the students councils which form its base.

Bitter dissension

When the final plenary session of the congress broke off at 6 a.m. Wednesday (September 3), more than a third of the items on the order paper still remained to be debated and passed; but the meeting could not go on in the face of the increasingly bitter antagonisms raised as radicals insisted the structure of CUS rather than moderate programs held the key to rebuilding the union.

"A lot of people here are going to return to campus and not do very much," charged Barry McPeake, last year's CUS Atlantic fieldworker and chairman of the congress until he spoke at the final plenary.

"People have to make a choice," he said. "Either they fulfill the implications of the content of our motions in actions and in words, or they sustain the structures which have led to failure in the past."

"That choice may mean staying on their students councils, or getting the hell off. And when the real crunch comes, they're going to stay on council."

"The choice lies not in keeping the structure," McPeake said. "We have to destroy them or tear them apart so they will serve the people."

But McPeake's charges met bitter denunciation from John Gallagher, a member of the incoming CUS secretariat, who labelled the radicals 'opportunistic' and supported the position by incoming CUS president Martin Loney -- that the union must concentrate on organizing Students around issues such as housing and unemployment rather than a radical analysis of society.

"You're not dealing with these problems in a historical way," Gallagher said, "You have failed to come up with an alternative program."

But the hard logic of finances may prove to be more of a deciding factor in the direction of CUS than either radical or moderate arguments. At the end of the congress only eight student councils had committed themselves to the union for the coming year, although several other delegations committed themselves to fight for CUS in referendums.

Referendums

With only 39,500 students in the union, CUS finance commission predicted the organization would get 'belly-up by Christmas' if critical referendums at Carleton University and the University of Toronto did not favour CUS.

Students at Carleton will vote October 13; Toronto students October 23. As many as 10 other referendums may be called during the forthcoming year.

The precarious state of the union's finances led to one change in CUS operations: selections of a president-elect, traditionally one of the duties of the fall

congress, was postponed until Christmas, when the union will hold another legislative meeting.

While many programs were left undebated in the hands of the CUS national council, delegates from 33 schools who attended the conference -- with voting rights regardless of their membership status in the union -- managed to pass resolutions on some aspects of education and on the nature of the student's role.

Delegates stated their opposition to the Americanization of Canadian Universities, but also condemned any attempts to regulate the number of American professors by means of a quota system.

"A professor's ability to deal with the Canadian reality is not always based

on his nationality," they noted.

Classroom democracy

The delegates also called for an end to authoritarianism in education, and presented demands which would lead to the development of a 'critical university' -- one which would do more than act as an apologist for the status quo.

The present educational system delegates said, "It prepares the student to fit uncritically into the corporate capitalist structure, without questioning the social and moral effects of the system."

"The students in the classroom should be in control in the classroom and

should be actively participating in the classroom," one delegate said.

The existence of these authoritarian systems at the university effectively continues the socialization begun in the public school system," the delegates said.

The congress also called or students to struggle against the development of the Mid-Canada Corridor, a corporate and government plan to create an urbanized industrial strip of land just south of the Arctic Regions.

The congress noted, the plan would, in effect, be another tentacle of American control of Canada, and added that "any nation which values its independence and sovereignty must have control of the development and dispensation of its natural resources."

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PRO TEM, in Glendon Hall, next to the bank.

"The Taste that Turns You On!"

Shinerama coming

Glendon students are asked to shine shoes for cystic fibrosis research and treatment funds. On Thursday, September 18, as part of the nation-wide 'Shinerama' campaign sponsored by the Cystic Fibrosis Foundation

Ryerson and York Campus will be conducting similar campaigns on the same day. The York and Glendon Campuses hope to raise 12,000 dollars between them. The target is 25,000 dollars from all Toronto participating groups. Glendon organizers

are expecting about 200 to 300 students from this campus to go out. A booth, at which people can sign up, is being set up in York Hall. Students will go out in teams of two or threes to plazas in the east end of Toronto.

Students will be driven there by buses. One of the organizers, Larry Scanlan, said, "We hope that the people will wear crazy clothes or things like that - anything to attract attention. We want to stress the fun aspect of this as much as possible."

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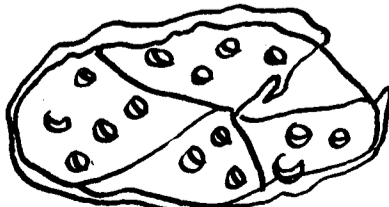
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Baseball lives

Last winter they sounded the death knell of baseball. They said the hitters were dead, the fans would stay away in droves, and that the new franchises, especially Montreal, would flop ingloriously. And then the snows melted and the outfield grass came through greener than ever before, and the hordes of fans came out from Jarry Park to Chavez Ravine in record numbers.

Certainly the main force behind this revitalization of The Game is Commissioner Bowie Kuhn, who spearheaded the expansion two 10 team leagues of previous years to the present four six team leagues; with three exciting pennants races as only the Baltimore Orioles seem to have a flag locked up.

The renewed thrills have drawn fantastic crowds in every city, with the Mets, Braves, Dodgers, and the Cubs threatening to shatter every attendance record in the book. The four new expansion teams have contributed greatly to this upsurge; although only the Pilots have a half-decent won-lost record, all four teams have proven competitive on the field. Our own Montreal Expos have drawn over one million people already, outting an end to all those stories about Montreal losing interest in a losing team once

the novelty was gone.

Yet above all, it is the hitters who have sparked Baseball's comeback. Not in the last decade have there been so many .300 hitters at this stage of the season, or players with a shot at 40 homers. The opening day crowds had hardly taken their seats when the balls began flying out of the park. At last look Reggie Jackson had 45, Frank Howard was right behind him, and Boog Powell and Yaz and Rico were closing fast. In the National, Willie McCovey looks good for 50, with Les May of the Reds having an outside shot.

After Carl Yastrzemski led the league last year with .301, the AL woke up this year to find Rod Carew hitting .350. It was a pleasant revelation. In the senior circuit Roberto Clemente is having it out with Cleon Jones and Pete Rose, all hovering near .360.

While the pitchers are not the dominant force they were last year, they are still a gate attraction. A good pitcher will still beat a bad one, whether the score is 1-0 or 10-9.

We let you know where we stand on baseball last spring; you pitied us and our moribund game. Yet here it is, one month to go in the season, and baseball is alive and well, and greater than ever before.

We want you

One of the radicals came in here the other day and denounced the sportsies as a bunch of middle class, decadent, bourgeois, racist, fascist, imperialist, capitalist, war-mongering American lackeys and establishment puppets.

But he was wrong. Sportsies are strictly upper class all the way. However, despite our propensity of talent, we want you to join our elite group. In spite of our plethora of intellectual brilliance, there is just too much for us to do without your help.

What's in it for me? - you may well ask. As a sportsie, you'll get free admission and the best seats in the house to all intramural games at Proctor Stadium. You'll hold the power of life and death over our athletic directors as you nail them to the wall with such probing questions as "Who scored in the A House-Frosh game last night?" You'll re-

ceive anonymous letters from Guelph and you'll get to play for us when we slaughter the student council hockey team.

We need people to cover intramural and inter-college sports regularly, and occasional report on varsity as well. Val Brent needs some girls to help cover girls' sports. "I need some girls to help cover girls' sports," a generally reliable source quoted Val as saying. And, from time to time we have full page in-depth looks at vital sports issues of the day.

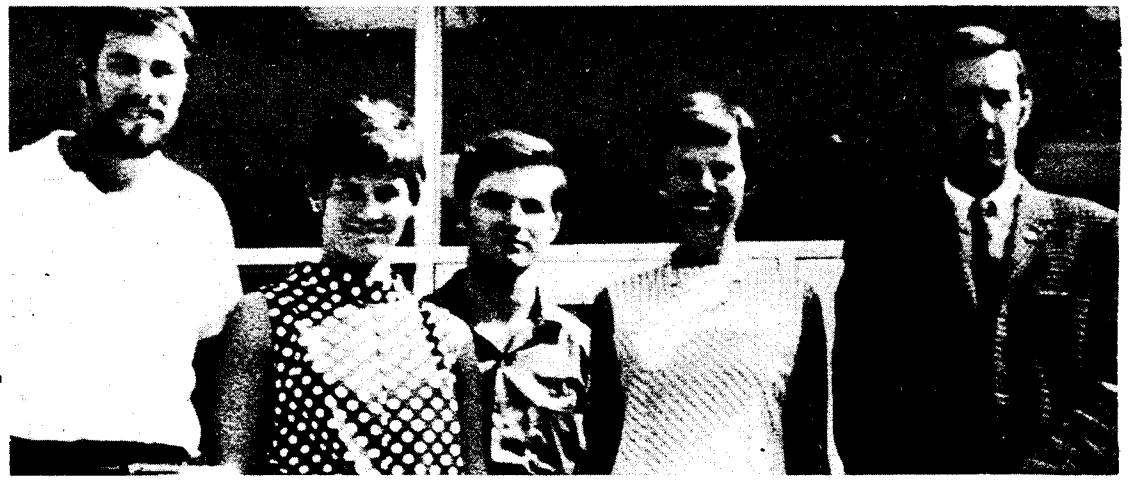
Come on and join us. Go on spider-hunting expeditions with Larry Scanlan. Join the Union of Baseball Fanatics of Canada and be indoctrinated in orthodox Veeck by UBFC leader Nick Martin. Join the Masked Beaver as he commits terrible atrocities on the bodies of anti-baseball fascists. Meet Miss Placed Modifier, our beautiful secretary, or go tiptoeing through the tulips with Lancelot Golightly, our euphemisms editor.

ATHLETE OF THE WEEK

Baseball

Which proved this summer, beyond a shadow of a doubt, to all you hate-mongering football fans, hockey lovers, bigots, highbrow intellectuals, and plain old everyday commie subversives that it is still the geatest and most popular sport in the history of mankind.

Photo by OTTLEY



The Fieldhouse staff - Ken Harris, Jane Short, John Bramburger, Ruth Blackhall. They're out to help you.

Salter ready for the year

By NICK MARTIN

Sportsie: Look over here by the dam. Who is that mysterious masked man, beating the water with his tail?

Miss Placed Modifier (vivacious yet nevertheless faithful secretary): Perhaps we were never meant to know.

Sportsie: No, you fool. It's the Masked Beaver champion of justice and enemy of every form of evil, galloping off astride his faithful steed Squirrel to bring us the latest news from the House of Salter.

And the news which the Masked Beaver brings is that the athletic department is ready with an almost completely new staff to provide you with another outstanding athletic programme.

Athletic Director Mike Salter is back to head the operation once again, this year being joined by Miss Jane Shortts, the new women's athletic director. Running the equipment room this year is John Bramburger, who will be there daily, and Ken Harris, who'll be there on weekends only.

To borrow equipment from these worthy gentlemen, simply present your student card and sign for whatever you want. The building is open from 9.00 a.m. to 11:00 p.m. on Mondays, until 10:30 the rest

of the week, 11:00 a.m. to 9:00 p.m. on Saturday, and 1-5 on Sundays. Basketball, volleyball, tennis, squash, archery and a number of other sports are there.

Splash

Mr. Salter informs us that pool hours have been extended this year. "Pool hours have been extended this year," he said in an exclusive interview. The big pond is now open from 2:00 p.m. to 4:00 p.m. every day of the week, with nighttimes of 6:30 to 8 on Tuesday, 7:30 to 9 the other weekdays, and 6:30 to 8:30 on Saturdays.

Intramural flag football will get underway on September 24th. Roy Hanna, fleet-footed flankerback of the varsity Yeomen, will be convenor this year. Roy will be holding a meeting prior to the opening game to help organize the frosh team and explain the rules to them.

On the 25th, the men's and women's golf tournament will be held, and on October 7th our annual cross-country will take place in the back hills with your correspondent trying to better last year's world record time of 24 min. 46 sec. for the two and a half mile event.

Intercollege competition will begin early in October, as Glendon will defend the championship it has held ever since the formation of the York Campus.

If you're interested in earning a little extra money, he said materialistically, then volunteer your services as a referee or lifeguard; both are paid a fair price and a goodly number are needed. If you're interested, leave your name in the phys ed office.

A number of activities this year are going to be put on a club basis, due mainly to lack of interest in these areas in recent years. Skiing, rugger, curling, wrestling and boxing will be in this category. Instruction will be provided in these various sports if enough people turn out to warrant it. Meetings for each sport will be announced soon.

Which brings us to an important point. PRO TEM will provide you with the best sports coverage we are capable of; however, our space is limited, and we don't have much room for announcements. To be sure that you don't miss anything, check the bulletin board outside the cafeteria several times a day.

We're here to serve you. If there's anything you'd like to see added to our page, or anything we're doing that you don't like let us know.

Glendon students, faculty, welcome to Genova's Barber Shop razor cuts a specialty Sunnybrook Plaza

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will be open: Tuesdays and Fridays only from

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