

You can row the boat
but you can't rock it.
- Kobason.

To "Kobason" and friends:

Sending wishes
✿ large and small
(You couldn't really
count them all)
They're sent to you
Because you're sick
Hope they help you ✿
GET WELL QUICK!!!

Hephzibah

the Northern Light

Volume II, number I3, January I8, 1973.

THE FUNCTION of EDUCATION in a CAPITALIST SOCIETY

B. DEMATTEO

Not only has the capitalist state played a role in creating a labor force, but it has also been important in maintaining the discipline of the labor force. Throughout the history of capitalism, police and armed forces of the state have been used to destroy workers movements that have fought in opposition to the control of economic life by the capitalist system. On a more subtle level, (and during the more recent stages of capitalist development) the state's educational system has played an important role in producing a disciplined labor force.

This article is an attempt to demystify the ideology of education held and issued by the society's "kept" intellectuals, or to borrow a more appropriate term from Sartre, its "functionaries." The essay treats three inter-related levels: The correspondence of the capitalist needs for a disciplined labor force and the mechanics of education; the ideological content of the concept "value free objective neutrality;" and finally a consideration of teacher as agent.

In regard to the first level, we must recognize that the key aspect of capitalist production is the separation of the worker from control of any productive factors other than his or her own labor, and that the production process must be controlled by the owner of capital. This aspect requires the maintenance of discipline which the educational system provides significantly, though subtly. Much of this relationship remains hidden behind a mystifying idealism concerning the profession and institutions of learning, whether this be the now unpopular "traditional" approach, or those attempts at educational reform, stressing openness, relevance, etc. One could suggest that even these reforms in education simply reflect changes in the method and organization of production, yet maintaining that key aspect stated above.

An educational system primarily produces a disciplined class of workers by reinforcing, over a period of years, a series of attitudes and habits consistent with the requirements of the owners of capital. The state is the immediate instru-

ment in this regard by making school obligatory up to a minimum work age established in the society. The state then plays a crucial role, by the initial exercise of its power.

More important than outright coercion is the particular aspects of the process at school. First the student must be on time ---- tardiness and absenteeism are punished, reinforcing the attitude of punctuality so important for the functioning of the productive enterprise. The student next takes his place at his desk (at one time screwed to the floor and arranged in rows) and usually remains there for a normal work day. Moreover, obedience is strictly enforced, with fraternizing or other "unproductive" activity usually sanctioned. The student is graded according to his "work habits" how well he produced, and to what extent he obeyed those in authority. Looked at from this particular position, without all the mystifying paraphernalia that conceals the political relationship, the preparation of a worker separated from the means of production, conditioned to be on time, used to working in one place for long stretches of time, and accepting of authority, is revealed.

Other attitudes necessary for a manageable labor force and usually reinforced and upheld in schools are competition among one's peers and an over-riding respect for expertise. Through a variety of mechanisms students are constantly pitted against one another by being placed in competitive situations. The student is subtly taught that an advantage to one student is a loss to another. We must remember that right from the beginning he is told that the purpose of his education is to give him a higher market value in the competitive labor market. It is ironical that in an institution claiming to contribute to the learning process, students are usually not allowed to share information. If one shares information during a test for example, he is usually called a cheat and subsequently punished.

- cont'd on Page 2

Furthur, the teacher is very much preoccupied with maintaining his or her authority vis-a-vis students. The usual and most efficient way of doing so is by showing off one's hardware of knowledge and maintaining a monopoly over that knowledge by showing how really ignorant they are. In this way the teacher preserves his or her authority to organize and construct the learning situation. The result of all this is a labor force which is potentially divisible within its own ranks and feels that it is not equipped to manage and control production.

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Not so explicit is this relationship at the University level, and it is somewhat more concealed in those new experiments variously called "open concept" education. The atmosphere is seemingly free, the desks aren't nailed to the floor and the "free" expression of ideas is the order of the day.

Here the concept of the "market place of ideas" is particularly apt. As in any commodity market, the goods demanded by those who control resources and have purchasing power are the ones that continue to be produced. By this process, not only are the dominant ideas reinforced and used to rationalize action, but the growth of any ideological counterforce is severely limited. What this points to is the way in which the dominant class molds ideology in terms of its own interest. By its control over resources, directly or through foundations, the business community sponsors, in conjunction with the government, virtually all of the writing, research, and teaching related to the production of ideas.

What we must recognize on another level is a much more subtle ideological relationship which is not easily penetrated; that is, the ideological content contained in the various disciplines as taught at the universities and the disarming notion of liberal "tolerance" so highly touted in "intellectual" circles. These aspects can only be exposed by lifting that mystifying screen which tends to hide the ideological component; the notion of "value free- objective neutrality."

This framework establishes in the name of scientific advancement, that the investigator must remain detached, ideologically unbiased and never affect the phenomena under investigation. Logically, what could be more ideological than a framework which basically condemns the presence of ideology and furthur advocates a passivity. What it denies is that there are any valid criteria for evaluating or changing social reality.

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Sartre is instructive on this point of scientific objectivism when he says:

"A hundred years ago it was possible to believe in the bourgeois notion of disinterested scientific inquiry. Today we know that sooner or later, all scientific research finds a practical application. Consequently, it is impossible to conceive of a body of knowledge which is strictly non-practical. The sociologist in America, for instance, studies ways to improve relations between employers and workers in order to blunt the class struggle. And I do not need to point out, of course, that atomic science is immediately practical."

How is this put forth in the institutions of education to hide the ideological component and how does the reinforcement of "disciplined" force reinforcing the power of the worker

from control over any factors of production? First of all, critical concepts such as "exploitation," "contradiction," "class conflict," or "alienation" are either excluded or emasculated from consideration on the grounds that they lack "value neutrality." Not only is there a built in determinism in their "value free" concepts (e.g. we don't talk about capitalist development but the process of industrialization) which implies that we cannot go beyond existing institutions and that all attempts to challenge the existing status quo are basically irrational, but also it has the effect of mystifying consciousness by imbuing it with a fatalism that reinforces powerlessness and deadens critical activity.

This is typically illustrated by an examination of the assumptions underlying the discipline of economics. Take the phenomenon of poverty. Everybody agrees that poverty is bad. But when it comes to explaining why poverty in fact exists, capitalist economists refuse to consider the possibility that exploitation may be at the root. Nowhere is there a consideration that the tendency of capitalism to generate poverty at one extreme and wealth at the other is a consequence of exploitative class relations. Their

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primary concern is to examine the process through which price fluctuates and the size of profits or surplus. They never ask "Why is there a surplus or profit to begin with?" This implies clarifying the class nature of capitalism. In this case the very notion of "exploitation" is antithetical to their assumption that there is a harmony of interest in a capitalist society. But of course their rejections are all done in the name of science and not in the defense of the status quo, and therefore hides the ideological assumptions underlying the field of economics. That capitalist economics is not the only field with an ideological character, can be illustrated by an examination of the other social sciences, such as political science, sociology, psychology, etc. and the seemingly apolitical fields of philosophy and literature. Since space does not permit an elaboration at this time I would suggest that the student ask the following questions of the fields that he studies: What is the field's underlying assumptions about man and society? To what extent is there a built-in determinism which limits the possibilities for going beyond existing social arrangements? By implying that one cannot transcend these arrangements, is it not the same thing as defending them?

Finally, there are those whose roles keep the institution functioning; call them what you will, "intellectuals," faculty, teachers, "facilitators," "learning managers" etc. What they usually do is even more insidious and effective in mystifying the social consciousness. The critique is not simply directed at the institutions "traditionalists" but at the seemingly more progressive element who present themselves variously as "non-directive teachers," "resource people," "neutrals," etc. all in the name of the creation of "free thinkers."

In most cases the fundamental position is that the educator should not impose his biases on his student, i.e. the classroom and teacher must

BOOKSTORE OPERATIONS SCHEDULE E
TEN MONTHS ENDED APRIL 30, 1972

Sales		\$ 34,451	
Cost of sales			
Purchases	\$46,495		
Inventory at end of period	<u>15,701</u>	<u>30,794</u>	
Gross profit			3,657
Expenses			
Salaries	7,948		
Office expense	<u>1,034</u>		
Furniture and office equipment	426		
Printing and supplies	417		
Travel	<u>158</u>	<u>9,983</u>	
LOSS FOR THE PERIOD		<u>\$ 6,326</u>	

The deficit was carried by the College.

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Paulist Fathers.

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Toronto 174, Ontario



Revolution is too important to be nurtured on anything but the truth. — Kobason.

Cont'd from page 2

remain neutral at all cost. The role of teacher is merely to elicit questions and conclusions from the student without much adult interference. The student by this method arrives at his conclusions independently, "does his own thing," "tells it like it is," and tells other people "where its at." It's all fashionable and "innovative;" It's marketable.

This position of the neutral teacher and classroom depends on a neutral context in terms of the general society at large. It has little meaning in a society in which ideas and preferences are already managed. Moreover, no teacher can avoid giving his student his biases, even if it be the lesson of avoiding an issue with moral and political implications. And when controversial issues are discussed they are done in a way that seems open-minded and unmanaged leaving the student with the feeling that he or she has faced the issue, yet from the very beginning the cards were stacked and the purpose all along was not to meet an issue, but merely make the student feel that he or she had. There is never an imperative to action nor a need to take sides. The student is told that the problems are complex and we can never be sure who is right. If this does not constitute outright collusion with the ideological position of the state, it certainly has the effect of prohibiting political action.

What is the function of these so-called "neutral" teachers then, if not to create the critical impulse? They exist and function to turn out manageable workers, quiet controversy, and direct inquiry within the acceptable limits of moderation. In Sartre's words again, "If this man manages to compromise, to hide from things; if he succeeds, by some kind of pretence, vacillation or balancing act, in not living that contradiction in uncertainty, I do not call him an intellectual; I consider him simply a functionary, a practical theoretician of the bourgeoisie."

Lest this article be mistaken as a call for educational "reform" of the kind advocated by Ivan Illich, i.e. "deschooling society," let it be made clear that this essay starts from a different assumption. Whereas Illich starts with the student as consumer and "school" as the "major component of the system of consumer production" and independent of the "ideology professed by a government or the organization of the market," this article starts with the basic contradiction in capitalist society, i.e. the fundamental separation of the worker from control over the means of production, and the school as the instrument of the ruling class in creating a manageable work force, and ideologically dependent on this same ruling class.

RETRACTION

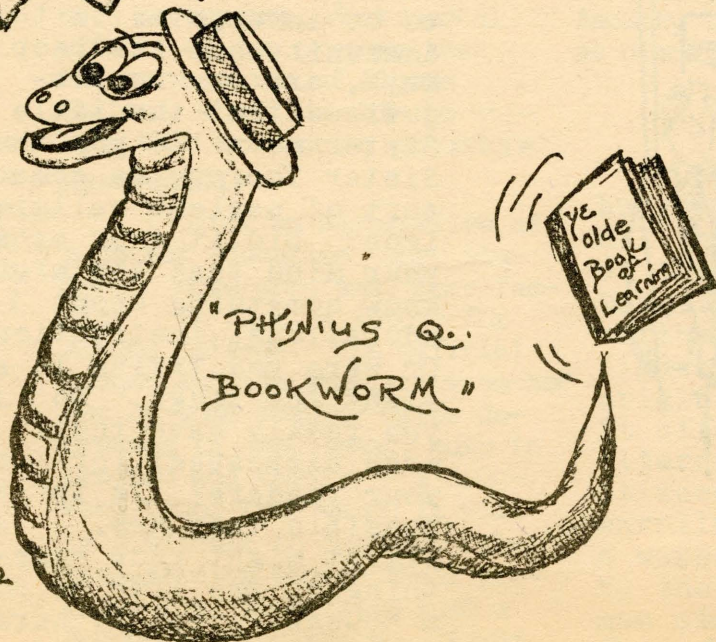
RE: Article in the January 9, 1973 issue of The Northern Light signed by Kobason.

We acted on information supplied to us by a member of the Administration and have since been told that this information is incorrect.

Therefore, we would like to apologize to Samson Construction Co. Ltd. and to Roy A. Samson for any unfair implications in the above mentioned article.

Kobason.

"Have I got a
SALE
for you!"
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ON MOST PERIPHERAL
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FROM FEB. 12 TO MAR. 2
50¢ a pound! [No TEXTS]



A SUCKED DRY CITIZEN

Dear Editor:

It is a continual source of amazement that those involved in academic fields can be very assiduous in finding evidence to substantiate the small detail in a lecture or paper and then can turn about and produce the kind of accusations as those I read in the January 12 issue of the Northern Light without bothering will trivial details like research of facts. Any professor or undergraduate for that matter who read such material in a text or essay probably wouldn't both to scrawl the obvious "proof?", "why?", "evidence?" or "discuss reasons?". They, no doubt, would resort to outmoded educational aids such as D-, E, F, or the feared REWRITE.

I am a bit prejudiced against Kobason, I am afraid, because I detect in the rigors to which he puts the English language a kind of charge of the Light Brigade and damn the sentence structure attack. Forgive me seeming old fashioned, but university taught me a respect for those who read and listen as well as those who speak and write. Your style, Kobason, belies your piece. It is not information, but catharsis.

Mr. Brown may well be the head of the Property Committee of the Algoma Diocese of the Anglican Church, as well as Chairman of the board. May I remind you that Richard Nixon is also a Quaker. Does one assume that Trickie Dick hates war? If you want to convince me, or even wish me to consider that Mr. Brown is engaged in a criminal conspiracy on

behalf of Jesus Christ you must produce more innuendo. I, and other people who have lived in two room apartments that rent for 1,500 dollars a year, would disagree that 30,000 dollars per year is a high price for a building the size of the College, along with the property on which it sits. As for its uselessness I would ask you to go and stand on the front steps and look at the property and then look at all those houses which border on it. Does another land use suggest itself to you?

Your third point, Kobason, neatly leads me on to Emily. I will only compliment you on the wisdom of putting your remark about "Larry's Mattress" at the end of

your article. If you had put that type of idiotic crack at the beginning I wouldn't have read your article.

Emily, the answers that you so wildly desire are written in the business page of the Sault Star. A quick bit of research would have shown you that Great Lakes Power must be paying at the very least 6.75% return, with good chances of capital gain. I almost hate to say this but the purchase of shares of Great Lakes Power doesn't benefit the company. The College or any other investor buying shares purchases them from another investor once the shares have been issued. Emily, can I accept your tip to get into the red hot Royal Bank funds when you make such foolish statements? Well Emily, what is your answer, answer, answer?

Kaya, you disgust me. How could you possibly make the statement that the only fund raising done by the Board of Governors was for sports activities? Algoma College did not drop from the air and settle here in the Soo. People fought long hard hours, weeks and months to bring the College into being. Yes, some of those sucking parasites have given up time with their families, time they could have spent relaxing or earning income to work for the school and yet you tell us that they stand to gain nothing! They haven't even sent their children there. They can afford to send their children elsewhere yet they spend their time working so that children who can't afford to go elsewhere can get a university education. No, Kaya, it would seem that they have no vested interest, unless perhaps it is an interest in others. Those Governors didn't descend on the College. They built it up. And those members that joined later are people who have proven themselves to be interested in this community and its people. Kaya, are you so prejudiced that the title Sister means to you that Sister Theresa is some sort of useless religious icon? Did it ever cross your mind that she might know something about educational institutions? Or were you trying to slant the truth. Do you really have that much disrespect for your readers? Is it possible that Mrs. Wright might know something of the life of a housewife and mother. Perhaps that is not your concern. Perhaps you are also prejudiced about age and experience.

Kaya, if you can point out one reason, (less tenuous than the arguments in your article, please), why Algoma Steel should be interested in controlling the finances of the College, I'll buy you a beer at the Union Hall. If Algoma College did have a fund drive it isn't difficult to think which large oppressive factor in the Soo would be approached for a large contribution.

There are many other fallacies in your arguments, but as they are self-evident and rather trite I won't go on. But your article is not without humor, Kaya. I read with a smile your line about institutions sucking the average working person, of which I am being sucked dry to support you. The idea of supporting in a learning institution someone who is so lacking in academic ethics is abhorrent to me. Perhaps I should view the situation philosophically. While you don't seem to be deserving of an education you certainly need one.

Rosa, you shine like a light in the midst of storm. Here is someone who has done her homework and has written an article that shows respect for her readers. I think, Rosa, that your suggestion will be read and considered by those Bugaboos in the power structure (who do read Northern Light). They probably might discuss the pros and cons with you. But isn't that last dig at the Finance Board a bit facile. After all in the previous column you produced a Net Gain of \$63,575. Capitalists these men may be, but if they were inept which you know damn well they aren't, there would not have ever been a College. I suggest you talk to Kaya who would rather have housewives and steelworkers on the finance Committee. I hold no prejudices against these groups but would they be as effective as capitalists in handling capital? I suspect Kaya would rather have them around because he believes, (mistakenly) that they would be easier for him to snow.

Is it that you are so smart, Rosa? Yes, that may just be the problem with Algoma College. The whole Ivory Tower bunch may just be too damn smart to be bothered with university.

Bill Ranauld
"a sucked dry citizen"

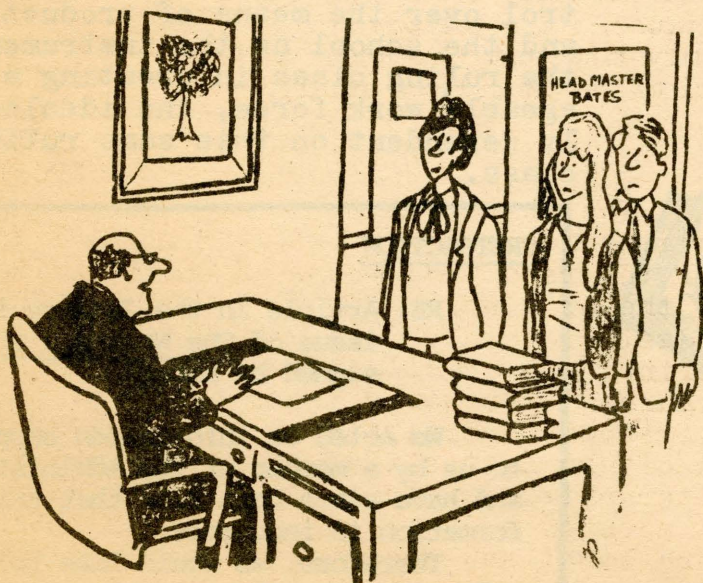
Editor's Note: The above article was printed as received.

A PSYCHOLOGICAL TIP

Whenever you're called on to make up your mind, and you're hampered by not having any, the best way to solve your dilemma you'll find, is simply by spinning a penny.

No - not so that chance shall decide the affair while you're passively standing there moping; but the moment the penny is up in the air, you suddenly know what you're hoping.

from Grooks I, by Piet Hein
Dedicated to the administration of Algoma College by an anonymous letter writer.



I'm glad to see that you young people have chosen to protest non-violently. It shows you're civilized. Now get out.

CITIZEN'S RIGHTS MEETING

The speakers were Ralph Niessen, Jeanne McGuire and Frank Shunock, with the meeting being chaired by Rick Hotte.

Ralph Niessen, in his speech, was concerned with where society is heading, technology environment, population → the need for people to be active in decisions affecting them, especially in the above mentioned areas.

Jeanne McGuire talked on the oppression of people, mainly women and the poor in general. She related instances where women were treated as second class citizens, emphasizing the need of women to be aware of their rights and stated that government must take positive steps in the area of day care, medical care, the rights of women in the area of credit, and the present welfare system.

Frank Shunock also emphasized that oppressed people, the poor and ethnic groups know their rights and take action to stop this oppression. He saw citizen groups as one method for people to get together and ensure their rights are protected.

Following the speakers was a lively discussion touching a variety of topics. Of special importance was the concern shown about local issues and how people in certain circumstances had been deprived of their rights for dissenting on an issue.

Also persons considered the forms of action that could

be taken to ensure peoples' rights and some stated the desire for a local organization involved in citizens' rights. People were told that this first meeting was to lay the groundwork for more organized activities in the future. One person suggested that this group affiliate themselves with other organizations interested in citizens' rights such as the Canadian Civil Liberties Association.

Following the discussion, forms were passed out and 30 people left their names and numbers to be contacted for further activities concerning citizens' rights.

Citizen Advisory Committee

ANTI-POVERTY ORGANIZATION

Dear Brothers and Sisters,

The Ontario Anti-Poverty organization's conference is confirmed for Feb. 16-18, 1973 at the Lord Simcoe Hotel in Toronto.

The purpose of the Conference is to assemble the maximum amount of experience, knowledge and expertise possible to formulate a "Strategy For Action" program geared to the elimination of poverty and to the provision of that quality of life deemed the right of all Canadians.

The Ontario Anti-Poverty Organization has been delegated by the Coalition Planning Committee to coordinate Conference activities.

WE stress that this is not a "Poor Peoples Conference" but a

Conference being planned and organized by a Coalition of concerned citizens throughout the Province whose goal is the elimination of poverty.

Of the planned 900 delegates from across the Province, at least one-third will represent the low-income sector, with the balance representing organized labour, churches, professions and business, and middle income groups.

The poor are aware that they have no voice in Government and that Government responds to the needs of the millions living in poverty with "bandaids", perpetuating the status quo. When the majority of concerned citizens make it clear to Government that the immediate priority is the elimination of poverty, then and only then, will all citizens be granted what is rightly theirs as Canadians.

The recently announced \$30. maximum per month increase to Provincial Social Services recipients has been roundly condemned by the poor themselves, social service experts, and in major editorials across Ontario. The amount is grossly inadequate, municipal welfare recipients are excluded, and thousands of recipients can expect rent increases further minimizing any expected benefits.

Anyone interested to know more about the conference, about applications or rides to Toronto etc., please contact the book store OR someone involved with the Northern Light at Algoma College.

ACTION

It seems that some people are critical of the alternate budget proposal which I submitted to the NORTHERN LIGHT last week. Perhaps my proposal has some flaws, but so far the critics, at least the ones I have heard, have ignored the concept proposed and have attacked the specific figures as being in error. This kind of criticism reminds me of those who, when attempting to invalidate the proposition of American imperialism in Vietnam, quibble over the exact number of American soldiers present in Indo-China. But I suppose I should not be surprised; this kind of sterile scholasticism has always found a comfortable home in the University.

But I digress. To return to the critics, it has been suggested that the figures which my alternative projects for 2nd and 3rd year enrollment are too high. Fine. I was not attempting to impose these figures on the future, but rather, offering a method whereby enrollment could be increased. I would agree that some people drop out of university for reasons other than financial, but I would insist that for some, this is the major factor. And it is these whom we can retain. So we won't get 77 students in 3rd year - how many then, 70, 65, or 60? At least a few more than is projected by Dr. Brown in his budget (40) given the fact that some students will stay if financial help is forthcoming.

Further, the bursaries not used for 3rd year can then be used in 2nd or 1st year. And the same argument as above applies. And even more to the point, if in 2nd year we can retain even 10 or 15 more students than is projected by the official budget (72), the base from which drop-outs occur the following year will be larger. The long term effect must then be progressive. And again, it must be stated that the future ability to attract first year students will be enhanced.

There has been a further criticism concerning the accounting problems of listing monies as an income, an expense and a liability. Since this is common corporate practice with no apparent detrimental effect, we can presume that the corporation of Algoma College, would be able to utilize this accounting procedure successfully.

I offer an alternative of a better education, more students, more programs, more faculty. In fact, a future for Algoma College. The official budget and the statistics worked out by some faculty offer decreases in enrollment, cuts in program and faculty - a downward trend from which it will be difficult to recover. That some faculty engage their precious time to bolster such a document surprises me. First, because they ignore the needs of those they are here to serve - the students. Second, be-

cause they support the dismissal of a number of co-workers, an action which even the 'lowliest of lowlies' would be loathe to accept. And third, because they spell their own doom. If next year's enrollment is accepted as projected, then surely if the drop-out rate continues, enrollment the following year will require even further faculty cuts.

So why is such a dismal future accepted? Or maybe it isn't. Maybe it is only accepted for one year, or for part of this year, and after 'certain' faculty have been gotten rid of, a proposal such as mine will be implemented. These are just maybes, let's hope I'm wrong, for a college with faculty like that is almost as dismal as no college at all.

ROSA

The Ahmed-Clark budget proposal accepts all the recommendations of the original Brown Budget proposal. It refined the enrollment figures to be worse than originally anticipated. It offers no positive alternatives, rather it accepts a declining enrollment and accertains a worsening situation by the firing of a minimum of 7 faculty and the resulting loss in courses offered. This has a built in thrust for a worsening situat-

ion because with lower enrollments permanent faculty positions will, of necessity, be threatened in the future.

The difference in grand total figures for this year's budget and the Ahmed-Clark proposed budget is a mere \$2,742. The real savings in salaries for the 7 faculty "terminations" amounts to \$64,550 but there is an addition in the Ahmed-Clark proposed budget of \$58,209 for faculty sabbatical leave fund. This would indicate that faculty sabbatical leaves are a more important expenditure than faculty and courses for students.

3-INSTRUCTORS
2-T.A.'s
2-ASSISTANT
PROFESSORS

THIS MANY FACULTY CUTS AND A SAVINGS OF \$2742 ON THE TOTAL BUDGET SUBMITTED.

WHAT IS A HUMAN BEING WORTH?
WHAT'S THE PRIORITY?
VACATIONS FOR FACULTY OR TEACHERS AND COURSES FOR STUDENTS?

Tanya

The Great Wall of Davis in Action!

That is, the man gives no direct answers and exhibits his verbal agility by beating around the bush. Any questions or statements merely bounce off of his impenetrable wall. Keen-sighted enough to realize a response is required, he verbalizes his thoughts? reality? illusions? excuses? that they are looking at our POINTS. For that matter, they are looking at everybody's points - they looked at the four-lane highway issue and if we as good citizens keep in line and re-elect the P.C.'s for the next five consecutive elections, Northern Ontario can be reassured that they will get a four-lane highway after they have paid a suitable toll of hundreds of traffic fatalities, which will make a fine justifactory statistic. However, all points will have to be looked at and analyzed in reflective terms on the Budget. Obviously, our government did not go bankrupt last year, nor is it likely that it would have this year if the tuition fees and the loan portion of O.S.A.P. cheques had not been raised by 20% at the least. One wonders why it is costing so much more to pay for education this year than it did last year? It is true that the operating costs of education have undoubtedly risen over the last eight years (the last fee hike), but by how much - 23 million dollars? (the sum exacted from students this year). On the 1972 Ontario budget Education lost its rank in priority, so this apparently means that the government has effectively decided to pay less (ie. freeze on capital funds available to universities) and the taxpayer and the student must therefore pay more!

By the way there is sound (to me) speculation that the loan portion of O.S.A.P. will be further raised, from \$800. to \$1,000. Its coming up this spring, so let's sit back and see what the government decides is good for us again.

Oh yeah! For people planning or who PLANNED on going to graduate school, its tuition was raised only \$395. However, we are fortunate that the Wall of Davis articulated that at least tuition won't go up in the 1973/74 year. Who knows what will happen after that?

Perhaps we should all quit school and start looking for "other socially useful alternatives" as the Draft Report of The Commission on Post-Secondary Education calls it - waitress jobs, taxi-driving, welfare?

Tuesday, February 16 twenty to forty students at varying times felt strongly enough to picket in front of the Windsor Hotel and the new Debrats High School, when the Wall of Davis and his security men were here.

Besides getting the impression from Davis of non-chalenc and implacability, John Rhodes said that he and Davis would come in February to Algoma College to see our facilities and exactly what we are paying \$600. for in respect to other institutions.

Judy Kokis,
Student Council

To All Who Are Interested

At no time, past, present or in the future has this Student Council had or will have any influence or opinion in regard to editorials or any other articles published in the Northern Light. Any A.S.C. submissions to this paper have been signed Student Council or with my name on its behalf.

Judy Kokis

OPEN LETTER TO FACULTY AND STUDENTS

There is supposed to be a budgetary problem facing this College. Ian Brown, the Principal, has produced a budget embodying certain recommendations. Many of them focus on the need to save money by 'not renewing' certain faculty - in particular, one excellent member of the present teaching staff.

If Brown is correct on the need to reduce costs I would like to suggest one obvious and simple way to do this. Ian Brown is resigning as Principal of the College. He receives approximately \$25,000 per annum. Don't replace him.

Why does everyone unthinkingly assume that an academic institution must automatically come with a President, or a Chancellor, or a Principal? Are we so oppressed that we are like workers who have been brainwashed into thinking that a factory must automatically come with a boss?

One of the major mechanisms of control over our daily lives is the belief that others are 'experts' who have unstated - almost mystical - qualities and skills superior to the ones we lesser mortals possess. It is because of such beliefs that we uncritically accept the necessity for having a Principal to run our College. Such myths must be fought and disposed of.

Algoma College already has a superb office manager. It is common knowledge that Elizabeth McGoldrick has all the skills necessary to handle the paper shuffling. Let Liz be the chief Liason Officer, and a few faculty - who presumably are already underworked due to a lack of students - take on the various tasks such as community relations, fund-raising, and so on, with a reduced teaching load. (Maintaining, of course, Academic Council as supreme governing body.)

We can 1.) save approximately \$25,000 per annum, 2.) democratize the College and 3.) increase student-faculty control over the decision making process in one fell swoop. It's only a matter of giving.....

All Power to the
Imagination!
J.P. Marat.

Monday, January 15, 1973

TO: Mr. William M. Hogg, Chairman
Finance Committee,
Board of Governors

FROM: Budget Committee

RE: 1973-74 BUDGET

The Budget Committee has delegated Messrs. Louis Feldhammer, Roland Paquin, and Jong You to meet with the Finance Committee in order to obtain the information requested below.

Since the Budget Committee finds it difficult to arrive at well-considered assessments of the budgetary situation at Algoma College for 1973-74 without this information, it would be most useful if this meeting could take place at the earliest possible date. A meeting with your committee would facilitate our tasks.

INFORMATION REQUESTED:

1. Reserve Trust Fund:

- What is the exact amount of capital involved?
- What proportion of this amount is currently invested?
- What is being done with the remainder, if any?
- In what is the capital invested, and at what rate of interest?
- As a result of the investment(s), how much monies will accrue this year ('72-'73), and next year ('73-'74)?

2. Fourth Line Site:

- What is the present assessed value?
- What is the highest possible monetary return, i.e. mortgage, collateral, etc., that can be derived from this land?
- Are there any plans to use this asset within the next year?

3. Carl J. Sanders' Gift:

- In what is the first cheque (\$50,000.) invested, and at what rate of interest?
- Are there possible alternatives which would yield a higher rate of interest?
- When is the second cheque (\$50,000.) of this gift expected? Can it be expedited so as to be available before the next academic year?
- What are the fiscal ramifications of utilizing the gift capital for bursaries, rather than relying solely on the interest return?
- What other donations, endowments, gifts, scholarships, etc., have been made available to the College?

cc: Members of the Finance Committee
Members of the Budget Committee

The Northern Light is published weekly at Algoma College, Sault Ste. Marie, Ontario. Deadline is 6:00 pm on the Sunday previous to publication. We will print any articles anonymously if they are signed with a note from the author to the editor stating that he wishes to remain anonymous. Advertising rates on request at the office in the Student Lounge portable or by calling 253-3092.

Working on this issue were:
Linda Reid (Editor), Jim Jodouin, Ron Bird, Nancy Cummins, C.D. Martin, Carol Walsh, Lynn Bovington, Sandy Turner, Curt Gartshore and Kobason.

REACTION

Dear Editor:

Re: unsigned articles in the last issue of The Northern Light

Six sealed bids were received for the Algoma College construction project. The contract, in consultation with our architects, was awarded to one of the two low bidders.

Mr. Samson is not a member of the Board of Governors; has taken up permanent residence in another country, and had sold out all interest in the company bearing his name prior to any College decision to proceed with construction. When Mr. Samson was on the Board his company refused to bid on previous renovations because of any possible conflict of interest. Mr. Samson has always enjoyed an enviable reputation for his integrity.

Our policy in regard to student fees, and grant cheques was worked out in full co-operation with the Students' Council. To the best of my knowledge we, at this time, have only one outstanding student complaint to settle. Please see the Minister's statement on College Notice Board.

Algoma College has no funds invested in Great Lakes Power. Funds invested are in Canada Savings Bonds and Royal Trust Company. The Board does not at this time wish to invest in equities.

The Government of Ontario, representing the taxpayer, has full information as to the assessed value of the Shingwauk Site and Shingwauk Hall, as to the square footage within the Hall, as to the conditions of lease and the annual lease cost. The annual lease cost by the Anglican Church is regarded as being entirely generous to the College.

The College auditors are ultimately responsible to the Government of Ontario. It is a point of fact that the agencies of government responsible for universities and colleges have highly approved of college financial management and planning under limited funding over a period of five years, and that this approval accounts for much of the support that we presently have in government circles.

I can do no more at this time than express my utmost shock at the despicable treatment of an employee of this College, who is retiring in the spring, and who has ably assisted me throughout the year in the performance of a wide variety of functions.

Ian W. Brown,
Acting Principal

Dear Editor:

It is time that some serious questions were raised about who owns and operates The Northern Light.

The absence of any masthead containing the names and responsibilities of staff members, especially that of editor, places the credibility of the paper in a dubious light, particularly in view of recent, possibly libelous, attacks upon individuals and institutions. The additional fact that these attacks are penned by anonymous persons suggests that neither the paper as a whole, nor the individuals who are firing the flak, are prepared to take responsibility for the reputations which they may be unjustly damaging.

A newspaper which issues attacks upon named individuals to the extent of suggesting or accusing them of dishonest or criminal activities while hiding behind a screen of anonymity violates basic democratic rights and represents, to this writer at least, nothing less than a form of alleyway back-knifing.

There is no justification for a secret press at this college, and there is even less justification for the community at large to be expected to answer to a select few individuals who need not in turn answer to the community.

Let's get the record straight on only a portion of the anonymously made assertions in the January 9 issue of The Northern Light:

1. There was not one, but six bids submitted for construction of the new library.

2. The Samson Construction Company is not owned by Roy Samson. It is not now represented on our board of governors, nor was it represented on the board at the time when bids were solicited.

3. The college does not have one cent invested in Great Lakes Power Corporation stock.

4. It is impossible to have 77 third-year students in '73-'74 since there are not currently 77 second year students. Further comment on the "Counter Budget Proposal" would involve a tedious commentary on a proposal which displays not the slightest sign of any knowledge about university budgeting.

5. Anyone who believes that the property on which Algoma College is located is "otherwise useless" has to be ludicrously naive.

6. I have never known

"Doc" Brown to avoid seeing students, and this can be testified to by a good many of the students at this college. To assert otherwise is either ignorant or dishonest.

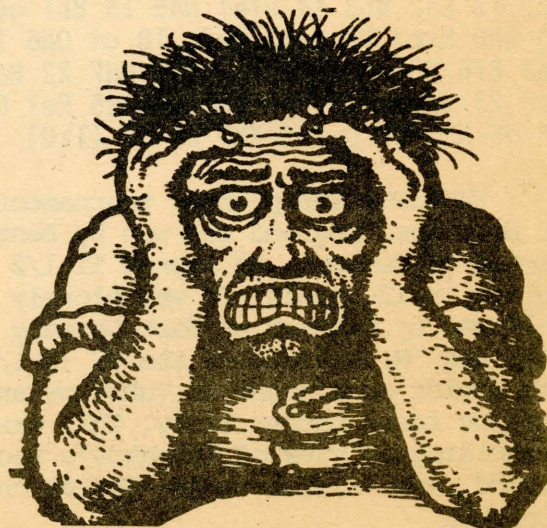
7. This is an opinion: I seriously doubt that anyone will find anything belonging to Algoma College under Lawrence Brown's mattress.

Such information as the above is apparent to anyone who opens their eyes and spends about five minutes asking questions, but to date I have read little by The Northern Light's anonymous guardians of the public morality to indicate that they have been concerned with truth or justice. Who are they? What is their relation to this college? Whose interests are they serving? If it is a student paper, on what grounds does it claim to represent students? Who holds editorial responsibility? Is the paper in fact more secretive than the individuals or the institution it is attacking?

This college is in no position to be governed by the political whims and games of an anonymous and select club. Furthermore, those who are responsible for the recent spreading of innuendos and blind accusations are not only jeopardizing the fruitful development of this college by turning it into a theatre of the absurd, but are also compromising the positions and rights of students and faculty as a whole. To presume to speak for the welfare of the community without consulting with it is the epitome of an elitist mentality.

I suggest that these knowledgeable few either verify their assertions in an honest and open manner, or that The Northern Light issue a long due and sincere apology.

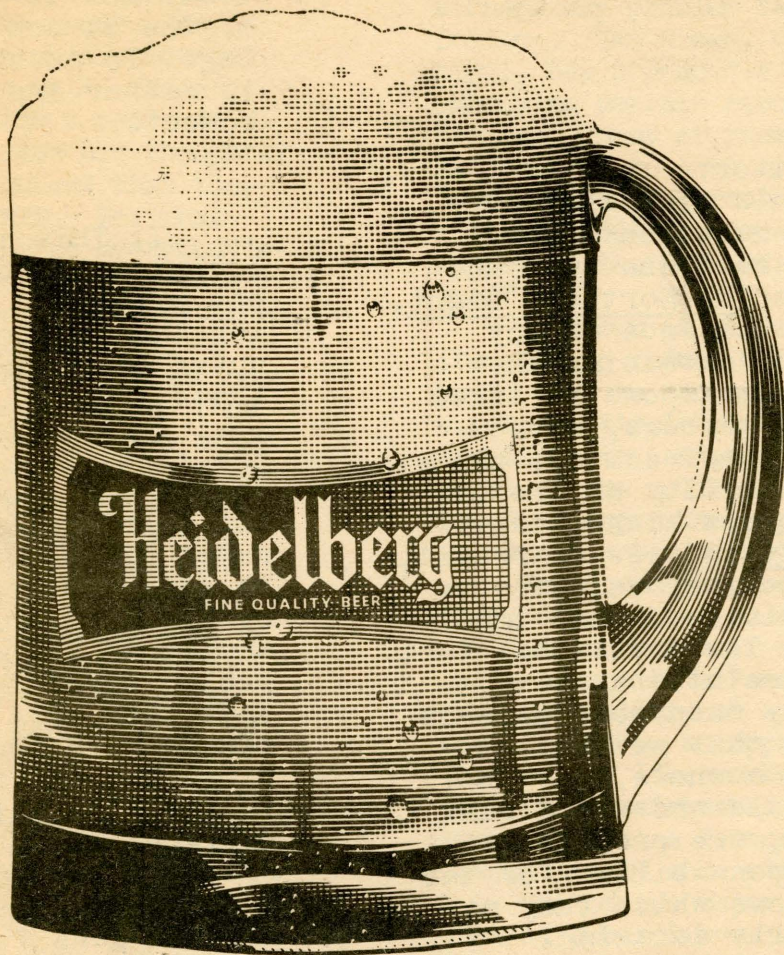
R. V. d'Amato



This university is still as unique as a buffalo in a buffalo herd. - Kobason.

Heidelberg

Brewed from pure spring water.



And that's the truth!

ZUGZWANG

TOURNAMENT!!! Peter Gibson, head of the local YMCA chess club has announced he is holding a tournament at the YMCA at noon on Saturday February 3.

The tournament is open only to those persons who have never played in a 'Y' tournament before. Admission is under \$1 (50¢?/25¢!?).

SAN ANTONIO One of the most disappointed players in the Church's Fried Chicken tourney (San Antonio) must be Henrique Mecking. The twenty-year old Brazilian grandmaster shared eighth and ninth spots with Bent Larsen. Organizers are trying to arrange an exhibition match between Mecking and Bobby Fischer with a \$200,000 purse.

Mecking's most spectacular loss was to Paul Keres, 56, of the USSR. The game saw Keres once again demonstrate the dynamic possibilities of having an isolated queen's pawn.

Keres-Mecking, Queen's Gambit
San Antonio, 1972

1 d4 Nf6 2 c4 c5 3 e3 e6 4 Nf3 d5 5 Nc3
Nc6 6 a3 dxc4 7 Bxc4 cxd4 8 exd4 Be7
9 0-0 0-0 10 Bf4 b6 11 Qd3 Bb7 12 Pxd1
Pc8 13 Ba2 Nb8 14 Rfe1 Nd5 15 Bb1 g6
16 Bh6 Nxc3 17 bxc3 Re8 18 c4 Qd6 19
Re3 Bf6 20 d5 exd5 21 cxd5 Nd7 22 Ba2
Nc5 23 Qd2 Rxe3 24 Qxe3 Na4 25 Re1 Qd8
26 d6 Nc3 27 Qxf7+ Kh8 28 d7 (1:0)

HASTINGS The premier tournament at Hastings, England was won by Bent Larsen of Denmark. He scored 11 1/2 points in 15 rounds. He was closely followed by Uhlmann of East Germany (11) and W. Hartson of the UK (9 1/2). The Soviet contingent of Tukmakov and Smyslov fared rather badly. This was surprising in view of Tukmakov's recent second place finish in the Soviet championship.

DAM THE DAMS CAMPAIGN

There are strange things done in the
midnight sun
By the men who moil for gold;
The Arctic trails have their secret tales
That would make your blood run cold....
R.W. Service

Three members of DAM the DAMS CAMPAIGN, a Thunder Bay based committee will be speaking in the AUDITORIUM of ALGOMA COLLEGE, FEB.3rd at 1:00 P.M. The purpose of the meeting is to make the public aware of the vast water diversion schemes occurring across Canada and particularly in Northern Ontario.

If you're going to tell a lie try to make
it sound as close to the truth as possible.

The most disappointed person must be Hartson. If he could have drawn his game with Larsen in the last round, he would have been made a grandmaster. The Great Dane, however, would not be denied a tournament victory after his poor showing at San Antonio last month.

BROWN'S MEMORANDUM

Dr. Ian Brown has whipped off a memo which purports to show that some of the statements printed in the last issue of the Northern Light are incorrect. While none of the points he makes constitute evidence - they are merely bald statements without substantiation of any kind - I will leave the staff of the Northern Light to respond to those points which at least pretend to speak to factual errors. I simply want to show how many of the remarks in Brown's memo are either not more than attempted diversions from the basic substantive issues involved or, at best, personal opinions dressed up in the guise of "expertise" and injured innocence.

Point 4. of Brown's memo stated that while Algoma College has no funds invested in Great Lakes Power, it has investments in Canada Savings Bonds and Royal Trust Co. He then says, "The Board does not at this time wish to invest in equities."

Note- this answer fails to do the following: 1) It does not tell us what are the amounts of capital involved, 2) It does not tell us what are the rates of interest, investments which would give us a higher rate of interest, and last, but not least, 4) What is the explanation for the fact that, "the Board does not at this time wish to invest in equities"? Why not??

Point 5 of the memo is a beautiful illustration of a total non-sequitur. Brown's statement, "the annual lease cost by the Anglican Church is regarded as being entirely generous to the College", carefully avoids one crucial fact: who is doing the "regarding"? Furthermore, if the church is being so generous, why not tell us what alternative uses it could, at this time, be making of the land so we can independently judge just how much their "generosity" is costing them? By passing over these aspects, Brown's response can only leave us with the strong suspicion that a \$30,000 per annum rent and a major construction program on the land is "being entirely generous" to the landlord.

Point 6 adds up to a kind of pathetic bleep. Brown tells us that the government "approves" of the financial management of the College. So what? One would presume that the Government would approve any fiscally responsible balance sheet. They do not have as their function the task of coming up with the best possible budget given the ultimate goals of the College: that's our job.

Finally, Brown's last point (7), is the usual expression of hurt "shock" made by many public official who have been criticized. It reminds me of Trudeau's statement to a large group of demonstrators: "I didn't become Prime Minister to be insulted."

The answer from the crowd was swift and to the point
"Then quit!"

J. Sutherland Brown