

the Northern Light

Volume II Number 15. February 1, 1973.

ON COURSE UNIONS

Since the topic of course unions has arisen in Academic Council, I think it's time to take a look at what the approaches to and the objective of course unions should be.

The ultimate objective of a course union should be to create equals in the academic community without distinctions in power. The granting of one vote to one man (or woman) does not create equality in power while the other factors determining inequality remain unchanged. Playing with numbers of students on committees does not change the different positions in which people find themselves channelled, by education and/or social values positions of unequal power and opportunity.

Then, it is the goal of course unions to maximize the power of student and not create illusions of equality by establishing structures that assimilate students at the legislative level. What is needed is a structure that enables participation in a real community of equals.

Students need to organize separately so they can understand their collective and individual needs and then negotiate for a redistribution of power. Unless these demands are made, students will be powerless in this university. Those in the privileged positions will not willingly give them up no matter how rational student demands are. The course union is at least a beginning.

The mechanics of a course union can be established to permit equality in the decision making that directly or indirectly affects students - that being the hiring and firing of faculty and the curriculum for a start.

The following could be a guideline for course unions at this uni-

versity.

- 1.) Form a course union for each discipline with membership open to all students registered in at least one course in the department.
- 2.) Pass a constitution which declares regularly called course union meetings as the student plenum and elect the officers necessary to transact it's business - ~~those being~~ chairman, secretary, and delegates to meet with faculty.
- 3.) The students chosen to be delegates must have access to the same information as the faculty members. The student delegates will present recommendations agreed upon by the student plenum to their faculty counterparts in joint committee meetings. In these meetings student and faculty should be able to work out a mutually acceptable compromise between student and faculty positions and present these recommendations to their respective plenums. No policy will go into effect until agreed upon by both plenums.
- 4.) All meetings of the plenum should be publicized and open. However, students do not participate in faculty plenum and vice-versa.
- 5.) All committees created will have an equal number of students and faculty.
- 6.) When an agreement cannot be reached, separate recommendations will be made by students and faculty to their respective plenums.

The type of situation outlined above gives students real power and the opportunity to participate directly in the affairs of the department and initiate policies according to their own needs and priorities.

Kobason

collective concern

Regarding your letter in the last Northern Light, there is nothing "irrelevant" about the subject of co-op day care at Algoma College. Women at home with young children, probably, have the greatest need for adult social contact and intellectual stimulation, given the structure of the atomized family. Besides, the collective responsibility for our children has been a very neglected aspect of our society. Total care and "raising" of the human infant has, for too long in this society, been the complete responsibility of the individual parents, which denies the real social needs of all, particularly mother and children. This is, to a degree, the result of the privatized nuclear family that has developed into the basic unit of our social structure, and with the consequent isolation, puts us in a state of conflict with our social natures. For the most part, we have become serious, shy, emotionally stunted people with very little opportunity to work, laugh, and learn together. In social relations, it has become far easier to retreat into our private lives, rather than engage in confrontation that might expose the strength or weakness of our ideas. What has all this to do with a co-op day care centre? Nearly everything, when you consider the "social" nature of both the organization and actual function of a day care program, and it is just this

"social" aspect that is the biggest problem in making it work well for children and adults alike. When well run, co-op day care can provide a healthy environment for children, while at the same time it can be a community of people working and learning together. It is a chance to develop a structure, within which people can and must learn to make decisions collectively, and have a real sense of doing something worthwhile.

When you begin to organize, if you start with the assumptions that:

1. The healthy development of all the children is the primary goal;
2. It is necessary to make an attempt to lose the distinction between "your child" and "my child" in making decisions for the good of all;
3. All parents, student workers, and other committed people have an equal right and responsibility to voice concerns and opposition to ideas; (This specifically means avoiding "executive boards" or an elite decision-making group which creates the illusion of "experts" and allows that group to more or less take control, even if that is not their aim.)

4. Experiences must be evaluated to determine the "rightness" or "wrongness" of philosophies and

methods so that corrections can be quickly made;

5. Psychologists, educators, doctors and other "experts" can be valuable resource people, but final decisions must be made on the basis of discussion and evaluation by all the people directly involved in the co-op;

then, you have already dealt with the most serious problems of goal and structure and the rest comes much easier (not easy, but easier!)

Nancy, you have already discussed the potential economic advantage to Algoma College in having a day care service available to attract mothers as new students. One last point in this regard: The best "PR" for any small local college, such as Algoma College, comes when the community itself perceives that institution to be sensitive to the intellectual and social needs of the people, thus recognizing and fulfilling its prime responsibility to provide such an opportunity for everyone in the community it purports to serve. This college needs more social consciousness and a great deal less "image" consciousness, the latter will come quite naturally if the commitment to the former is properly met.

Dale De Matteo

Dam The Dams

Pat Rooney

Two members of the Thunder Bay-based "Dam the Dams" campaign spoke at a public lecture in the College auditorium, Saturday afternoon. Harry Achneepineskum and Richard Martin spoke to a receptive audience of approximately fifty people concerning the vast water manipulation schemes that are going on across Canada and particularly here in Northern Ontario.

A copy of one of the campaign's papers- "The Water Plot"- was available to all attending the meeting, and anyone wanting a copy of this or more recent material can write to- Dam the Dams Campaign, General Delivery, Thunder Bay, Ontario.

Since community response to the whole topic of water diversion was high among those in attendance, it seems to suggest the possibilities of forming some sort of local committee to promote local awareness of the issue. Information concerning any gathering to discuss the formation of such a community response group will be publicized at a later date.

Up until now- "Dam the Dams" campaign has functioned as a fact finding committee. Its members, working out of Thunder Bay, have been researching and studying for a few years, trying to find out exactly what is going on in Ontario as far as water manipulation is concerned and just how this may turn into a disaster as witnessed in some of the diversion schemes going on in other provinces. Harry and Richard brought out many reasons why anti-dam proposals are necessary for the survival of the land and its inhabitants and concluded their talk by including some of the more popular excuses people give in support of dams. Richard said:

- 1.) There seems to be the excuse that people need more Hydro, but this can be proven wrong, since Hydro is even now becoming obsolete.
- 2.) Some argue that the U.S. is short of water and Canada, with her vast supply, should be willing to oblige. It has been proven that while the U.S. may have a qualitative shortage of water, there is no quantitative demand and recycling of polluted water is far cheaper and less destructive than water manipulation schemes."

Richard Martin went on to say that the real reasons for proposed dam plans probably include:

- 1.) a compensation for wasted energy.
- 2.) an avoidance of pollution cleanup.
- 3.) a ploy of certain politicians to provide jobs for the moment while meeting their immediate election purposes.

The whole lecture was very informative and it is hoped that any people interested in collecting more facts will write to the committee in Thunder Bay.

I would like to thank Algoma College's Student's Council for sponsoring the lecture and for promoting the awareness that has arisen as a result.

ZUGZWANG

C. D. Martin

COMING EVENTS!!! Peter Gibson is holding a speed (5-minute) tournament at the YMCA this Saturday at noon. The entry fee is one dollar and first prize is four dollars.

The students take on the pros at seven on Wednesday in room 104 and at one on Friday in room 103.

The Jude Acers simultaneous will be held in the auditorium at seven on Thursday, February 15. The playing fee is three dollars.

GUEST COLUMN!!! This week we have an anonymous column from one of the lesser known lights in our academic community.

Next week begins a series of four columns on the greatest chess players of all time.

a7 b7 c7 d7 e7 f7 g7 h7
an irregular chess column
by "Seventh Rank"

Since C. D. Martin in his column "Zugzwang" has introduced readers into the intricacies of alphabetical chess notation, I here offer the reader one of my favourite games in ABC notation. The game in English notation may be found reported in the British Chess Magazine of 1891, with full notes by the great Dr. Tarrasch, and is of interest because there occurs within four moves a situation which could loosely be considered "zugzwang" (cf. the title of Mr. Martin's column)--which in chess parlance means that if only you did not have to make a move, you would be OK. The notations, except for those in square brackets are by Dr. Tarrasch.

Irregular opening

1. Nc3 Nf6
2. Nf3

An excellent move, demonstrating powers of deep strategy. A novice might be tempted to play 2. d4 instead of the text. It cannot however be sufficiently impressed on the student that a pawn when once moved cannot be retreated, and that it forms a target for attack by the opponent's pieces.

2. . . . Nc6

The opponent also displays great generalship.

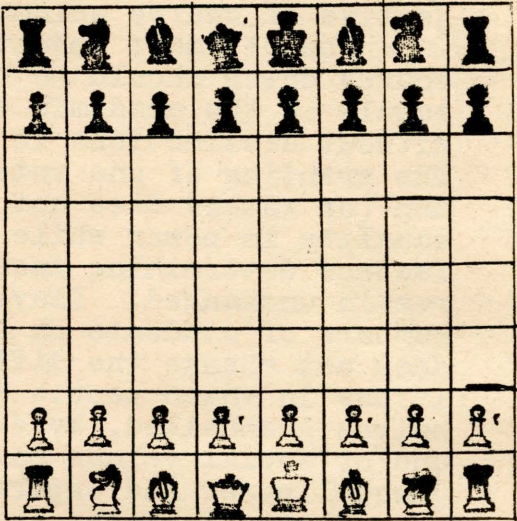
3. Ng1

A masterly conception. Threatening to obtain considerable advantage by also retiring the other knight, and thereby preventing his pieces being molested by hostile pawns for a long time.

3. . . .

Perceiving the danger at the right moment.

4. Nb1! Nb8!



Position after 4. Nb1! Nb8!

Both sides are guarding against weak spots created by pushing pawns rashly.

[Seventh Rank--It can be seen that both players are in a kind of zugzwang, for if neither had to move, they would indeed be invulnerable.]

5. Nh3

An ingenious attempt to gain an advantage in another way.

5. . . . Na6!!

6. Na3!!!Nh6!!!

It would be difficult to imagine play more precise or more accurate.

7. Ng1 Ng8

8. Nb1

White has a momentary advantage in having a piece less developed than his opponent. But this, perhaps, is not sufficient to win. The draw was therefore agreed upon.

[Tarrasch is satirizing Steinitz's theories in the Two Knight's Defence, in which the latter moved his King Knight to f3, g5, h3 and g1 within 13 moves. The game in question was a correspondence game between Steinitz and Tchigorin which opened: 1 e4 e5 2 Nf3 Nc6 3 Bc4 Nf6 4 Ng5 d5 5 exd5 Na5 6 Bb5+ c6 7 dxc6 bxc6 8 Be2 h6 9 Nh3 Bc5 10 d3 0-0 11 Nc3 Nd5 12 Na4 Bd6 13 Ng1 etc.]

ON THE MOVE...

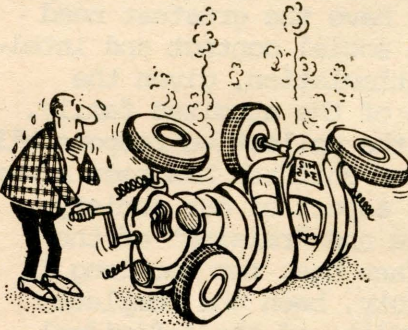
by Lynn Bovingdon

It has been suggested to me that this paper offer to the readers a column devoted to automobile hints.

In reply I would like to offer the following, with a request that any questions the community may have regarding autos be sent to me through the Northern Light, Algoma College, Queen Street, or to my home: RR #1, Coulais River, Ontario.

Only valid questions will be used and the request to delete the name will be observed.

- If you find it hard to see the level of oil on your dip stick, score the area with a file. It will help a bit.
- When removing tail-light bulbs, cover the old bulb with scotch or masking tape to prevent being cut if the bulb breaks. Better yet, use gloves or both.
- A dry corn cob is a handy thing to have on a trip when trying



FILE MARKS

to remove dirt or bugs from the windshield.

- Always allow a hot engine to run at fast idle for at least three minutes before shutting down. This gives the cooling system and lube system a chance to dissipate heat from cylinder walls, valves and bearings.
- Anti-freeze should be changed every year to ensure maximum efficiency and protection from rusting the water jacket.



by bovingdon

When on a camping trip, bread bought at a store becomes stale and unappatizing. An enjoyable and emergency food is bannock. You don't need a stove or regulated oven and it is not bulky to carry in your sack.

The basic recipe for sufficient bannock for one hungry camper is as follows;

- 1 cup white flour
- 1 tsp. baking power
- 1/4 tsp. salt

(if you want more just increase the ingredients).

mix these dry in a plastic bag at the campsite or before leaving home. When ready to make your meal, mix again, add liquid to make firm dough.

If you are going to use a frypan, make sure it is warm and its interior is greased.

The bannock is turned over after one side is hardened enough so that it will hold together.

To test if it is cooked enough a toothpick or twig can be shoved into the breadlike cake. If any dough adheres, the loaf needs more heat.

Cooking can be done in about fifteen minutes.

If the nearest pan is miles away the firm dough may be wound on a stick. A sweet wood for the job is birch - evergreens will give the dough a predominant taste you may not personally care for. Poplar and willow imparts a bitterish flavour that, like evergreen, is harmless although to some unpleasant. Particularly in cold weather it is suggested to preheat the stick before using it.

Start "trail bread" cooking by holding it in ardent heat, occasionally turning it for a couple of minutes, then just shove the end of the stick into the ground beside the heat and turn the holder now and then while readying the rest of the meal.

The basic recipe may be varied in numerous ways:

- powdered milk may be added
- powdered whole eggs, the equivalent of one egg per two cups flour
- 1 tsp sugar per cup flour
- 1 tsp shortening should be pressed into each cup of flour
- fruits--raisins, currents, blueberries etc.
- spices--cinnamon and nutmeg

One more added hint: this wilderness bread must never be cut with a knife. It must be broken. (Oh! that might be just a figment of the imagination, but don't cut it anyway.)

Don't get lost when camping, but if you do, stay put, build a fire and eat bannock.

Dear Sir:

Presumably much of the material published recently in the Northern Light represents the opinions of a segment of our academic community. I believe that related policies and activities can be detrimental to the welfare of the college as an institution and that they strike at one of the essential purposes of a university.

Many of the goals to which members of this group aspire are patently desirable and would be approved by most men of good will. Others do provide certain values but preclude the attainment of alternatives that might be held to be of comparable worth. Still others must seem Utopian. It is fitting that the young should hold such ideals and seek their manifestation. Others of us, with wider if not deeper experience, might sympathise with the generosity of their aims but have reservations about the feasibility of their fulfilment.

While the goals may be approved, the strategy may be questioned. Many of the tactics are not questionable; they are vicious, scurrilous, and irresponsible. Conceivably there might be circumstances in which viciousness and scurrility can be justified. Such, I think, do not obtain in regard to the administration of Algoma College.

Implicit in the functioning of almost any relevant institution are the performances of such functions as coordinating, making decisions, issuing directives, and utilizing machinery for their implementation. It is well nigh unavoidable that some body should do this, and it is to the benefit of the institution as a whole that this be done. Only rarely do circumstances permit such a body to operate on a basis of unanimous consensus, it is still rare for any to be in a position in which every issue can be determined on the basis of a majority of all members of the institution through a process of active participation.

Obviously this does involve a structure and presumably it could be described as being hierarchically stratified. The suspicion that it be taken to constitute ~~and~~ expression of elitism in which some assume

the halo of expertise is, however, perhaps no more than the acknowledgment of what must seem almost a truism: that some people are probably better than others at doing some things, and that some things are more worth doing than others are.

Certainly such a body can be corrupt, despotic, inefficient. If so it is properly liable to attack. The conclusion that therefore every administrative body should be destroyed does not follow; far less the assumption that any means of attack is automatically justified.

It seems entirely comprehensible that one of the functions of the basic educational institutions of any culture would be the transmission of the values of that culture. Universities, in one of their capacities, have commonly operated as high level trade schools. But the university also has a role higher than either of these. It furnishes the resources and opportunities for free enquiry and pure scholarship.

There are those who are mainly motivated in their studies by a love of learning, with but little concern for practical applications other than the manifestation of the implicit values in their own lives, and the transmission of their learning and love of learning to others. While concern for broad social consequences may not be a strong motive for such people, nevertheless, as a sort of spin-off, their activities undoubtedly do have a social value.

It is one of the glories of the university that it provides an almost unique home and opportunity for scholars of this type. Certain assumptions are associated with the best performance of these roles; a respect for truth, a willingness to favour reasonable discussion and employ it for as long as it offers viable hopes, consideration for others with an implicit acknowledgment of their good faith, and, perhaps, even if only at the level of formal courtesy, a modicum of good manners.

L. Bannerman



ANGLOW

THE CLOWN

SEZ

--- Don't miss "Carnivals", a CBC T.V. Special at 9:30-11:00 PM on Monday February 12.

"Carnivals" is Martyn Burke's kaleidoscopic film about people and life on "the carney circuit". This program will pre-empt "This Is The Law", "The Nature of Things", and "Man Alive". The latter two will be re-scheduled for Tuesday, February 13***

--- Stampin' Tom will guest star with Tom Hunter's T.V. Show on Friday, February 16.***

--- Congratulations go to the Algoma College Hockey Team - Keep up the good work, Jocks.***

--- Did you know that Theatre Algoma holds weekly Workshops? ***

--- Did you meet the poet Al Purdy last Friday? I liked his style and, although I felt most of his writings were after the fact, they still showed feeling. He was real though, and quite a man to drink with. ***

--- We need people to write for this sheet before it turns into a commie rag. ****

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, Carol Walsh, Lynn Bovington, Ron Bird, Nancy Cummins, C.D. Martin, Dan Roy, Ron Esposti and Kobason.



EXPORT "A"

CANADA'S FINEST CIGARETTE

WARNING: The Department of National Health and Welfare advises that danger to health increases with amount smoked.

Hello Again

This has got to be the most secretly run institution in the Western world (sometimes wrongly called the free world). We have been looking for information as to who runs or looks after the running of Algoma College but have been told it's privileged information and/or it's not available. Even the Budget Committee (a sub-committee of Academic from the, "who are they", Board to make up, develop, or create a budget for next year. Just what the hell is going on around here.

We pay taxes to the government, the government gives that money to the school, and a bunch of people we have never seen or met decide what is to be done with our money. While we're on the subject of money we might also add that the people who pay the most taxes* cannot afford to send their children to the schools they pay for, which are the schools that are run so secretly. So again we ask who owns and controls Algoma College.

We the students of Algoma College are supposed to have an equal say in things around here but as with all other gifts (parity was a gift) from the rulers in our society it is a meaningless myth. Students have no say and no power in the things that are of particular importance to us. That is to say the hiring and/or firing of faculty (after all who knows better than a student which faculty are good and which are not); the choosing of curriculum; the building of expensive buildings and so on.

In terms of hiring and firing it might be noted that the sociology department will have a much greater student/faculty ratio than the English department but it is the sociology department which is losing one of its best faculty (throughout the manipulation of a group of paranoid faculty by a very well organized administration).

It is possible to point out many such discrepancies around Algoma but we don't have enough paper or time to do so. What we would like to see is our fellow students getting together to discuss these problems and to discuss possible alternatives. We suggest as alternatives:

- 1.) Course unions (composed of students, excluding faculty)
- 2.) An Academic Council with total power over the institution and composed of two faculty, two support staff, two members from the community at large and six students or some reasonable facisimile but students must compose half the total number of members and all members must hold contingency meetings.

*These figures indicate by sector who pays the taxes. figures are percentage of the total taxes paid and are taken from the Real Poverty Report.

Household	Corporations	Indirect*
30%	16%	54%

*this includes liquor taxes, tobacco taxes and so on, or in other words more money from the people.

Kobason

Dear sir: -

The termination of the Northern Light, dated January 25, 1973 contained the scribbled words, "three cheers to the famous or infamous Kobason, who has stirred up the winter doldrums". No doubt Kobason and company have achieved that, yet it does suggest also that perhaps Kobason has stuck his iron rod someplace and stirred up the stagnant or dormant ideology called nationalism, that never existed before at Algoma College.

Let us first examine the term nationalism. Can it be applied to Algoma and how does it apply? Well, to use the philosophy of that well known and respected intellect, Pierre Trudeau, nationalism is a negative force; it involves the birth or extension of emotion which obscures and contradicts reasoning or logic. Therefore nationalism is a negative or destructive force, something to be destroyed in the embryonic stage before it can move the masses to destruction of a false conscious ideology. Now this raises the question of the existing wall of false consciousness at Algoma College that is between the ruler and the ruled. Have Kobason and sons or daughters destroyed this wall leading to a sense of identity among the masses at Algoma; has he identified and established a new relationship between ruler and ruled, and finally, has he, Kobason planted the seeds of nationalism. The answer demands a positive response. To Kobason and Company, whoever you may be or wherever you might nest for the winter, you have planted the seed; will you see that it flowers and blooms into the Spring?

Dan Roy

Al Purdy

Al Purdy, well known Canadian poet, was in attendance at Shingwauk Hall, Friday, Feb. 2nd. Mr. Purdy met a poetry minded group of lyric lovers, that listened attentively, while he read his works on a different number of topics, ranging from the trauma of toilet training among the Eskimo Huskies to the unhappy hours spent in Rural Quebec.

Mr. Purdy entered the Hall with unmanaged hair, a three pound Cuban cigar and a dirty white shirt. The impression felt by the group in attendance was blatant to this man's physical outwardness, and no doubt their feelings, about and towards him were reassured when he read the content of his works.

The crowd responded to the light-hearted humor of his character with outbursts of laughter during the course of his idyll and yet their response to more profound aspects of his recitation, was illustrated by the echos of silence in the Hall.

After Mr. Purdy had completed reciting his poetry, he answered questions from the audience, concerning the feelings of a poet about to write a line and how does a man go about writing poetry? To these questions he responded with the sarcasm and wit that is so characteristic of the man himself.

The audience then skated to the rectory where beer and humor were served by professors and Purdy. At one o'clock the crowd began to disperse, carrying with them part of the genius that Al Purdy possesses.

Dan Roy

ADAMANT

At the last meeting of Academic Council a discussion of negotiations with the Board of Governors concerning a new constitution brought out the point that the Board was "adamant" on the question of support staff representation. Professor Guth reported that the Board would, under no conditions, accept the existence of a support staff rep on Academic Council once the new constitution takes effect. Apparently, the Board will accept the creation of positions for individuals "from the community" representing no group in particular, and this they regard as a "loophole" by which a member of the staff might be "sneaked" on to Council. The explanation for this position was that the Board considered the support staff to be, in Prof. Guth's words, "a bunch of dumb secretaries and minor employees" who had no real place on such an important body.

One finds it difficult to believe that this is what the Board really is thinking. It would seem much more likely that they are afraid support staff may learn too much about the workings of the college through contact with students and faculty on Council.

Another good theory is that, if the support staff start thinking of themselves as a legitimate pressure group, they will be well on the way to some kind of unionism and that is of course anathema to a board of governors who have at Algoma enjoyed the sensation of being old style free-handed employers with no union grievance committees or collective salary negotiations to spoil their fun. The support staff representative on Academic Council is provided for in the constitution of that body. The person presently holding the position (Mrs. Doggett) was legally elected and has been serving for some time as one of the most active members.

For the Board to declare themselves "adamant" about the elimination of her position and refuse to negotiate the matter further displays a high-handedness which makes one wonder just who these people think they are.

Jim Gough

MEETING:

Wednesday, February 7
at 1:30 pm
in the Auditorium, on:

CO-OP DAY NURSERY
at Algoma

to be funded by an
O.F.Y. grant, if accepted.

Needed:

10 male students
10 female students,
to build play equipment, paint, etc., and
to supervise the children.
SALARY: \$90./week
Also needed: Children
Anyone interested in
working or using the
Nursery, please attend,
or phone N.Cummins, 949-0299