

THE NORTHERN DARKNESS

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*We Can
No Longer
Remain Silent*
**WE WILL
RESIST!**



PRESS RELEASE

MINISTRY OF COLLEGES AND UNIVERSITIES

March 2, 1973

STATEMENT OF FINANCING OF COLLEGES AND
UNIVERSITIES BY THE HONOURABLE JACK
MCNIE

I am pleased to announce that the Government of Ontario has approved a revised method of paying operating grants to colleges and universities known as "slip-year" financing.

The current financing of colleges and universities ties the operating grant of each institution to student enrolment. This method -- known as formula financing -- has provided colleges and universities with an expanding revenue during their period of rapid growth. Ontario's system of formula financing has been endorsed by the universities and colleges and has been widely copied in other jurisdictions.

Beginning in the 1973-74 fiscal year, formula grants will be based on the actual student enrolment of the previous year at each institution, rather than being based on current enrolment as at present. This is how the "slip-year" will be calculated.

Many post-secondary institutions in Ontario, as in other provinces, have been confronted with budgetary problems as a result of a recent levelling off or a decrease in student enrolment. After consultation with the universities, colleges, and advisory bodies concerned, the Government has therefore decided to revise the way in which the formula is applied by introducing the "slip-year" system. This will minimize future financial difficulties during a period when enrolment appears to be stabilizing and will assist orderly and effective planning and budgeting by the universities and the colleges of applied arts and technology, as they will be assured of a known level of support in advance.

The "slip-year" will be introduced in the 1973-74 fiscal year and certain

adjustments will be made in operating grants during this transitional year to accommodate the special circumstances of those institutions whose enrolment is still expanding. Details of the 1973-74 grants to colleges and universities will be announced after the presentation of the budget in the Legislature in April.

Several post-secondary institutions in Ontario suffered a decrease in student enrolment in 1972-73. As a result, the introduction of the "slip-year" system would penalize them in two successive years with a low operating grant. To assist these institutions -- principally church-affiliated colleges, Algoma College, Lakehead University and the University of Windsor -- they will receive in the current year special supplementary grants based upon their higher enrolment in 1971-72. Other adjustments will be announced when the budget is brought down in April.

It is my hope that the introduction of "slip-year" financing, combined with the present practice of announcing in advance the value of the Basic Income Unit for formula grants, will help our colleges and universities to plan ahead with assurance of provincial support.

In effect this means that the government will give Algoma College operating grants for the 72-73 fiscal year based upon the higher enrolment of 71-72. The 73-74 grants will be based on the enrolment that we now have here. For the year 74-75, our grants will be based on next years enrolment, and all indicators show that it will be drastically low. Perhaps some of the committees at this school should begin to investigate and act on ways to increase enrolment.

INTERROGATION

After a staff meeting with the management of the Community Services Board, I was literally interogated by the supervisor. I was asked and told that I was "nasty, ignorant, rude" and that I had the "wrong attitude." Somehow I have never seen any other attitude by workers towards a BOSS who has cut hours from an entire staff. What is expected of a worker when his job is affected -- a smile and a thank-you? I seriously question that it is rude to speak up to a BOSS and not to remain stupid and silent any longer. Is a worker to believe that a BOSS is "kind and patient" when he has the meeting after he has made up his mind and made gigantic cuts in hours worked?

Series of other questions were asked of me (they were all down on paper beforehand) and my answers were recorded. I was also asked if I was prepared with picket signs and people to help picket, in case the need arose. After working for the C.S.B. for 4 to 5 years, I was asked if I would work "their way." That statement was not fully explained to me and the only conclusion I could come up with, was that I was to remain ignorant, like a good little worker. All this was clouded over with unsubstantiated

statements about my work habits and further blatant lies of what I was supposed to have said and done. It just so happens that there were at least two other workers who were involved in organizing the meeting with the manager. I was the only one persecuted and interogated. With no protection I saw no other way out but by quitting. Such a situation has been an eye-opener to the injustices and the disillusionment experienced by many other workers.

r uthy galinis

"And you still can hear me singing to the people who don't listen to the things that I am saying, praying someone's going to hear. And I guess I'll die explaining how the things that they complain about are things they could be changing hoping someone's going to care."

-Kris Kristofferson

Overheard in the coffee-shop:
"Is fascist spelt with an 'f' as in Frances or with a 'ph' as in philosophy?"

- Kobason

DRAFT APPEAL FROM

QUEBEC TRADE UNIONISTS

We Quebec trade unionists appeal to trade unionists and supporters of trade union rights across Canada to call for the immediate and unconditional release of Marcel Pepin, Louis Laberge and Yvon Charbonneau from prison.

The three presidents respectively of the Confederation des Syndicats Nationaux (CNS-Council of National Trade Unions-CNTU), the Federation des Traivailleurs du Quebec (FTQ-Quebec Federation of Labour-QLF) and the Centrale de l'enseignement du Quebec (CEQ Quebec Teaching Federation), have been jailed for actions they undertook together with literally many tens of thousands of workers last year during the public workers strike.

Their jailing comes at the same time as the Quebec government has moved ahead with the vicious anti-labor, anti-strike Bill 89 -- a bill which if passed into law will grant the state powers to ban strikes deemed to involve essential services.

The jailing of the three trade union presidents at this time can only be seen as a means to intimidate all working people in Quebec who now face the threat of more severe anti-labor legislation and are engaged in a struggle to oppose and defeat Bill 89.

Bill 89 is not only a threat to trade union rights in Quebec, but to basic trade union rights throughout Canada where similar legislation can be expected if we are unable to defeat it here.

We appeal to our brothers and sisters across Canada and to all those who value and support basic trade union rights to add their voices to the demand for the immediate, unconditional release of brothers Charbonneau, Laberge and Pepin.

Fernand Daoust

DRAFT STATEMENT OF AIMS AND
PURPOSES

- 1) To diffuse information related to the jailings of Pepin, Laberge and Charbonneau throughout Canada asking all those who value and support basic trade union rights to demand the immediate and unconditional release of the Three, beginning with the appeal of the Quebec Federation of Labour signed by Ferdinand Daoust.
- 2) To diffuse information about Bill 89, conveying across Canada what the Quebec trade union movement has to say about the anti-union nature of this Bill.
- 3) To arrange speaking tours and media engagements for representative trade unionists from Quebec to enable the various sections of the Quebec trade union movement to express their point of view and to communicate their experiences to interested individuals and organizations in English Canada.
- 4) To call for immediate and unconditional release of Pepin, Charbonneau and Laberge.

New Course Offerings

WOMEN

There will be a new course in the Sociology Department this summer entitled, Women in Society. An interested group of women have recommended Jeanne McGuire for the position in a memorandum issued to the Sociology Department for the following reasons:

1. Time is needed for course preparation.
2. Library and Bookstore facilities must be looked into and some additions must be made.
3. Guest lecturers must be booked well in advance of the course.
4. Films must be considered and ordered well in advance of the course.
5. It is felt that Ms. McGuire has some valuable connections with the community, especially in regard to local unions, particularly CUPE which has mostly women in its ranks.
6. The majority of the people present at the aforementioned meeting are willing to work with Ms. McGuire in the preparation and instruction of this course.
7. The remuneration for this course will be divided up among the people who par-

ticipate in the teaching of the course and some of those funds will be used for supplying guest lecturers and films thereby tapping a larger source of specialists than otherwise could be done.

8. An added advantage to Ms. McGuire handling this course is that she will also be available to teach the course in the winter session. This allows for some follow-up after the course is over for the summer and it would provide a better course next Fall with even better utilization of community resources.
9. Ms. McGuire's qualifications seem to be more than adequate to teach this course particularly in the area of publications and lectures on the subject of women (a few of these lectures have been given here at Algoma College).

A meeting of the Sociology Department was requested during the first week of April to discuss this recommendation. There is at present a petition circulating to give this recommendation added weight when it is presented to the Sociology Department.

LABOUR

The Department of Sociology and Anthropology is attempting to get a new course approved by the College and, ultimately, by Laurentian University. The course "Sociology of Labour and Labour Movement", is one which has been discussed off and on by various sectors of our college for almost two years.

If approved, the course on labour will deal with the rise of trade unionism, early theoretical roots, the social role of organized labour, the structure of trade unions, and key issues facing labour today. While the course will treat European, American and Third World labour history and structure there will be an emphasis on English-Canadian and Quebec Labour. In particular, there will be an appreciable use of the ample data and material from the college's immediate community- the Algoma District.

In Addition, the course will also devote some time to a treatment of some possible alternatives: the questions of production decentralization, industrial democracy, workers' councils, and the whole area of the respective functions of labour and management.

It is the intention of the course to include consultation with labour organizations in the planning and conducting of specific lectures, group discussions, and related activities.

PAX AX-ICANA

The "budget problem" has been solved. So will someone please tell us why such academic notables as Profs. Clark and Ahmed are still insisting that Prof. Feldhammer will not be kept on next year. They have stated this categorically in private conversation. Does this mean that there never was a budgetary problem? That Feldhammer was the "problem" all along? This would seem the only probable answer.

The next and obvious question is WHY. Why do Profs. such as Clark, Guth, Ahmed, Hepburn, Gardezi so desperately want Feldhammer out? And before they can respond with cliches of 'terminal contracts' let us make one thing clear. We will accept this cliché, but only if it is applied universally - got that, either all or none. And that means next Dec. 15th too. Contracts will be contracts then. For the 'philosopher kings' in the crowd, this concept is, I'm sure familiar. Morality and legality are only morality and legality when they have universal application.

So back to the question. Why do they want to get rid of Feldhammer. Would they please be honest (their honesty, given their position since the budgetary solution, must be seriously questioned) and just tell us why? What has Feldhammer done to warrant such vehement opposition. Is he a poor teacher? Does he teach evil? You are against his being kept on - that's clear. We ask that you tell us why and document your charges. The pages of this "rag" are open for your answer. WILL YOU?

SHITTING ON STUDENTS

I was asked by a friend to sit in on a philosophy class. Harper extended the invitation because he thought that I would appreciate the experience. I felt uneasy in the class almost immediately. Professor Guth talked on a low voice and the class was unnervingly composed. After about fifteen minutes things seemed to relax and students began to ask questions. Harper asked several questions which seemed to make Prof. Guth and the other students very uneasy. Personally, I thought the questions quite valid and the answers vague. Well, this vague and leery atmosphere was replaced by a concrete barrier. Professor Guth stopped his class and accused Harper of being insincere and he (Prof. Guth) was fed up with Harper's attitude. Guth went even further and said that I was like my friend and "all those dum little people out there". The class (all six) to my disbelief agreed with their Prof., and if fact, Dr. Schwarzl, (this city's psychiatrist) bellowed that he had paid good money for this course and Harper was wasting his valuable time. Harper retorted in a civil manner that he was indeed there to learn and he apologized for giving the wrong impression. The class continued despite this student's persecution, and when it ended Ian and I were asked to remain by Prof. Guth.

The discussion was Fruitless; Prof. Guth sincerely felt that we had small minds and that we had a dogmatic antiquated approach to learning. Our argument was quite simple. We felt that any Professor who is expanding the theory of the class-

ical philosophers (Nietzsche, Plato Thomas Aquinas, Aristotle) must bring out the fact that those men felt a selected few should rule the world "some men are made of baser metals than others". He wouldn't answer our question but reiterated his belief that we couldn't see his side of the question. We agreed with him; we felt that education must be relevant to the social phenomenon; therefore, we couldn't possibly agree with a man that feels education means "learning for the sake of learning". When we left the classroom I was confronted by Prof. Sharman who tapped me on the shoulder and told me I should be a "carpenter". Question? Students, is it not time for course evaluations? OR IS THAT PROFESSOR EVALUATION?

Ron Esposti

The NORTHERN DARKNESS is an alternative news service for the student body at Algoma College. Articles and letters to the paper can be left in the faculty typist office. Working on this issue were: Roland Paquin, Anne Cunningham, Wendy Bird, Jim Jodouin, Sharon Paquin, Ron Bird, Deb Murray, Ruthy Galinis, Ian Harper, Ron Esposti, Don Shushkewich, and...Kobason.

4 The meaning of Ontario's Davis Report

By Don Tapscott

Across Canada, severe cutbacks in educational spending are taking place. Tuition fees are going up, faculty and teachers are being laid off, grants are harder to get, facilities are being cut, expansion has been frozen.

In the midst of all of this, the Commission on Post Secondary Education in Ontario has released its final report. The new Davis report (formerly the Wright Report) seems, at first glance, somewhat out of place:

"The goal of the provincial government's financing of post-secondary education should be universal access to appropriate educational services for all who wish them. Accordingly, all financial barriers to universal access should be progressively abolished" (p. 163).

The report recommends "resisting the lure" of "linear across-the-board budget and program freezes and cuts." It stresses public accountability, flexibility, diversity, ending of discrimination against women, natives, francophones and the like.

What does this mean? Can it be? Has education in Ontario escaped the axe?

By wading through the demagogy in the Davis report to find the facts, and by counterposing its recommendations to the real situation in Ontario we can see that the report is nothing less than a whitewash, a snow-job, a \$1.3 million fairy-tale designed to cover up the severe cutbacks which are already taking place.

■ Are fees going up?

The Federal Government report on financing post-secondary education in Canada (Peitchinis Report) projects fee increases averaging around 350 percent. But the Davis report claims that "the shift of the cost burden (towards students) would not significantly affect the present fee structure for undergrad arts and science students . . . (p. 149)" (although it admits it would for everyone else). It goes on to recommend that students pay one-third to one-half of instructional and educational operating costs.

However, students presently pay an average of 15 per cent of these costs (according to both Davis and Peitchinis). Ergo, the report projects fee increases of 100 to 233 percent!

■ Contingent Repayment

The Statement of Issues for the report explains: "basically the idea is to establish a system of loans that would be available to students and repayable through an income tax supplement . . . instead of repaying the loan, the student would contract to pay back a fixed percentage of his income per \$1,000 of debt each year, for say, 15 years (p. 233)." The final draft of the report accepts this concept, while expanding the repayment time to "20 or 30 years."

Coupled with this, grants will be eliminated except for the "lower income groups" (which is not clearly explained). In order to qualify for the Contingent Repayment Program students must have "declared academic intentions."

The Program is consistent with the generalized trend across Canada to increase tuition fees, cutback severely on grants, while at the same time introduce a plan to garnishee future workers' wages.

■ Accessibility to education

Universal accessibility is seen by the commission as a "categorical necessity." But

instead of calling for an end to the cutbacks, the report places further barriers in the road to universal accessibility. How can increasing tuition fees, cutting back on grants and introducing an indenture program where one must agree to go into debt for "20 to 30 years" — all which the report recommends and which are already taking place — promote accessibility?

The report's championing of universal accessibility rings hollow as cynical deceit when stacked up with the real picture unfolding across Ontario. Tuition fees are up \$100 already; the amount of money a student is required to borrow before obtaining a grant has been raised by \$200, the cost of residence, books etc. continue to rise while summer jobs remain scarce. Already enrolments are dropping, or levelling-off, everywhere across the province.

■ Who pays for education?

The report's recommendations are in keeping with the general trend to shift the cost of education more solidly on the backs of students and the working class. The possibility of big business taking even a greater share of costs is ignored: to the Davis Commission it is simply a question of "distributing educational costs between students and the public."

The "shift in cost burden" towards students is a shift even further away from big business. The "public" — the working class — continue to pay from their wages for education, as personal taxes, tuition fees and related costs rise. The corporations, however are paying relatively less. For example, in the last three years alone, the percentage of federal government income derived from personal income tax has increased 9.4 percent, while the percentage from corporations taxes has decreased 6.4 percent. Also, corporate gifts are falling. According to Hugh McIntyre of The Financial Post, "the most generous" corporate donors now give only two-thirds cents per dollar of profits to education (Feb. 3, 1973).

■ Centralization

The proposed highly centralized decision making apparatus for post-secondary education in the original draft evoked an angry response. The commission's sensitivity to the question is apparent: the report stresses the necessity for "local autonomy," "institutional initiative," "freedom to evolve," etc.

But the recommendations do just the opposite. They establish a highly centralized network for education in which members of all leading bodies are appointed by the Lieutenant Governor in Council. This goes against all the struggles for parity and control of the universities by students, faculty and staff which have occurred over the last decade. Democratic decision-making would, of course, make the implementation of the outrageous cutbacks impossible.

■ The quality of education

The commission claims that "we must never forget that the underlying prerequisites are always quality in teaching and learning, and excellence in research and scholarship (p. 17)."

But education in Ontario is being streamlined. The last two provincial budgets in Ontario called for the rationalization of social service expenditures — education in particular. On an international scale, big

business and the governments which represent it are cutting costs and making the educational process more closely meet the needs of the labor market.

This is clearly having a detrimental impact on education despite the ethereal ramblings of the Davis Commission):

It means the firing of large numbers of education staff — 12 faculty and 28 staff at Trent, 16 professors at Brock, 100 faculty at George Brown College in Toronto, 1,100 of the North York school Board's 7,400 employees in the last two months alone! This results in higher student-faculty ratios, larger classes, heavier course loads for professors and teachers, fewer tutorials, the use of media (as a replacement, not a complement to teaching), computer exams, etc.

It means course options are restricted. At Trent the German department was dumped and entire departments are to be merged. In general the trend is to cutback on B.A.'s and increase the B. Comm's, engineers, Computer Scientists etc. In the high schools, the "unnecessary" — and often the only interesting courses — are the first to go.

It means expansion has been frozen. The Davis Report explains that an "embargo" has been placed on all graduate programs. All new capital spending appropriations in Ontario were frozen in December. In some provinces expansion has ended: "No more institutions of higher education should be established for 15 years." (Alberta's Worth Report)

Most significantly, it means that post-secondary education is being restructured to more efficiently ram students into corporate pigeonholes. The first recommendation of the Davis report is that "Socially useful alternatives to post-secondary education" be found.

The report poses a series of proposals for manpower pre-training programs, part-time learning schemes, work-combined-with-study proposals, opening the libraries, etc. These are designed not to open accessibility or improve the quality of education but to tailor education more sharply to the labor needs of business.

The federal Peitchinis report takes this further than Davis dared, outlining the "dismantling of the university conglomerates," and the establishment of learning modules spread across the city:

"In addition to the impression that this will give of a wide range of choice (instead of University or Community Colleges, there would be the School of Economics, the School of Social Sciences, the School of Dental Hygiene, . . . etc.) it will facilitate more effective cost accounting and probably greater responsiveness to social and market influences in program development (p. 448)."

The detrimental effect of all this on post-secondary education would be devastating. Education would become an even more alienating, dehumanizing, anti-creativity apprenticeship — streamlined to corporate needs.

Dr. Phyllis Grosskurth, who resigned from the Committee on University Affairs because it had been "a facade to cover for the Ontario Treasury Board," called the Davis Commission "a piece of political propaganda, to convince people that the government was really looking into education."

She is right. This collection of professional mystifiers was given \$1.3 million to divert and disorient students and working people from seeing what is being done to education.

The Davis Report does not point the way towards universal accessibility — it is a block in the path.

The only way the right to an education can be established is to reverse the cutbacks, and open up post-secondary education to the majority by abolishing tuition, granting a living wage to students and taxing the corporations to pay for education.

One rebellious commissioner, Vincent Kelly, wrote in a personal reservation: ". . . tuition fees and associated costs should be abolished . . . The burden of these costs should fall upon those persons and corporations who benefit most from our economy, not upon individuals who are merely exercising their right to a full educational experience in Ontario (p. 208)."

This is the way forward. Through building the struggle — uniting students in action against the Davis', Peitchinis, Trudeau's and the corporations they speak for — we can make universal accessibility a reality.

Perhaps it's about time that we as students took a close look at the state bureaucracy. Or we the educational system, and critically analyzed its quality.

For instance do we look at our educational system in isolation from our social system. If we do then we have to assume that we are learning for the sake of learning. If that is really the case, then we must also be prepared to totally isolate ourselves from the reality of our social existence. We must assume that somehow we are not social animals, that we don't make our own history, and further we must assume that we can exist in isolation from other societies. We then become an intellectual elite that expends boundless energy in the pursuit of "truth" and "happiness".

We do this by first ignoring our own existence, we are not social animals, we don't make our own history, some giant purple mushroom in the clouds controls our existence, all we have to do is search for him. He is a priori all knowing and all powerful, this giant purple mushroom. He is truth. He is freedom. (He even looks like a man!)

Whatever, we must continue our search. We must ignore the reality of our own social system that is alienating us from each other and from ourselves and contemplate our navels, get high on breathing, and keep searching for this "truth" that is beyond ourselves. We must ignore the alienated working class, ignore the unemployed, ignore the sick, ignore our fellow human beings that are caged in institutions, and search for the truth. Ignore the slums, and ghettos in our own backyards. Ignore the starving children in India, Africa, and South America and search for truth. Because somehow once we have transcended ourselves, once we have found the truth we will be free brothers and sisters, we will be free to finally find ourselves.

So, you see we can continue to learn for the sake of learning in isolation from the reality of our social system or we can examine our education in a critical analysis of its function in our society and see if we can't start doing something, right now, about making our society and the societies we influence better places for our fellow social beings to exist. We can struggle for social change that will enable our brothers and sisters to fulfill more productive roles in their societies, or we can search for "truth".

A critical analysis of our education system can show us that the social relations of our education produce and reinforce those values, norms and capacities that allow us to move smoothly into an alienated and class-stified society. Research can show us that the kind of personal development we obtain in our educational system clearly parallels

the type of development that is a necessary prerequisite to our functioning as alienated workers in the labour force and that the most effectively indoctrinated students are the most valuable to the economic enterprise and

further to the smooth functioning of the state bureaucracy. Or we can search for "truth".

It would appear from various analytical studies that have been made that our education system instills the values of docility, degrees of subordination (that correspond to various levels of hierarchy in production) and motivation according to reward, that are necessary attributes in the present productive force.

I'm not saying that we as students are part of the work force. We are only apprentices who are being told that we must now learn for the sake of learning because the labour force is overcrowded and the social system because of its economic base is in an insecure position. We can learn from the workers' struggles and combine forces with our allies the workers and struggle against the bourgeois state that is responsible for many of the problems we now face. Or we can contemplate the eternal truth and search for happiness on a mountaintop. The decision is yours but not yours alone, because we're all responsible for the evils of our social system if we sit back and do nothing.

One of the first things we can learn from the workers' struggles is that if we are divided we will fall but if we unite we can achieve our collective objectives. I ask all students to re-evaluate their personal positions and join together in a common front dedicated to the struggle against the forces of oppression in our society and our educational system.

Our first step can be forming a student union, so that when we make decisions we know they are collective decisions representative of our group as a block.

We cannot afford the kind of division that is apparent within the student body at Algoma. We can no longer tolerate the incredible situation where students are sitting on various committees and councils in the guise of student representatives who are consistently flouting our interests, insulting our intelligence, opposing our collective will and treating our needs with obvious contempt. We must take the necessary organizational procedures to eliminate this existing situation. Perhaps a course union is the answer. I don't see any other way. Do you?

Ian Harper

Prior to leaving for Peterborough to attend the Trent Student Conference "the group" approached Linda Reid, the editor of the Northern Light, and it was agreed at that time that the staff of the Northern Light, "the group" included, would hold back putting out the next issue of the paper until these people returned with their material from Trent.

When our "group" returned from the Trent Conference we found that the editors of the Northern Light had violated that said agreement and had put out their own paper.

Several days later the editors of the paper approached Student Council for the funds to pay for the accumulated bills of the paper since its conception. At that time Students Council approached the signing officers of the staff and asked for a list of bills that were to be paid. When confronted with this question they resorted to childish verbal abuse and steamed out of the room. They also decided at this time not to put out a paper that week.

Later, after further consultation with the collective staff (including "the group") the editors reversed their decision and decided to go along with putting out another issue.

Sunday night the collective labour force that had been working on the paper all year got together to put out a paper as usual and met the six P.M. article submission deadline. After the layout had been completed and the paper was apparently ready for the press the editors approached the people who usually took the paper to the printer demanded to take it down themselves.

At that time we didn't particularly care who took the paper to press so we gave the editors the paper.

Then we found that on the following Monday they hadn't actually taken the paper to press but had proceeded to remove articles from it without any consultation with the collective staff.

Considering the previous attitude and activities of these editors we decided as a collective to remove our articles ourselves and present them as they originally were to appear in the Northern Light.

b-l-i-t-z-k-r-e-i-g

Tournament checkers took place Wednesday night, March 21, on the "parquet" floor of Sharon and Roland Paquin. Opposition was provided by Grand Master Ronaldo Arturo Esposti, with Grand Mistress, Deb Murray his capable checker-mate. After losing two kings, the inimitable Esposti upset the game by throwing the board on the floor and taking two steps to the left, charged his opponent with being "anti-

black." Ms. Murray countered with charges of "red-baiting." L. Feldhammer, reknown champion of moves, was official manipulator.

Refreshments were later served; J.D. Jodouin poured, fingersandwiches were passed by Bob (Kiwanian) De Matteo and poet and sports writer Ian Harper. An evening of mirth and gaiety ensued as everyone hummed the tune.

2 extension students' page

ATTENTION EXTENSION STUDENTS OF ALGOMA COLLEGE.... TO IMPORTANT MATTERS CONCERNING YOUR FUTURE AT THE COLLEGE!

Because of RECOMMENDATIONS NOW BEING MADE by a particular group on certain college committees, the following may occur AFFECTING YOU, the extension student:

(i) DIFFICULTY IN OBTAINING COURSES you may want THIS SUMMER;

"That the Curriculum Committee consider reducing the fall programme by at least ten courses (or sections), and the Summer School programme by approximately four courses." 1.

"That the following Departments be specifically advised that, if current enrolment trends continue, and the current internal distribution of student demand, they will have to release one faculty member for the 1974-75 session, that member to be advised no later than December 15, 1973.

Department of English
Department of Psychology
Department of History
Department of Fine Arts
Department of Geography
Department of Modern Languages" 2

(ii) Loss of government confidence in Algoma College, possibly resulting in PHASING OUT the three-year FULL TIME ARTS PROGRAMME;

"In order to survive the College has to retrench for a two-year period, and wait for better times. It will not again be viable as a three-year institution, and cannot expect any further form of expansion, until its first-year enrolment consists of 225-250 students. In order for this to occur there will have to be a change in the present trend of provincial university enrolment, and we will need favourable decisions from the government in regard to our affiliated status, our range of undergraduate programme, emergent university funding, and capital funding." 3

(iii) UNREALISTIC BUDGETING which can lead to deficits and cuts in the library budget.

(Unless our library can remain approved by other universities, our COURSES and STUDENTS will ~~NOT BE~~ ACCEPTED as equal to their own.

STUDENTS then CANNOT easily TRANSFER TO OTHER UNIVERSITIES, nor will YOUR credits be readily recognized! 4

"an interim budget which encompasses only the minimal necessary 1973-74 contractual obligations, Summer School minimal Library purchasing, and the day to day operating costs of the College through the Summer School" 4

"Note that the Library for ten months operation last year was allocated \$200,000.00.

Its allocation this year for twelve months was reduced to \$150,000.00. As everyone is aware the Library now has a total freeze on purchasing and its services have been greatly reduced. We are not meeting the minimum standards of budgeting allocation for Library development in an emergent institution. At all costs the further excessive deterioration of Library services and resources must not be permitted:

- (a) the minimum periodical collection for an undergraduate Library should be approximately 1000 titles. We have approximately 700 and are reducing the number of titles.
- (b) the College cannot be accredited to receive independence and a charter unless its Library meets the required minimum standards.
- (c) it is essential that the Library be informally accredited by other universities if we hope to continue to feed our students into those institutions. It would be disastrous to lose the present

relatively high status which our Library holds with other universities which have surveyed it.

(d) if the present stagnation of Library sources and services continues we will be impeded in our attempts to initiate changes within the present Laurentian curriculum." 5

Your current and last year's EXTENSION REPRESENTATIVES on students' council feel that EXTENSION STUDENTS MUST INFORM --AND INVOLVE-- THEMSELVES in making recommendations also!!!

1. Memorandum, Re: 1973-74 Budget; Dr. Ian W. Brown; Monday December 4, 1972; page 11, number 11.
2. Ibid, page 11, number 12.
3. Ibid, page 8,
4. Ibid, page 11, number 13a.
5. Ibid, page 12, numbers 2a,b,c,d.

These recommendations and threats are all to be found in Dr. Brown's current Budget Proposal 1973-74 and they will probably all be implemented in the next year. Some people sitting on certain college committees are trying to come up with better alternatives than those outlined in the budget proposal.

This Budget Proposal 1973-74 seems to show that the interested extension students who called a meeting of a few extension students do not have the facts straight and it is strongly suggested that extension students who really want to know what is going on try to get a hold of a copy of the 1973 1974 Budget and sit in on some committee meetings as most of them are open meetings. If this is not possible then try to meet with the students and/or faculty who are on these committees and who have been regular attenders.

BEWARE

EXTENSION STUDENTS BEWARE

Your flag is being carried by a self-appointed committee. Last Monday, a meeting was called - were you invited? Apparently, some extension students were invited and mimeographed notices were scattered here and there. The week preceding the meeting was "study week" - you weren't around to see the notices unless you had to use the library. As a result of this meeting of 18 extension students, a self-appointed committee of one - Pat Speer - proposes certain policies and opinions of the 716 extension students. DO YOU LIKE THAT? I DON'T. A. Cunningham P.S. Is Francis Guth an extension student?

EXTENSION STUDENT MEETING

Tuesday, March 27,

10:00 p.m. in the Auditorium

MASSES BEWARE

"Depression Coming"

Get Your Shoes Repaired

810 Queen St. E.
ESPOSTI'S SHOE REPAIR

A survey concerning student enrollment and background information was conducted by Professor Ahmed's sociological statistics class. A sample of 138 freshmen, sophomore, senior and extension students were randomly selected from Algoma's student body.

Data concerning opinions of aspects of the college and next year's enrollment will be given in this report.

1) Opinions on Aspects of the College

Key: Sat - Satisfied

Dis - Dissatisfied

I, Un or DK - Indifferent, Undecided or Don't Know

a) Academic Program:

| | Sat | Dis | I,Un or DK |
|-----------|-------|-------|------------|
| Freshman | 57.1% | 22.8% | 20.1% |
| Sophomore | 64.8 | 24.3 | 10.9 |
| Senior | 57.1 | 25.0 | 17.9 |
| Extension | 68.4 | 18.4 | 14.2 |

b) Quality of Instruction:

| | Sat | Dis | I,Un or DK |
|-----------|-------|-------|------------|
| Freshman | 51.4% | 37.1% | 11.5% |
| Sophomore | 51.3 | 18.9 | 29.8 |
| Senior | 28.5 | 43.0 | 28.5 |
| Extension | 68.4 | 18.4 | 13.2 |

c) Student - Teacher Relationships:

| | Sat | Dis | I,Un or DK |
|-----------|-------|-------|------------|
| Freshman | 51.4% | 17.1% | 31.5% |
| Sophomore | 70.2 | 13.5 | 16.3 |
| Senior | 67.8 | 17.8 | 14.4 |
| Extension | 68.4 | 10.7 | 30.9 |

d) Counselling:

| | Sat | Dis | I,Un or DK |
|-----------|-------|-------|------------|
| Freshman | 11.4% | 40.0% | 48.6% |
| Sophomore | 27.0 | 32.4 | 40.6 |
| Senior | 17.8 | 42.8 | 39.4 |
| Extension | 21.0 | 21.0 | 58.0 |

e) Premises:

| | Sat | Dis | I,Un or DK |
|-----------|-------|-------|------------|
| Freshman | 14.2% | 71.4% | 14.4% |
| Sophomore | 27.0 | 46.0 | 27.0 |
| Senior | 28.5 | 43.0 | 28.5 |
| Extension | 36.8 | 28.9 | 34.3 |

f) Library Facilities:

| | Sat | Dis | I,Un or DK |
|-----------|-------|-------|------------|
| Freshman | 80.0% | 14.0% | 6.0% |
| Sophomore | 86.4 | 5.4 | 8.2 |
| Senior | 82.1 | 3.5 | 14.4 |
| Extension | 78.9 | 13.1 | 8.0 |

g) Snack Bar Facilities:

| | Sat | Dis | I,Un or DK |
|-----------|-------|-------|------------|
| Freshman | 14.2% | 77.1% | 8.7% |
| Sophomore | 21.6 | 67.5 | 10.9 |
| Senior | 10.7 | 75.1 | 14.2 |
| Extension | 26.3 | 47.3 | 26.4 |

2) Students Returning to Algoma College Next Year

| | Yes | No | Undecided |
|-----------|-------|-------|-----------|
| Freshman | 28.6% | 57.1% | 14.3% |
| Sophomore | 62.2 | 29.7 | 8.1 |
| Extension | 63.1 | 31.6 | 5.3 |

3) Reasons For Not Returning

| | F | So. | Se. | Ex. |
|---------------------------------------|-------|-------|--------|-------|
| Transfer | 20.0% | 18.1% | - | - |
| Financial | - | 18.1 | - | - |
| Employment | - | 18.1 | - | - |
| Travel/Leisure | - | 18.1 | - | 8.3% |
| Lack of Desired Area of Concentration | 80.0% | 27.6% | - | - |
| Graduating | - | - | 100.0% | 66.7% |
| No Answer | - | - | - | 25.0 |

Key:

F - Freshman

So. - Sophomore

Se. - Senior

Ex. - Extension

Before analyzing any of these statistics, it is important to bear in mind certain things. For example, the figures concerning next year's enrollment can only give a trend and not accurate information, as many students won't make a final decision until September. All figures should not be taken as absolute because of interviewers' bias, statistical errors and survey bias.

Don Shushkewich
Soc. Stats. 2050

The anchor crew has returned from Trent ... The other crew pulled up anchor and left. (or is it right?)

The following remarks by Mr. Vincent Kelly, a well-known Toronto lawyer, are included in the Report of the Commission on Post Secondary Education in a concluding section called "Reservations." Mr. Kelly is expected to give a public lecture at Algoma College, April 9. Watch for notices giving specific time and place.

"As a Commission, we agreed unanimously that our society's goals now include universal accessibility to education resources, according to one's desires and ability. At present, our research confirms that these resources are accorded more generously, or utilized more often by students from middle and upper income groups, whatever their level of ability. If this occurs when tuition fees and related student costs represent a very small fraction of total education costs, one must conclude that the less gifted but affluent student regards those charges as a minor "users' fee" while the gifted but poor student finds them a major deterrent.

The Commission states, and I concur, that many other social factors, such as nutrition, early childhood training, family and peer group motivation, may be obstacles as important as the financial. New guidance and counselling techniques, adequate funding of educational alternatives, the establishment of the Open Academy, evaluation of self-learning experiences, and accreditation on demand may ameliorate or remove those obstacles. But I suspect that the universities and CAATs will remain the major focus of our educational activity and of our citizens' aspirations. Therefore we must insist that those institutions open their doors to the gifted of all socioeconomic classes.

As a first step, tuition fees and associated costs should be abolished by having the provincial (and indirectly the federal) government increase its support to those institutions. Next, quota systems should be devised and implemented to ensure that the student population by the year 1990 reflects the socioeconomic demography of Ontario. Lastly, our governments have a responsibility to enforce progressive taxation. The burden of these costs should fall upon those persons and corporations who benefit most from our economy, not upon individuals who are merely exercising their right to a full educational experience in Ontario."

THE FOG HAS CLEARED

Well its fianlly clear. Slip year financing or no slip year financing. They want Feldhamm er's ass no matter what. What hypocritical bastards.

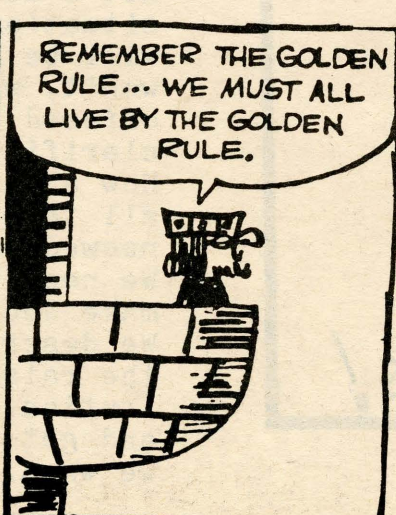
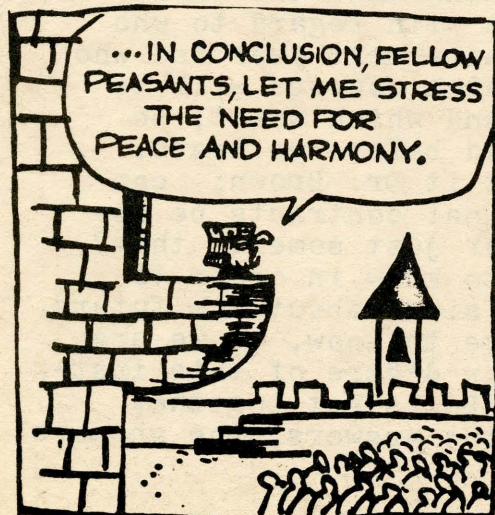
"Legitimate socialists" and right wing faculty have aligned themselves for a short time, the first collective effort seen at the College and all for Feldhammer?

But rest assured, this will not be forgotten. People have been watching all this. Slowly we have realized that one person's salary would not close the College. But now there is no shortage of money. How naive do you think we are? Not so slowly we have begun to realize that the money was never

really the issue. And which legitimate or illegitimate left will fight for you next year? Certainly not the English Department. They can't, they will be too busy with administration problems. They are practicing this year.

Rest assured the legitimate left is really legitimate - the politics of a Feroz or Hassan threaten no one in this society. They are merely useful as tools to ease white liberals guilty consciences. The politics of an Eric Clark or a Terry Ross, chicken farming or administrative hatcheting is as "legitimate" as any P.E.T.

Roland Paquin



CURRICULUM

CIRCUS

Students should be made aware of what is now going on in the Curriculum Committee with regard to the future of the academic programme and the retention of teaching staff at Algoma College. One cannot overstress the importance of what is going on in this Committee to the future of the quality of our education in terms of what choices students will have on Course offerings.

A very significant resolution was passed in this committee which in effect freezes all course offerings to their 1972-73 level, and furthermore reduces the number of faculty presently on staff. This resolution was made by Francis Guth and seconded by Hassan Gardezi. The motion passed by a vote of one - 5 to 4. There were eight faculty and only three students, although a number of students did show up who have been seeking admission to the committee but whose admission was stalled by an insidious effort on the part of D'Amato, Giesbrecht and Guth - - Indeed in desperation they went so far as to misrepresent one student by submitting a letter in her name requesting admission to the

committee.

The rationale used by Guth for the freeze on course offerings is perhaps the best illustration I know of how puffed-up abstract rhetoric such as liberal arts education can be used to justify self interest. Guth noted that his motion had little to do with financial difficulties but rather with the imbalances in the number of course offering among social science, humanities and science. Guth felt that the larger course programme in the social sciences deny the notion of a liberal arts education, and felt that it was important to limit the growth of social sciences to realize the ideal of liberal education. When Guth was asked to account for the growth or largeness of the social sciences he responded with a peculiar pedagogy "There probably are a lot of reasons". When it was pointed out to Prof. Guth that one of the important reasons for the larger course offerings in S.S. was the fact that a large number of people had a strong interest and desire to take soc. sc. and that constituted a greater demand for such programmes, he responded with that characteristically gallant

but elitist position of those critics of mass society who deemed anything desired by a large number of people a "FAD". It should be news to those of us who are interested in understanding such social phenomenon as economic depressions, social upheaval, poverty, etc., etc. that we are merely being faddish. For Guth relevance to social phenomenon should have little bearing on the creation of educational programmes. What counts most for Guth is not relevance or what courses people decide they would like to take, but some vague reference to "knowledge for knowledges sake". The logic of this position is beautifully exemplified when applied in practice. What do we see him immediately recommending as a legitimate solution to the problems facing Algoma College? In effect shrink that sector of our education program which is most desired and enlarge those sectors which are least desired! This according to the Prof of Logic is called a "viable Liberal Arts Programme"! With logic like this who needs a course in philosophy?

Who is Guth trying to bullshit with his phony vacant defense of "Liberal Arts Education"? Either we have a prof who is more at home in 13th Century French Medieval Monastery debating the number of angels who danced on the head of a pin or a very rationally self interested individual set on building a department of philosophy at the expense of programmes that have been in demand.

The above is only, gross as it may be, of the decisions being made, which will affect us all in the coming year. They are being made despite how we as students feel. So far we have been powerless to halt or change these decisions. We sat on Budget Committee, came up with a viable financial alternative only to find that the curriculum committee decisions will affect the number of course offerings and faculty. Even more frightening is the fact that soon most of us will be off campus and they, our own home-grown hatchet men, will really be able to get into full swing. This common administrative approach to problems-wait till the students are gone- will work if we don't act now. So let's act. Let's demand that the whole situation with regard to who will be here next year and who won't, which courses will be offered and which won't, be clarified before we leave. How about it Dr. Brown; can all terminal contracts be renewed- or just some of them? We need to know in order to make decisions about the future. We deserve to know, as we are the *raison d'être* of this institution. Let's get together and get the answers, the answers we want.

How Now Brown Cow ??

