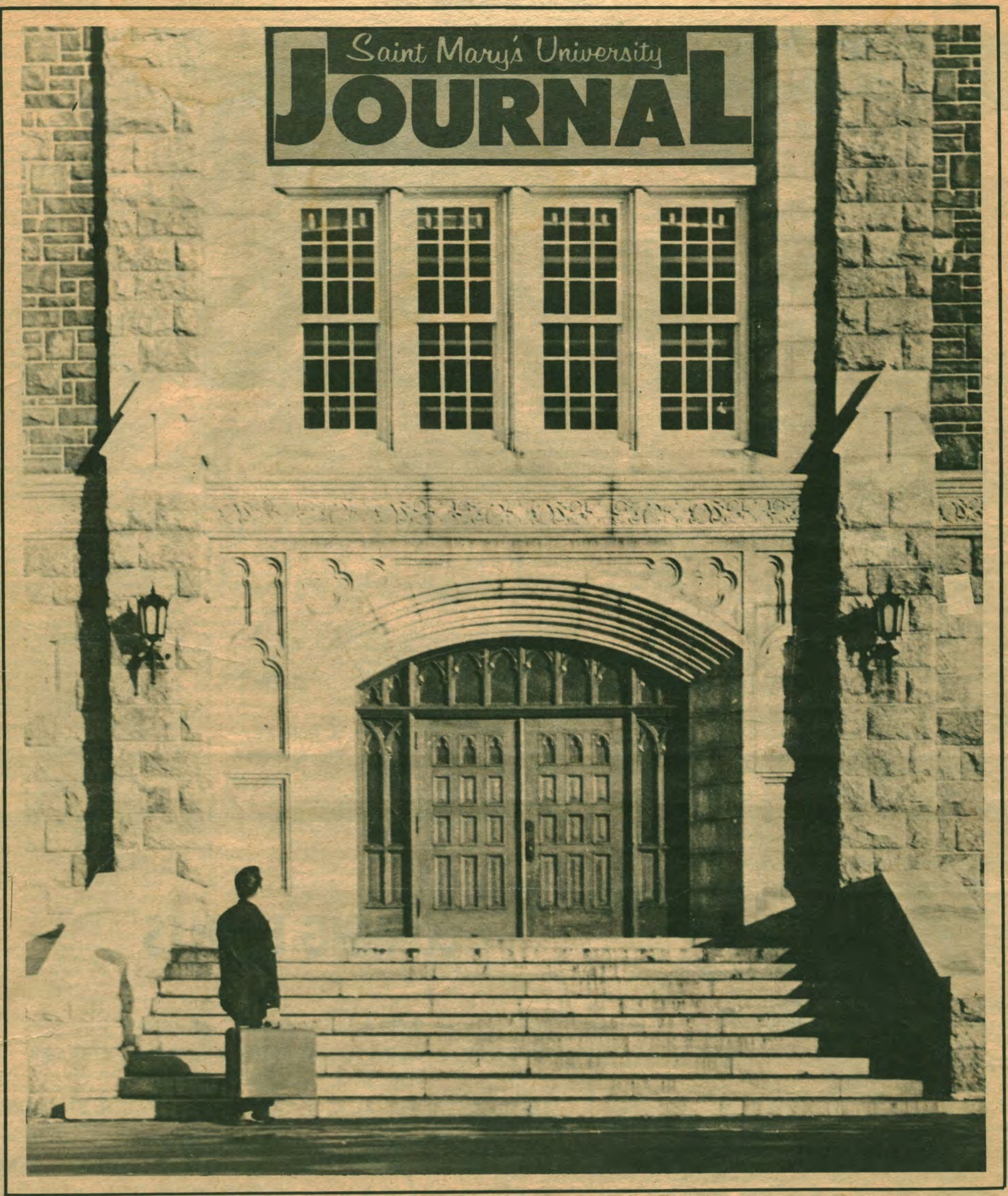


MORGUE 1968/69

Saint Mary's University JOURNAL



“WELCOME FROSH”

“Welcome Frosh.”

Those are the traditional words we use to greet each year's freshman class. This year, we have tried to examine just where you stand. Most of you have been given copies of *The Student As Nigger*, an article by Jerry Farber. Some of you have read it.

A small fraction have allowed what Farber says to enter their minds to be digested. An even tinier fraction will go on to become exponents of the Gospel according to Farber. It is this final minute percentage of this year's freshman class who will be the activist leaders of tomorrow. It is they who will stand in the vanguard of the struggle for democracy in the university.

It is to this group that we say sincerely “Welcome Frosh”. It is not only they but every student who will be involved... whether they choose to or whether they stick their heads in the sand.

Those of us now in our third or fourth year will be gone before reforms can be implemented. Why, then, are we concerned? The struggle will not benefit us, except in the vicarious enjoyment of the freedoms others will take for granted.

Or perhaps the knowledge of our part in the struggle will help us some time in the future when we are tempted to deny that a principle is worth more than money, more than the threat of imprisonment, more than life.

We cannot know.

While writing this, we are conscious that what little we have to say has been said before, by men who possess more skill with words than we. The struggle against repression has also been fought before; has been won before. But freedom once won must be hoarded or else it can be eaten away by bureaucrats, petty office tyrants, and others of the same stripe.

But our freedom is not simply the freedom to come and to go, not just to hire out to the highest bidder. Our freedom must be the freedom to question, to investigate and, if necessary, change.

It may appear to be a demand for the first place. It is not. We

do not want superiority, but rather equality.

In this sense, we are, as Farber says, niggers. We have asked for equality for too long and been fobbed off with excuses and committees for too long. Soon, we will become enraged and frustrated; those who seek to negotiate will be called Uncle Toms; those who might have been valuable in the power structure will try to destroy it, for those things which are inflexible become extinct. If the power structures here become inflexible they will die and ours will succeed them.

“The old order changeth, yielding place to the new”.

Let the old order change gracefully and it may retain something. Let it resist

ON CAMPUS

ORIENTATION SCHEDULE

- Sept. 17 - 7:30 P.M. - gymnasium Pre-registration seminar - A chance to get well prepared for registration which follows on the next day.
- Sept. 18 - A.M. - Freshman registration; 7:00 P.M. - Theatre A - Alternatives to the present education system; free schools, etc.
- Sept. 19 - A.M. - Freshman registration; 2:00 P.M. - Theatre A - "An Angry Voice" - A look at the student movement throughout the world. Columbia, Berkley, Paris, West Germany and the situation here in Canada.
- Sept. 20 - 10:00 A.M. - Theatre A - "The Student As Nigger" - A panel made up of students, faculty and administration will discuss the relevance of Faber's article to Saint Mary's. A film interview with Faber will also be shown.
2:00 P.M. - Theatre A - "The Issues at Saint Mary's." - The discussion which centered around "The Student As Nigger" and the international student movement will try to be connected to Saint Mary's University. Issues such as co-education, decision making, academic reform etc. will be brought out.
6:00 P.M. - Scum Auction - All frosh are to assemble in the rink for instruction.
9:00 P.M. - Dance in the gymnasium.
- Sept. 21 - Exhibition football - Saint Mary's vs. Saint Frances Xavier in Antigonish - transportation will be arranged; 8:00 P.M. - The various faculty societies (Arts, Commerce, Science, and Engineering) are sponsoring socials for their future members.
- Sept. 22 - 2:00 P.M. - Gymnasium - Mock graduation ceremony; 8:00 P.M. - Gymnasium - Frosh talent show.

Week of Sept. 23rd to 28th - Some of the films in the National Film Board's series "Challenge for Change" will be shown at the noon hour. These films include notables such as Saul Alinsky and deal with topics like poverty, racism etc. Guest speakers (to be announced) will lecture on topics related to these films.

RULES AND REGULATIONS -- INITIATION WEEKEND

- 1 No Frosh can attend auction, dance, or talent show unless he is dressed in proper attire during INITIATION WEEKEND.
- 2 Frosh are required to attend ALL Functions - Scum auction, Dance, Train trip, Moch Grad and Talent Show, Society Parties
- 3 Frosh must NOT BE INITIATED OFF CAMPUS.
- 4 All Initiation for Friday ends with the dance.
- 5 Frosh must be initiated in Groups of at least (5) - no less.
- 6 Initiation ends with talent show on Sunday evening.
- 7 Any violators of these regulations will be dealt with by a MON-KEY COURT - This goes for upperclassmen as well as Frosh.
- 8 All Frosh are required to wear beanie throughout orientation, except when in class.

PROPER ATTIRE - FROSH

- 1 Shirt - inside out and on backwards
- 2 Pants - inside out, left leg rolled up
- 3 Sneaker - left foot
- 4 Shoe - Right foot
- 5 Beanie
- 6 Cardboard Sign - issued by Maroon & White at Initiation Registration

Senior Class, Attention!

There will be a nominating party for the Senior Class Executive, Wednesday, September 25 in the Student Union Building at 8:00 P.M. All Seniors are urged to attend.

By-Elections

Nominations will open on March 2, Monday, September 30 for the following vacant positions on the Students Representative Council: 1. SCIENCE REPRESENTATIVE 2. C.U.S. CHAIRMAN 3. GRADUATE STUDENTS REPRESENTATIVE. Nominations will close Friday, October 4: elections will be October 11.

Need A Place To Live?

The Students' Council, always ready to aid the suffering student, has established an office to deal with incoming frosh who don't have rooms for the fall term.

Jerry Vink, Student Housing Director, has been at work since early in the summer compiling a list of rooms available to students in the Twin-Cities area.

Mr. Vink, who is also Day Student Representative on Council, says that one of his chief problems stems from the irresponsible behaviour of some of the students who boarded out last year.

"Some of the landlords are still angry over the behaviour of some of the animals who they had as tenants last year," he said. Despite this, he said that he was making progress. "We're moving slowly but surely."

Mr. Vink also expressed his appreciation for the co-operation that he had received from the administration during the summer.

Vink added that lists will be completed by the time registration begins. These lists will be available on the main floor of the Student Centre.

THOUGHTS ON EDUCATION

By SIMON ROSENBLUM

Education Versus Training

We all take it for granted that we come to university in order to get educated. Unfortunately, this is not always so. The student usually ends up trained in one of the physical or social sciences rather than being educated. Education involves learning to seek out, question, evaluate and then accept only what in his opinion is valid. The percentage of university students being truly educated is frightfully low. A perfectly trained country would probably have a higher Gross National Product than a perfectly educated country. But are we to be robots serving the state god - G.N.P. is not the highest desired goal that we can set for our society.

The success of our society will be measured by the education of its citizens and education is not a synonym for training. Education may often include training but must go much further just as the goals of our society must go much beyond the growth of our Gross National Product.

Cost of Education

The question of who should pay for our education and how and when it should be paid is a subject of much argument today. I advocate free university tuition along with government or private loan schemes. By being exempt from paying tuition, students are not receiving free education for they are simply transferring the monetary burden until a further date. Free university tuition necessitates higher taxes and university graduates pay a great deal of income taxes due to their high earning power. Student loans would seem to rule out the economic obstacles to higher educa-



studies and also endeavour to improve the academic system of which he is a vital part. This does not imply that students should control the academic system but they must have a strong voice in it. Membership of Academic Senate, Board of Governors and Departmental Committees are some of the organizations in which students should make their presence felt and valued. However, one must be careful to distinguish between "token membership" on these committees and "meaningful participation". For instance, three or four students on a body of thirty do not have to be listened to and are often ignored since they have only about ten percent of the vote. Students are in the midst of the academic system and thus are directly involved with it and aware of it. Their insight would surprise most people and they often have ideas which can be of great value in improving the existing system.

The Student And Society

The student while in university must be involved with the world about him. A university student should learn to objectively evaluate the values and structure of society and he must be given the right to express his opinions whether they be in favour or against the status quo. The right of free expression is not unfettered; with it, goes responsible action. It is heard that if students receive free tuition they should not have the right to criticize society since they are being subsidized to a large extent by society. However, to stretch this to its logical conclusion one must also say that a person on social welfare should not have a vote. Society must welcome responsible student "activism" for without it can there ever be responsible adult "activism"? The quality of the student who graduates today is a reflection of the quality of society we'll have tomorrow.

A Role For The Student

The student has a dual academic role while in university. He must concentrate on his own

COMING EVENTS

- SEPT. 19 - 9:00 P.M. - DANCE - ARENA
- SEPT. 20 - 6:30 P.M. - SCUM AUCTION - LIBRARY
9:30 P.M. - DANCE - GYM
- SEPT. 21 - 8:00 A.M. - TRAIN TO "X" - C.N. STATION
- SEPT. 22 - 2:00 P.M. - MOCK GRADUATION - GYM
7:00 P.M. - SCUM TALENT SHOW - GYM
- SEPT. 23 - 9:00 P.M. - ENGINEERS' PARTY - WINNIE'S LODGE
- SEPT. 24 - 9:00 P.M. - ARTS - COMMERCE PARTY
- SEPT. 28 - 1:30 P.M. - "X" VERSUS HUSKIES - CAMPUS

Compliments of
OLAND'S BREWERIES

Saint Mary's University JOURNAL

Volume XXXIV, No. 1

Halifax, N. S.

Wednesday, September 18, 1968

Smith Appointed Vice-President



Laurie W. Smith

-Photo by Sam Short

The appointment of Mr. Laurie W. Smith as Administrative Vice-President was announced on June 4. Mr. Smith, who is a 1943 graduate of Saint Mary's, joined the faculty in June 1966 and at present is Dean of Students, having previously held the positions of Director of Student Affairs and Director of Admissions & Scholarships.

Prior to joining Saint Mary's in June 1966, Mr. Smith was Director of Guidance for the Halifax City school system, having served that system as Vice-Principal of Saint Patrick's High School as a teacher of both senior and junior high grades.

Following his graduation from Saint Mary's, Mr. Smith received his Bachelor of Education degree from Dalhousie and his Master of Science degree in Education from Fordham University, New York.

Associated for a number of years with the Atlantic Provinces Examining Board as Assistant Secretary-Treasurer, he has been Chairman of the Economic Committee Halifax Local, Nova Scotia Teacher's Union; Treasurer of the Halifax Local and a member of the Property Management Committee.

In January of this year he was appointed to the Board of School Commissioners for Halifax City. He is a member of the Board of Admissions, Bishop Burke House; the Business Education Committee of the Halifax Board of Trade; and the Catholic Charities Commission.

He has served as Vice-President of the Halifax Branch of the Canadian Mental Health Association, on whose Provincial Board he has also served.

Mr. and Mrs. Smith (nee Catherine Anderson) have six children and are residents of the city.



Stanley A. Armstrong

-Photo by Sam Short

Protestant Named to Theology Faculty

Rev. P. Kerans, Chairman of the Theology Department at Saint Mary's University, has announced the appointment of Stanley A. Armstrong as Assistant Professor in the department. Professor Armstrong is the first member of Saint Mary's Theology Department who is not a Roman

Catholic. As the department expands, it plans to become fully ecumenical.

Two reasons were given for this move. The first is that the theology department should reflect the plurality of Christian traditions among Saint Mary's students. Almost 35% of the student body is not Catholic. The second reason is that the Roman Catholic students should have an opportunity to learn more and to appreciate more deeply the richness of the Christian traditions other than their own.

Thus, Professor Armstrong will be offering a course entitled "Contemporary Protestant Thought" open to students of all religious traditions.

Professor Armstrong, who was born in Detroit, graduated from Brown University, Providence, R.I., in 1960 with A.B. in Physics; he attended Harvard Divinity School from 1960 to 1963 where he received S.T.B.; from 1963 to 1968 he attended Yale University Graduate School of Arts and Sciences in the field of Theology receiving his M.A. in 1965. He is presently working on his Ph.D. dissertation title, "Time and Eternal Life". His field of special interest is theological anthropology.

Professor Armstrong is married to the former Barbara McMorris of Pittsfield, Mass., and they have two children, Christopher 5, and Benjamin 2.

prepared for regular, disciplined and thoroughly researched written work. In this he will work closely not only with his supervisor but with his peers.

There will be no formal examinations in the programme. Academic success will depend upon the merit of the year's work."

PROJECT PARALLEL

A NEW APPROACH TO LEARNING

A new integrated programme of learning will be created this year at Saint Mary's.

'Project Parallel', under the direction of Robert Bollini, Roger Crowther and Patrick Kerans, S.J., will attempt to "...form a practical and flexible association of different disciplines..." to approach "the difficulties and confusion of modern civilization." The programme will be open to sixty students with second year standing and will count for three credits; one each in History, English, and Theology. The English credit will satisfy the requirement for a second course in that subject. Only students who have passed English 1 or Grade Twelve English will be eligible.

The content of the programme was described by the professional team as follows:

We all know a great deal about our civilization; that is, we possess data about it. But do we understand it? Can we ask pertinent questions about it? Can we evaluate it?

In order to reach this goal, the formation of critical value judgement, we will have to study

some of the inner relationships of our society, and we will have to study the ideas and events which can legitimately be called the antecedents of modern civilization. We plan, then, to study several important events of the 17th century, which was the century in which men began laying the foundations of modern democracy.

In one year we cannot study everything, but we should be able to become aware of some basic issues. Again, there are key examples. In an earlier day, 'obedience', 'order', 'honor', were among the values upon which the culture rested; we can study the process whereby these values gave way; to be replaced by 'freedom', 'responsibility', 'integrity'.

This programme will be neither a History course, nor an English course, nor a Theology course. Nor will it be all three sandwiched together. For a course, as normally offered by a department, studies human reality from a certain point of view. But because human reality is complex, the

point of view afforded by any discipline is incomplete. In this programme we hope to achieve what we might appreciate more fully the complexity of the problems our society faces. These problems have historical roots; we have inherited them because of the decisions, wise and foolish, of men who have gone before us. These problems have found literary expression; in fact, the problems besetting each age have shaped our language. Further, they are burdened with political, economic, social, philosophic, and religious implications.

The complexity of human reality then, will be our focus. The reason is not simply to avoid pedantry. Our hope is that each student, confronting real issues, will learn, with the help of the group, to call forth his personal resources of discrimination, of insight and judgement, and will learn to take a critical, personal stance."

The course will depend more upon discussion than upon lectures. A new release issued by

the University said, "The emphasis will not be upon formal lectures, but upon discussions and individually disciplined research."

The release went on to say: "...The whole group (all 60) will meet once a week for a lecture and a discussion. Many professors from different departments will be invited to join us for these sessions.

Once a week each student will join a smaller group (of 20) for further discussion. Each of these groups will be joined by one or more professors from the team.

This, at least, is our plan at the moment. Students' initiative will, to a large extent, determine the content and the structure of these sessions. We will have a room of our own where participating students will be able to meet whenever they want to continue discussions.

Further, each student will have an adviser, whom he will be asked to meet regularly to discuss his research and written work. For though the success of the course will largely depend on active discussion, the student should be

STUDENT UNREST: The Cry For Reform

There has been much discussion generated within academic circles across Canada concerning the actual role of the university as opposed to its theoretical role. The inherent contradiction was the theme of a Seminar sponsored by the Canadian Union of Students last May. Radical student leaders have a design that will restore the university to its ideal role as a community of scholars. The philosophy behind this movement is Social Unionism or Student Syndicalism.

Student analysts presently view the university as a degree-granting corporation inextricably bound to a utilitarian North American society rather than a free and independent community. This corporation is controlled by pragmatic bureaucrats who are constantly striving to improve the corporation's productivity so as to satisfy the technological and professional needs of society. (Productivity is here defined as the number of recipients of the much-lauded piece of parchment.) As a degree-granting mill, the university has become eminently successful but on the other hand, the university has tended to discourage natural and intellectual creativity as well as the development of a collective social conscience.

Within the present structure, there is little say by the students on matters of policy which have a direct bearing on their education. To a lesser extent, the same holds for the faculty.

Most universities are controlled by appointees representing the industrial, professional and business elite within the local community. Today's radical campus activists believe that the power must be wrested from this faction and placed back within

the university. The transfer of power necessarily implies student and faculty power. As a result of their increased voice and responsibility within a reformed academic setting, students will become more directly involved in their education and thus be better prepared to assume their roles as a citizen with its ensuing rights and duties.

This theory of student-faculty control is the ultimate goal. It cannot be achieved overnight by a sudden coup; violent revolution, which is usually worse than the ailment it purports to treat, is not the answer. However, no institution can remain static; it must be constantly undergoing a process of "aggiornamento"... a continuous evolution of the present system to serve the intellectual and creative potential of the individual student within a changing society.

The goal of securing adequate voice for the students will be strenuously fought for, even by the mobilization of the whole student body as a last resort. The student body will more and more resemble a trade union, endeavoring to improve the working conditions of its members.

STUDENTS CONFRONT SOCIETY

The movement towards student-faculty control within the university was most forcefully demonstrated at Columbia University last spring. Students rose up in open defiance at the university's connection with the Institute for Defense Analysis (IDA) as well as the construction of a new gymnasium near the bordering ghetto of Harlem. The significance of the rebellion was thus twofold: the university's alliance with the military-industrial complex and its contempt for the poverty-stricken Negro.

The problems of the university are symptomatic of a class-structured society where the needs of an upper class are being constantly fed. The student's dissatisfaction with his education transcends the university community and includes the larger society. In analyzing the relation between the two, the question arises as to whether the student is conditioned to fit into a rat-race system as a cog in a machine. He has been indoctrinated by school text books (Remember the map with the spreading red?), is inured to violence by the medium of television, and is persuaded by the sophisticated psychology of advertisers. Individualism is sacrificed to the system. Many young people feel that "1984" has arrived because of the type of culture so prevalent in North America. Televisions and cars have become an end in themselves to the materialistic mind.

Campus unrest will likely continue and even spread in 68-69. The tactics pursued may appear unrealistic and irrational to the outsider but these means are often necessary when confronted with intransigent parties on the powerful senates and Boards. Students will continue to question the values of their society. If students are inexperienced and idealistic, it is also true that the older generation is often smug and conformist.

Students are more anxious for a broader society at large; yet society often dismisses them as a pseudo-intellectual fringe that cannot be tolerated. A society that ignores the state of flux represented by its youth has become blinded to the "signs of the times" and steeped in a stifling status quo.

Student Power In The Maritimes

(Following is the text of a script on "Student Power" by Nick Fillmore, scheduled for broadcast on CBC Radio, Opinion, Sept. 14, 1968.

Mr. Fillmore is a freelance broadcaster and journalist.)

The slogan Student Power will be on the lips of many Maritime educators this year. The mere mention of it frightens the university administration.

Although Student Power hasn't threatened the authority of these administrators, they're scared because of what it has meant in Europe, the United States and other areas of Canada.

It was student leader Danny the Red who enraged Paris youths to burn because of ancient teaching and administration practices at the Sorbonne. And it was at Columbia University that students seized control of the campus because of poor administration.

Perhaps some Maritime administrators see the handwriting on the wall.

Student Power has flexed its muscles to a lesser degree in Canada. It's only beginning to fill its proper role. Critical conditions could arise at a number of campuses across the country this year unless student demands are met.

The Canadian Union of Students, representing 40 universities, recently stormed its way through a week of soul-searching. A strong united voice did not emerge from the meeting, but the unrest and the dissatisfaction were there. It can only be hoped that CUS does not get so carried away with condemning American imperialism that it forgets what it should be doing on the campus.

Maritime universities have given into minor pressures by granting students a token voice on governing bodies. For in-

stance, Dalhousie University has agreed to seat three students on its 100-man senate, while St. Francis Xavier has one of its 40 senators a student.

But the Maritime universities still maintain that students should not have a say in curriculum, the rating of professors or student discipline.

The university power structure believes no changes are necessary. For instance, it believes the old myth that anyone who really wants a university education can get one.

A recent survey by DBS revealed that more than half of a large group of university students interviewed were the children of proprietors, managers or professionals. Only five-percent had fathers classified as laborers. One-quarter of the students had to postpone their university training for lack of funds. Think of the wasted potential.

Here is one field where Student Power can play an effective role. Through their power of numbers they can fight for free education. Too many students are falling by the wayside.

It is myth that a student can earn enough money in the summer to pay his way through university. The average of \$550 a student earns is only one-third the amount needed to send him through his year.

But these pay cheques are still a necessity and student power should be used to make government and business provide more student employment, at all times of the year.

The past summer was the worst in 10 years for students in Canada. In Halifax, of about 1,500 who applied to Manpower, only about 600 got part-time or full-time work.

But all we've heard from students about employment conditions so far is crying and com-

plaining. Better they organize and take a tough attitude.

And what of the university curriculum?

Graduates complain that after 16 years in the classroom they have a hard time finding employment and a hard time fitting into a work-society. Something has to be wrong with the curriculum and teaching methods.

It's time Maritime students started doing more than complaining about the kind of curriculum they are fed. More than \$70-million will be spent on constructing buildings at Nova Scotia universities alone over the next three years, but I'm safe in saying there will be only very minor changes in course content.

Students also should be permitted to rate their professors. And the ratings should be taken into consideration when the staff is planned for the following year. Too many professors bore the students to death.

Students should have a say in the kind of discipline enforced on campus. Take the example of an Ontario university last year that barred a student because he was caught smoking marijuana.

Students should not expect to gain meaningful changes through the token power granted them so far in the Maritimes. They need a well-informed, strong, inter-university organization with enough membership to bring forth pressure. If their demands are ignored they have the power of demonstrations, boycotts and the walk-out.

Student Power can have an important role to play in the development of the Maritime university community. It is important to remember that most administrators in the Maritimes don't believe change is necessary. Maybe that's one reason why the Maritimes are still the Maritimes.

From The Editors DESK

Democratization of the University

Towards the end of last year, there were indications that steps to democratize Saint Mary's University government would be taken. Dr. Labelle announced that a committee would be formed to implement structural changes allowing for university autonomy. (This development followed a 2-day boycott by the students protesting the influence of the Catholic Archdiocese of Halifax). Presentations on behalf of the Student Council to the Senate and Board of Governors favored student representation on those bodies and their pertinent committees. Feelers from the administration indicated support for the idea of student representation. What prospect of reform does this seeming "liberal" climate portend?

When we look at the present setup at Saint Mary's, we realize that nothing less than a drastic overhaul is a "sine qua non" to the democratization of the university.

Student Participation . . . Not Tokenism

In its presentations to the Board and the Senate, the Student Council did not go far enough. These presentations merely rehashed the Duff-Berdhal Report, a student pacification program that would leave the present method of university government essentially intact. The Student Council asked that student representation "should not be less than two."

Students need assurance that their ideas can be implemented or reasonably compromised at the highest level of the university government. Because of the students' stake in policies relating to the university, their voice is necessary in formulating democratic decisions. Are 1 or 2 students to sit on the Senate merely as symbols of the benevolent paternalism of our overlords?

Student representation on the Senate is a first step in a process leading toward the eventual goal of ultimate student-faculty control of the university. This means that the Senate would become the chief governing body with the Board of Governors placed in a subordinate position.

University Autonomy - A Myth?

At Simon Fraser University the dilemma facing students and faculties across Canada was forcibly demonstrated. At most universities in Canada, the chief governing bodies are dominated by outside interests, usually big business or big governments. At Saint Mary's University, 20 of the 30 members of the Board of Governors are appointed by the Archdiocese of Halifax; six by the Alumni; the other four are "ex-officio" members. The appointees are well-known members of the community of Halifax, not members of the academic community of Saint Mary's. It is evident that for the most part our Board is composed of "absentee landlords". This method of appointments must be changed.

We believe that most of the members of the Board should be elected by the Senate while giving the Archdiocese and the Alumni certain powers of appointment.

According to the Saint Mary's University Act of 1962, the "Corporation" is composed of the "Archbishop of Halifax" and his "Consultors". The Board of Governors, according to the act, was set up to advise the "Corporation". This act clearly gives our Board of Governors no legal power. Saint Mary's University was set up as an adjunct of the Archdiocese.

Christian Tradition

We do not advocate that Saint Mary's abandon its Catholic tradition but we do want the academic community here to determine its own policy. If Saint Mary's is to complement the work of the Church in this area, then the university must become a true community... representing diversified viewpoints, opening its doors to all persuasions, and free to implement its own policies. Saint Mary's provides a unique opportunity to represent the Christian viewpoint on the intellectual level. This means the type of dialogue called for by Vatican II. This university can remain Christian in character and yet not be merely a breeding house for Catholic laymen.

ST. MARY'S JOURNAL

WEEKLY NEWSPAPER OF THE SAINT MARY'S STUDENTS' ASSOCIATION, Saint Mary's University. Phone 423-8551. Opinions expressed in the JOURNAL are not necessarily those of the Administration or of the Student's Association. The JOURNAL is a member of the Canadian University Press.

EDITOR-IN CHIEF Reid Barry
NEWS EDITOR Reid Barry
SPORTS EDITOR Tony Polegato
LAYOUT EDITOR Wayne Garland
CARTOONIST George Compton
BUSINESS MANAGER Nigel Byars
ADVERTISING David Steeves
Vince Purcell

Staff: Barbara MacAdam, Steve Anderson, Simon Rosenblum.

The Challenge Facing The University Education System

When we enter university we are welcomed into a community of scholars. But it is not really a community anymore, because modern exigencies have forced us to divide faculty from undergraduates, from graduate students quite thoroughly. And we don't all participate in one government. But the rules in residence are not as bad as they used to be, and not too strictly adhered to.

If the student is not a citizen in the university community, then perhaps he is a client. Perhaps he is someone who pays a fee to get at professionals who know things that he wants to know in a particular field.

That is partly true, but with the explosion of knowledge in the post-war years, it is difficult for faculty members to give much of their time in "professional" consultation with their students.

Perhaps he is an apprentice. Certainly a lot of students are apprentices — apprentice doctors and apprentice lawyers. But the majority is not in professional courses, learning a single job. These students are here to assure future employers, by means of an exit document, that they can be educated, that they have some general basic training.

Instead of welcoming the student into a community of scholars, perhaps we should merely insert a notice in the new trade journal which MacLean-Hunter has so fortuitously provided for "university executives":

"The Department of Higher Manpower, Ottawa Branch, English Language Division, (formerly Carleton University) announces the arrival of 1,000 new higher manpower units for processing. The throughput time for these units has been reduced from four years to two years and six weeks as a result of the introduction of high carrot-juice diets in residence and a new counselling service which guarantees the total adjustment of the new unit to the plant procedures within four weeks of arrival."

Welcome to a community of scholars? Welcome to an economy of scholars, and to an efficiency of administrators.

What has gone wrong in the university? What has gone wrong since the days when those teenagers had the audacity to set up shop in Bologna, Italy for the pursuit of some medieval truth? At least five things.

First of all, the university has been eminently successful. It has grown and bloomed and attracted to it all manner of people who were not intended to come to it at the beginning. Only the

clergy began its professional studies in the university, but now all of the other professions have been attracted into its gates, and have turned it into an economically relevant institution, with telling consequences. Not that professional people should not be trained within the university; but the university has welcomed its adopted sons with a gusto precluding careful vigilance over the singular role of that institution.

Secondly, the university has gone wrong, at least in North America, because its model—and there really was no other North American model — was the business corporation. The corporation is geared to production and not to the quality of community. The corporation is not geared to making the words "discipline" and "discovery" particularly exciting to the student.

Thirdly, it has gone wrong because the explosion of knowledge has hit the academic so hard he has let go of the university — of his control of it. He has retreated to his publishing or perishing and has become a much catered-to employee of this academic corporation.

Fourthly, the whole thrust of our society — the great society once-removed — promotes the development of people withdrawn from community, disinclined to use their intellects critically for the sake of their personal and social freedom. It is society prone to accept the comfortable silk nooses of control by sagacious and benign technocrats. The university of today, inextricably in and of that society, is the handmaiden of the technological lock-step.

Finally, it has gone wrong because of the students. They are part of this society. They come here in large numbers to get their meal-ticket for society. They come willing to undergo any distortion of community which will maximize the degree-getting and minimize the chance of bucking the system or having the system buck them.

What has gone wrong? Robert Merton of Columbia University has written in his introduction to Jacques Ellul's *The Technological Society* that "We are a civilization committed to the quest for continually improved means to carelessly examine ends". We have concentrated on the means of getting the student to and through the university, and we have defaulted in the study of his potentially creative and responsible relationships in that community. The student is something of an intruder, the changeless but constantly changing element of the academic community.

To some people he is the only real barrier to the academic community.

What is needed is an affirmation that the community of scholars is worth constituting and must be constituted, perhaps for the first time in history. Then we must begin to act in ways consistent with that affirmation.

We must think in terms of a community in which students are involved, with older scholars, in deciding the "whats" and the "whys" and the "hows" of their studies. And we must ensure at the same time the academic freedom of the faculty to pursue and disseminate knowledge as they see it.

We are going to have to turn our backs on the riskless university which is such an attractive model for the harried administrator, and experiment with the extension of opportunity and responsibility for all who are there to learn.

We are going to engender a community or a cluster of communities which will sustain people who have to go through the hell of emerging from the bonds of their particularity into the relative freedom of an ordered and questioning intellect. And we must do this without paternalism.

We must prepare radical changes in the administration of the university. Administrators will have to become servants of an academic community. They are now trained to maximize the use of the plant, but plant use must only be maximized inasmuch as it can sustain and encourage intellectual growth and excellence.

We are going to have to change the architecture of the university too, for it often militates against community by making it too easy for each of the orders of the university to measure out its life with a minimum of contact with the others.

I do not think it is adequate any more to talk about making the university safe for the humanities — as if the humanities and their practitioners formed some sort of "remnant" capable of leavening the rest of the loaf. Rather, all students and scholars in all academic disciplines are going to have to become "universitarians", intellectually involved in the quality and the politics of the academic community, the community in which they work.

Students are going to have to change too. We are presently developing "student" identity and "student" power, neither of which should be pre-ponderant elements in a university where common government and involvement are fact. But today, the development of both student identity and student power can be impor-

tant steps in forcing the university to face its job and its style.

Usually this sort of talk raises fear in the minds of professors, fear of rough political democracy, the tyranny of the undergraduate. Every professor has had the nightmare at least once. At the end of some class the students signal thumbs down, and the hapless professor is dispatched through a trap door to join the other faculty drop-outs who have failed to meet the test. It has all the sweet reasonableness of the fear of the White Rhodesian farmer.

No one wants the university to be a crude and demagogic political democracy, but a community of intellectual opportunity. The fact that many of us can conjure up nightmares such as the one above merely illustrates that we have no idea of the human investments and commitments needed to establish an academic community which will take hold of its own affairs.

There are ways you can avoid going through the changes needed to constitute the academic community, and I will tell you about them. There are some "outs" you can take, techniques inimical to the development of a university which is a community.

First of all, there is the "remnant" out, propounded by faculty members who argue that the really smart people can still create for themselves the community of scholars within the multiversity. Of course, the rest of the poor fools go to their mindless fate, but society pays the bills for all, and the money keeps flowing in to sustain the good with the bad. This is no more a live option today than in pre-war Germany, when people believed that they could sustain a place of liberty in a closing society. The difference today is that the kinds of closed society which lure us are not marked by the crude violence of a Hitler or a Stalin. It will be the refined oppression of Soma rather than Siberia.

Then there is the "silk noose" out, which involves throwing your lot in with the new breed of pussycats. You respond affirmatively to all the demands of students in those areas where they don't make any essential demands, and you keep the university unswervingly set on being a service industry to society. You keep students happy with irrelevancies. You encourage diversions when it appears that they might be getting onto something big. For example, plans for the Student Union Building finally get moving through the administration when it appears that the Student Council might otherwise discuss the Duff-Berdahl report.

The third out is called the "unholy alliance" out. This is the most intriguing of all from the students point of view, for it has to do with the making of deals between administrators and a new group of student politicians. These latter are students opportunistic enough to see that the student power game can be played for their own aggrandizement. The new student leader gets across to you that he is just as keen to control the vast unwashed horde of students as you — but for his own purposes. All sorts of arrangements are made whereby he ends up like the paramount chief of some South African tribe who, for a mess of pottage (would you believe a seat on the Board of Governors?) has dealt his whole people into a system in which they will never be considered citizens and participants.

But if you decide against the

"outs", what is there to do? After hearing my views, you must be quite certain I will not ask administrators alone to bring about the necessary changes. That would merely constitute another high-level manipulation incapable of promoting real reform of the university.

This action has to begin wherever students and scholars still meet and confront each other on matters of honest intellectual enterprise. And that may be in laboratories and lounges, classrooms and cafeterias, studies and street corners. It will begin when these scholars and these students decide to take hold of themselves, of their common and individual intellectual goals. Then they must begin to act as that responsible community, and then bring about the changes in the present structure of university government to allow the community of scholars to thrive, both as a place of liberty and a place of relevance.

But we are not ready for primary restructuring now. It is beyond both our competence and our experience, and our results would be piecemeal and banal. We need a dedication to reinvigorate community now, and should leave the radical structural reforms to men who will have experienced that community.

Right now, students, faculty and administrative organizations can play initiatory and supportive roles to university reform. For these groups, although expressing the divisions of the university, also possess the resources needed to promote change.

Administrations can establish open methods of decision-making which, while not guaranteed to interest students and faculty at large, will increase knowledge of how, and on what basis, decisions are made, and how the university is governed.

Steps can be taken to open channels of communication and confrontation among the various sectors of the university. This might involve students on Senate and Board, along with faculty. This does not constitute the reform of the university, just the enhancing of the discussion necessary as its prelude.

Time and money can be focused on the study of the university in our society. Can its training functions become more happily — and less domineeringly — wedded to its critical and civilizing aims? What are the primary contemporary threats to the academic freedom of the institution and how can they be met by the university?

Perhaps most importantly scholars and students, by means of self-initiated experimental courses and experimental colleges, can begin to work on the kinds of government needed to sustain such new academic communities. One would hope that these experiments would espouse such old virtues as academic excellence blended with a new sense of urgency to encourage education where we now settle for training. One would also hope that sustained experience of such new environments would lead faculty and students first of all to find their former community intolerable, and secondly, to work hard for its reform.

For in our future, it will be the quality of the educational experience of our citizens which will determine whether we become a security-conscious, authority-prone and mindless generation, or a generation which will have a passion to take hold of life and of the potential of the intellect.

The Shape of What's to Come

The contagion of student unrest is spreading like wildfire. Yet Canada's campuses have been relatively free of any rebellion reminiscent of Paris, Berlin or New York; no Dutschkes have yet arisen in Canada. As part of the establishment, Canadian universities have been generally sedate and withdrawn. There are however signs that Canadian students are uneasy over the present situation; the central issue, the liberation of the university, is global. Boycotts and other types of confrontations are now more common as students become aware of the potential power they can wield to achieve their ends.

The most dramatic confrontation yet witnessed in Canada between the academic community

(faculty and students) and the established interests controlling the university occurred at Simon Fraser University last May. Simon Fraser could be a portrait of what will come to other universities this fall as students attempt to secure a greater voice in the affairs of their university.

The eruption at S.F.U. was occasioned by a statement of censure by the Canadian Association of University Teachers. S.F.U.'s board of governors and administration were condemned for interference in academic affairs. President Patrick McTaggart Cowan (known to the students as McFog) was charged with faulty administration.

The ensuing days saw the students stage a series of meetings

in the outdoor mall and action by the faculty to demand McTaggart Cowan's resignation. McTaggart Cowan was ousted by the board as a result of this pressure and a student-faculty committee was set up to nominate a permanent president.

The students attending summer classes at S.F.U. adopted a number of recommendations for reform.

Abolition of the existing board of governors to be restructured with student-faculty control.

All administrative officials to be appointed by the Senate.

Restructuring of the Senate to make it the major legislative body, composed completely of

-Continued on Page 6-

Who Governs the University?

"Reprinted from the June 1, 1968 issue of Fortune Magazine by special permission; (c) 1968 Time Inc."

There is no mystery about the purpose of the radical student leaders who are staging the 1968 version of "revolt on the campus." These youngsters, organized in the Students for a Democratic Society (S.D.S.), are acting out a revolution -- not a protest, and not a rebellion, but an honest-to-God revolution. They see themselves as the Che Guevaras of our society, and their intention is to seize control of the university, destroy its present structure, and establish the "liberated" university as the redoubt from which to storm and overthrow "bourgeois" America. This is what they say they are doing -- they are the least conspiratorial and most candid of revolutionaries -- and this is what in fact they are doing.

The whole thing is utterly absurd, of course. Indeed, its very absurdity gives these students a formidable, if temporary, advantage. Because they are such a small minority no one -- not the faculty, not the parents, not the administration, not the press, not the civil authorities -- can take this revolutionary enterprise seriously. So the instinctive reaction is to interpret literally the students' "immediate demands" (as the S.D.S. calls them), whether these involve parietal rules, disciplinary regulations, or student representation in the various decision-making councils of the university.

The adults persuade themselves that the demand for "student power" represents an authentic desire to be more intimately involved in, and integrated with, the university community. The S.D.S., in contrast, with a frankness that would be commendable were it less paranoid in substance, explains to all who will listen that "student power" is simply the first stage on revolution's way, that "immediate demands" will proliferate until the university has been transformed into a revolutionary institution. It really matters little that those S.D.S. leaders are blurry about the revolution's goals; anarchy can be a powerful end in itself.

Since the student radicals know what they are doing, while everyone else assumes that they can't really mean it, the radicals are always in a position both to precipitate a crisis and to define the rules according to which it is to be played out. They know that if the administration is forced to call in the police, and if just enough resistance is offered to ensure some bloody heads, both the student body and the faculty will feel impelled -- as fellow citizens of "the academic community" -- to come to their defense. At Columbia University last month, dozens of first-class minds spent hundreds of agonized hours trying to "mediate" so that the police would not have to be called in. All this time, the S.D.S. was calmly and publicly planning its strategy, which was to "escalate" the "confrontation" to the point where the police would have to be called in.

WHO'S TEACHING WHAT?

Now it is true that this account leaves many other interesting questions unanswered. We would like to know, not why radical students exist at Columbia -- they exist everywhere -- but how it is possible for them to have the kind of fantastic view of American society that underlies their strategy of "guerilla operations." Since they certainly had no such fantasies in their heads when they were graduated from high school this is something they must have learned while in and around the university. Where and how did they come to it? Obviously,

there is more to the educational process than is to be found in the formal curriculum, but in this instance the gap between what the professors teach and what the students choose to learn is astonishingly large.

We would also like to know why the majority of the students, who are neither radical nor fantasists, appear to be so morally disarmed before the militant minority, and so intellectually defenseless against its logic. Here again, something is amiss: Columbia, one of the nation's great universities, seems incapable of educating its students to think seriously about the most serious issues of the good life and the good society. (See "The Strange Death of Liberal Education," Books & Ideas, May.)

Still, students are what they are, and American education is what it is, and everyone knows that the American campus is a troubled place. But it is not at all clear why, if everyone knows this, no one does anything about it -- why a troubled campus is permitted to dissolve into chaotic turmoil. The art of government, after all, is to cope with such trouble and to avoid such turmoil. So the most interesting and urgent question of all is: What has happened to the government of our universities?

NOMADS WITHOUT RESPONSIBILITY

There is a famous anecdote of the newly installed university president who gave an inspiring talk to members of the assembled faculty, expatiating on the splendid things the university intended to do for them. At the conclusion of the talk, a senior professor arose and calmly remarked, "But Mr. President, we are the university."

This anecdote is a great favorite in faculty circles, and understandably so, since it is such a neat put-down of the arrogant administrator. Once upon a time it even pointed to a real truth; the university indeed was then the faculty, with the administration as mere handmaiden and the students being present on sufferance. But that was ages ago, in another world, when studying at a university was a privilege, not a right, and when the university itself was a small and simple institution. Today the proposition that the faculty is the university, though fondly repeated by professors on suitable occasions, is misleading and self-deceptive.

The faculty can be the university, to begin with, only if they are permanent residents therein. But our faculty today largely consists of nomadic types -- mobile members of a profession who happen to be located temporarily at one institution or another. It is uncommon to find a professor who has ever bothered to read the charter, or bylaws, or constitution of "his" university. He is simply too busy -- with research, and departmental politics, and teaching, usually in that order -- to distract himself with such trivia. And he is certainly far too busy to get involved in the immense and complicated activity that is now the proper business of the university administration. This activity includes continual fund raising from alumni, negotiating for government moneys, dealing with the Cafeteria Workers Union, recruiting nurses for the university hospital, supervising the university police force, etc., etc. -- to say nothing of attending to the personal and professional problems of, say, 2,000 faculty members and 25,000 students. It was because such tasks were uncongenial to -- nay, abhorrent to -- the faculty that the administra-

tion came to be the large and powerful organization that it is in today's university.

INSTINCTS FOR APPEASEMENT

Powerful, but without any real moral authority. This is why, though the administration rules, it does not govern, in the full meaning of that term. And this is why, when a crisis erupts, the seemingly vast powers of the administration are seen to evaporate overnight. It is not much of an exaggeration to say that the power of the administration exists only when it is not challenged.

For moral authority still rests with the faculty. It is the faculty that determines whether a university is ranked as "first class" or "second rate." It is the faculty who are the nationally known "experts" on all kinds of problems -- including problems of administration. So long as the daily routine is undisturbed, this faculty is passive and self-absorbed. But when a student rebellion breaks out, it is the faculty that promptly moves to stage front and is adjudged by everyone to be the proper arbiter of the situation.

Unfortunately, all the instincts of the faculty are in the direction of "appeasement" of student militants. American professors, like American parents, want desperately to be popular among their youthful charges. It is difficult for a professor to assume an adversary posture toward "his" young people as it is for a parent -- and this regardless of how unruly, disobedient, and offensive the young people are. A professor, after all, has to "live with" his students in a way that a dean or college president does not. So the first reaction of the faculty to a student rebellion is to criticize the administration;

for ineptitude, for short-sightedness, for bureaucratic unfeelingness. This is what has happened at Columbia. For years, the faculty there has displayed not the faintest interest in the problems the administration was trying to cope with. Now, it suddenly discovers -- and announces -- that the administration has been doing the wrong things, or the right things in the wrong way.

So what we seem to have in the American university is a situation in which the faculty won't govern and the administration can't. And onto this scene move the protagonists of "student power", threatening to make a three-ring circus out of two-way stalemate.

It is important to emphasize, at the risk of repetition, that "student power" means something entirely different from student participation in forms of self-government, especially as pertains to matters of discipline. This already exists at most American universities, and where it doesn't, it is because there is so little in the way of discipline to begin with that no one cares about its exercise. "Student power" is a program for governing, not students, but the faculty and the administration.

What the advocates of "student power" want is a voice -- a determining voice, if possible -- in the establishment of the curriculum, the selection of faculty, the allocation of university expenditures, the relations of the university to government, and so on. Moreover, they have made it perfectly clear that they want this power, not to improve either their education or their administration -- in both of which they are quite uninterested -- but to make the university "a revolutionary force" in society. Here again, let's note that it is extremely difficult for an outsider to believe they really mean what

they say. It is natural to discount these ambitions and attribute their expression to uninhibited youthful exuberance. Even the faculty at Columbia, who should appreciate how things stand, keeps persuading itself that it knows better than these students what they really want. But in this case it is the students who know better.

TOWARD MUTUAL RECRIMINATION

The effects of the campaign for "student power" backed up by sit-ins, strikes, riots, boycotts of professors, etc., are already noticeable. The faculty, for its peace of mind, will be willing to concede these students the right to intervene in administrative decisions. The administration, partly out of spite, partly out of desperation, will be willing to concede to these students the right to intervene in what have hitherto been faculty decisions. Mutual recrimination will become the normal mode of discourse between these two adult groups. Meanwhile, the radical students will be able, as the only force on campus that knows what it is doing, to impose their will, even though in numbers they constitute only a small fraction of the student body. You can't argue with success: and S.D.S. has yet to lose a battle.

There are those who will say that this bleak prospect is too apocalyptic, that we are witnessing a temporary campus fad, and that "normalcy" will and must prevail. That's what was said at Berkeley four years ago; that's what they'll be saying at Princeton or Harvard tomorrow.

These assurances by now ring hollow. It is as clear as can be that the American university is in a major constitutional crisis, and chaos will continue its sway until a new answer is found to the eternal political question: Who governs?

CONCERTED ACTION MUST SPRING FROM GRASS ROOTS

By MIKE O'SULLIVAN

Speaking to the Journal on the aims of the Student Council this year, President Mike O'Sullivan emphasized the need for student awareness concerning the lack of student voice in the policies and decisions of university government.

He said that he supports a grassroots so that any concerted action will spring from the mass of students and not an elite. Mr. O'Sullivan, when referring to last year's boycott of classes, stressed that its organization and the decisions were made for the most part by a small clique. He also pointed out that "the students were right and we were wrong" when the Student Council attempted to call off the boycott and were at first strenuously opposed by the students at large. Mr. O'Sullivan maintained that the Student Council had access to "certain sources of information that turned out to be wrong". He promised that "we will not be misled again".

When asked about making the Student Council more relevant, O'Sullivan said he would like to have a general assembly every three weeks. He stressed the need for students to discuss the important issues.

In the area of decision making, O'Sullivan stated the necessity for a student voice on the Senate and pertinent committees, departments, etc. He saw no need for the Board of Governors. "The decisions of the Board could just as well be made by the Senate", he said. O'Sullivan stated that outside interests, such as business and government which have money in the university, could serve on committees and advis-

ory bodies but "should not have a determining say" in university policy. O'Sullivan also said that the meetings of the university government should be open except in certain cases, "when closed meetings are in order". He cited Simon Fraser University where a year after representation on the Senate was granted to students, meetings were opened to the university-at-large through direct participation and closed-circuit television.

On the role of the Archdiocese

of Halifax, O'Sullivan noted that it made the initial effort in establishing the university and this should be recognized but that the university should be released from its control.

In regard to the extension to the Student Union, O'Sullivan said there was a lack of student consultation on its design. He said the students submitted a brief and their role ended there. "The extension will be built during the academic year, disrupting student activities", he said.

The Shape of What's to come

-Continued from Page 5-

students and faculty.

Automatic due process in firing and hiring, academic tenure, open hearings on alleged inconsistencies and infractions of individual rights.

Democratization of departments with Chairman appointed on term basis.

Public representatives on restructured board of governors to be appointed by community organizations such as B.C. Federation of Labor, B.C. Federation of Teachers, B.C. Council of Churches, Canadian Council of Arts and Sciences, and B.C. Civil Liberties Union.

Committee of students and faculty chaired by C.A.U.T. representative to institute reforms.

A number of politicians openly sympathized with the students. Harry Rankin, Vancouver alderman, lashed out against the corporate domination of S.F.U. and called for a restructuring of the board to allow for representation

from all segments of the community. Tom Berger, N.D.P. - M.L.A., charged that the Sacred government failed to provide adequate financial support and called for a revised Universities Act.

Liberal M.L.A. Alan Williams, demanded the resignation of the board of governors.

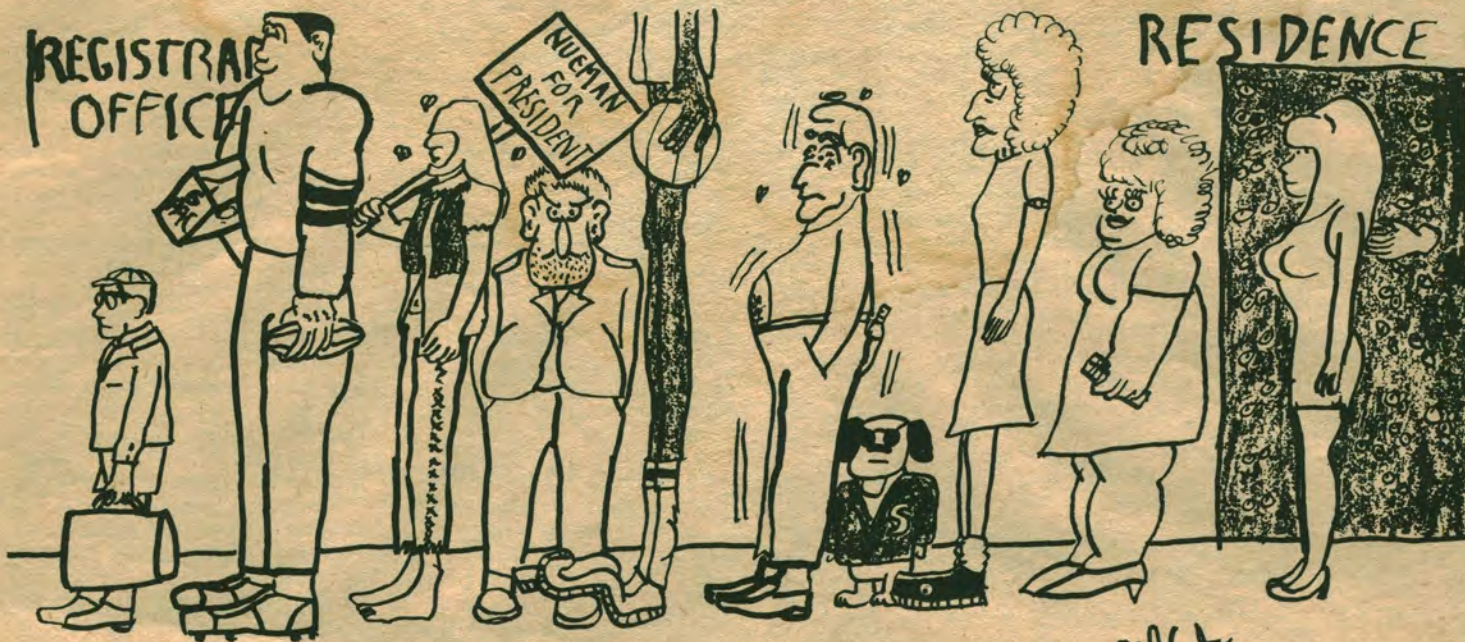
In a Telegram of solidarity to the S.F.U. students, Brian Her, President of the Federation of Students, stated:

"The basic problem which underlies the present disturbances at Simon Fraser exist here as well as every other university an obsolete system of government dominated by outside business interests.

Here the student representatives on the university government are pressing for student-faculty control of the university and the abolition of the board of governors.

It is my hope that a restructuring of the university along democratic lines can be accomplished..."

FRESHMEN & FRESHMANS



WELCOME !!

FROM THE STUDENT COUNCIL



MIKE O'SULLIVAN

Dear Freshmen:

Student power is a term I avoid for it has become an emotional term and for many people it has unsavoury connotations. Despite this it does refer to a very important student movement.

The sinister connotation behind student power is that students want nothing short of complete control of the university so that their wishes dominate. There are such things as "free schools" where student control exists and as important as these schools are, it must be admitted, I believe, that in a highly complex, technical society where mass "education" is necessary, practical considerations rule out the use of "free schools" as the popular method of education.

Students all over the country are demanding a significant role in the decision-making on campus. These students want meaningful (not token) representation on the various decision-making bodies of the university.

But what right do students have to make demands such as these let alone to expect them to be fulfilled. Basically it stems from the fact that at the university level education should involve more than it did at high school. At high school we passively sat back while facts and figures were

thrown at us, we retained these for the required length of time and handed them back in very much the same form that they were given us. I think at the university level that we should be active participants in the learning process both inside class and out.

What this means inside class varies with a hundred factors including the nature of the course, the academic background of the students, the personality of the professor etc. I don't intend to go into that here. What it means outside of class, however, is the chance to participate in the decisions that affect us as students.

As competent and experienced as the decision-makers at this university may be, they were students of a different era and they do not look at things in the same perspective.

Our elders feel, in fact, many students feel, that we are not capable of making the decisions we wish to make. In those cases where this is true, and let's face it there are some students just as there are some adults who couldn't make a decision to save their lives, a lot of the blame can be laid with the public school system we just passed through. I honestly feel that students are capable of the responsibilities involved in participating in the decision-making once they've been given all the facts and have heard all the arguments.

In our society where we have been instilled with the value of the dollar since our youngest days, it is only natural that we have a desire to get a degree for the extra income it will bring. In this, I wish us all success. At the same time, it is a shallow man indeed who accepts blindly the nature of society wherein he finds himself and includes our campus society of some 1500 people. We criticize the existing order, not because it is bad, but because it could be so much better.

Now that you've joined the elite who get to university resolve that you'll attempt to join an even smaller elite. I speak of the elite who become educated while they are here. By that I mean you become critical of everything, accepting only that which you have decided after careful consider-

ation is worth accepting.

I hope you take the time to get to know me this year and talk to me about the issues as you become aware of them. I welcome your criticism as much as your encouragement for what I fear most of all is losing touch with student opinion.

If, at the end of your stay at

SMU, you feel the university was a continuation of high school, we have both failed. Let's work together to see this doesn't happen.

Yours truly,
Mike O'Sullivan
President - Saint Mary's
University Student
Association

FROM THE PRESIDENT OF THE UNIVERSITY

A student's first year in university could be a traumatic experience should he fail to make the transition successful from a high school orientation to the challenge of university life.

Intellectual brilliance is no guarantee of the sound value judgement which every student must make if he is to succeed in higher education. The world of business and the professions are populated by men who may have begun their college studies with apparently mediocre talent, but who, through serious work, have attained a high level of success. If I may use a cliché, genius is 10% brains and 90% honest sweat.

The value judgement which the freshman must make bears on the relative merits of irresponsible behavior, with its doubtful rewards, and a serious attitude toward the program of study and responsible student activities. No amount of advice can replace a student's personal commitment to the development of his truly human potential. Do not forget that the peculiar ethos of Saint Mary's is Christian orientated. Still, there will be no indoctrination, no propaganda, no apologetics. It is our hope that you will become committed to some ideal, some philosophy, or if you will, some theology of life. Otherwise, you most certainly have failed to attain a maturity which marks the truly educated man.

Finally, I would be less than honest if I were to imply an indifferent attitude on what your

ideals will be. Nevertheless, your commitment will be the result of intelligent inquiry - ignorance of the basic issues will solve nothing.

Let me welcome all of you to Saint Mary's, and I guarantee that if you enthusiastically accept the intellectual challenge offered to you here at Saint Mary's, the reward will be great. Nothing can equal the sweet joy of intellectual discovery.



REV. H.J. LABELLE, SJ

LETTER TO THE FROSH

Saint Mary's University exudes a new confidence and vitality that is marked by physical expansion and an enlarged enrolment. As we look about the campus, we see a new residence complex, the first stage of a series of construction that will transform this campus into a focal point of higher education in the Maritimes. Also evident is the increased number of female students who grace our grounds in their attractive mini-skirts. Gradually, the old confessional school is disappearing.

You frosh are the bearers of a torch that will lead to a new era at S.M.U. We look to the freshmen as the focus of a new spirit.

DO YOUR OWN THING

We would encourage you to become involved in any facet of campus life. For the budding journalist, there are the Yearbook and the Journal. For the Christian activist, there is the Christian Action Movement. For the rah-rah pep rally type, the Maroon and White Society and for those brave souls who are willing to endure its disappointments (as well as its rare moment of success), student government. Choose carefully. Don't spread yourself too thin by becoming involved in more activities than you can handle, doing justice to none. A student must maintain a proper balance between his schoolwork and extracurricular activity. Extracurricular activities are experiments in human relations and often surpass in value the humdrum existence of the classroom. Choose something you can relate to. In other words, "do your own thing", whether it is football or student government.

INVOLVEMENT & AWARENESS

When you arrive here, you no doubt feel a sense of depersonalization, as if you are one of the masses whose name is registered on a card that is filed away in the Registrar's office. . . there to be forgotten until graduation. But your worth to our university can not be measured by the piece of parchment you receive after four years. We, the upperclassmen, need your idealism and your quest for new experiences. We want those qualities diverted into activity on campus that will render you a true Santamarian, a full participant in life at Saint Mary's, not merely a consumer of learning.

As students, we must test our critical faculties. We are, for the most part, products of wholesome and fairly opulent homes. That's why we're here. What about those young people who don't have the same chance? Most kids in Canadian society don't reach Grade 12. It is true we are fortunate to live in the country we do. Canada is a good land. But it would be foolish for us to see things through rose-colored glasses or to cop out because of pessimism or a sense of futility.

In this issue of the Journal, we have looked critically at the university and we have examined general student unrest in North America. The student movement of the 60's has been slow to reach the Maritimes but it is necessary that we become aware of its possibilities. In this technological era, no one campus can be isolated from the events at Simon Fraser, Columbia or even the Sorbonne.

Finally, we would urge you to become acquainted with your Student Councilors; they're approachable. Also, get to know the executive of your respective society. If your talents lean towards journalism, the door to the Journal office is always open; we'll welcome you with open arms. If you're just a mixed-up Frosh, drop in and we'll set you straight.

Best wishes for '68-'69!

TRANS CANADA CAMPUS

CUS Congress Mounts Attack On Society SHRUGS OFF WITHDRAWALS



Martin Loney, president-elect of CUS C.U.P. Photo-Chevron

MARTIN LONEY. . . PRESIDENT-ELECT

GUELPH (CUP) — "Out of confrontation comes consciousness and out of consciousness comes action."

Speaking at the 32nd CUS Congress which took place in Guelph from August 26 to September 4, Martin Loney, 24, president-elect of the Canadian Union of Students told of his plans to build CUS into a mass movement for Canadian students — the only way, that students can "effect real change in the university."

"But the things that will bring change will not be determined by our resolutions, but by what people do with these resolutions on their campuses."

Loney, acclaimed amidst thunderous applause, urged delegates to go back to their campuses and "turn people on to social change — then begin working to improve. Only then will we be able to return to future congresses as true representatives of the Canadian Student Movement and be able to talk of student changes."

"Student power is our constituency but, we can never forget our wider constituency is the world," said Loney. "I'm talking about liberating the people of the world. We must liberate those in Asia starving physically as well as those suffering from mental starvation."

"At the moment, North American education is irrelevant to world problems. We must make it relevant to the problems of all people — people who don't have the luxury of debating about student power. We must demand that our universities become relevant to the third world."

Reflecting on the future of CUS, Loney spoke of increasing radicalism stemming from the congress.

"But, we are still not a mass movement. Our fieldworkers must educate student councils to evolve from clique-like organizations with elitist tendencies to leaders of trade-like student unions."

Loney immigrated from Great Britain two years ago and is active in the fight for democratization at Simon Fraser University.

He was a member of Students for a Democratic Society (SDU) and the Student Union for Peace Action (SUPA) on the west coast.

GUELPH (CUP) — The Canadian Union of Students shrugged off flurry of small-campus withdrawals during its 1968 congress to mount an attack on society at large as it analyzed the problems of the modern university.

In between disavowals and commitments to the union, delegates worked out an anti-capitalist and anti-imperialist critique of society — although they balked at a four-square stand for socialism — labelled corporate capitalism as the cause of repressive instincts in Canadian universities, and demanded that student unions have control over "the learning process and university decision-making."

The congress opened Aug. 28 with 40 members. Before it wrapped things up with an 18-hour plenary session, the roll call dropped to 27, climbed to 30, then hit 34 with hopes for more.

The withdrawals came on the third day of the congress as the deadline for signing a 1968-69 commitment to CUS drew near.

The tension climbed as campuses calling for structural changes in CUS lost ground to policy-makers who ended up largely responsible for the major congress resolutions. British Columbia and Manitoba, with 18,000 and 12,000 students respectively, also were influenced by prospects of a \$1 per capital levy — up 25 cents a head.

UBC and Manitoba both refused to sign commitment forms before the deadline, but by congress end they were back in on the basis of special financial clauses which permit them to pay less than \$1 a student if necessary.

University of Victoria also pulled its 4,800 students out temporarily, opting for a wait-and-see attitude toward congress policy, but it was back before the final plenary Sept. 3.

Other withdrawals, mainly involving small campuses, stuck however, and the only bright light

for incoming CUS president Peter Warrian lay in scattered promises of campus referendums among vanishing members.

Biggest blow that day was laid by the University of Saskatchewan's Saskatoon campus, which charged through president Eric Olson that CUS is riddled with "leftist dogma."

Olson later promised to place the question of a referendum before his council, but his strongly-worded statement brought Warrian to offer his resignation if the congress wished it.

Half an hour later Warrian had secured a unanimous vote of confidence drawn a standing ovation from the plenary.

Condemns Imperialism

The anti-imperialist critique emerging from the student-in-society group spelled success for a University of Toronto position maintained for three days in the face of both right and left-wing criticism.

The resolution charged that "Canadian society is not self-determined; our cultural, political and economic lives are dominated by giant American corporations."

"Self-determination in education will be possible only in a society which is self-determined," the resolution said as it found the roots of authoritarianism and repression in imperialist and capitalist economies.

But Toronto and a congress majority killed an attempt to call for a "socialist" alternative, voting for "non-exploitative" despite pressure in commission and an hour-long floor fight in plenary.

Spearheading opposition were St. Mary's, with Simon Rosenblum objecting to the statement that "capitalism is a fundamentally exploitative system," and Windsor, which termed it irrelevant because its analysis was "national" not directly applic-

able in "tactical decisions for action."

The education commission underplayed a move for a stand on alliances with non-university groups — although it urged member unions to condemn student scabbing and ensure employees at their universities are unionized — and backed up the anti-capitalist stand with a lengthy series of resolutions blasting the Canadian university as an "imperialist institution."

The education resolutions scorched military research in universities, demanded that campuses refuse money intended for military research and urged member unions to oppose financial gifts to their universities if these contradicted CUS policy.

The congress adopted other education resolutions redefining universal accessibility to open universities to non-students and calling for curriculum control by students and faculty concerned. Other sections demanded that professors become resource persons.

The student power group brought four position papers to plenary, including one by Queen's attacking student syndicalism as a tactic, and the resulting tangle sent the commission back into session four times before the synthesis was reached.

The controversial proposal in the final draft, worked out by Simon Fraser's John Cleveland, involved parallel decision-making structures between students and faculty at departmental levels.

Cleveland, calling for confrontation and mass-movement, outlined a structure in which both student and faculty committees would have veto power over each other's actions.

Alternative action — the congress left the section open-ended — would involve a reconstituted senate with an equal number of students and the board of governors would be abolished in either case.



Delegates to the 32nd Canadian Union of Students congress raise a picture of Ho Chi Minh to cover a portrait of Queen Elizabeth in the plenary hall. The congress took place at the University of Guelph from Aug. 28 - Sept. 4. CUP Photo Ontario.



Cus congress delegates execute an impromptu snake dance, a formation used by the Japanese Zangakuren to break police lines. C.U.P. Photo - Chevron.

**Journals
Campus
Crusade
for Help
How
About
You?**



Huskies Open Training Camp

By TONY POLEGATO
The St. Mary's Huskies and most other Canadian universities opened their 1968-69 football camp in September. Some sixty hopefuls were present to try for berths on the team, among them twenty veterans and forty rookies.

Although Coach Hayes does not seem overly enthusiastic, he has good reason to be optimistic for this year. The linemen are on the average heavier and bigger than last year. The offensive backfield is not strong in depth, but the two halfbacks LaBrache and Beddis, and the two fullbacks Dimitroff and Dinardo, are all strong and fast. With a line capable of opening holes, any of these backs could burst out at any time for a long gain. LaBrache is a big 230 pounder who can drag two linemen with him for extra yardage. He played last year at Kent University in Ohio and is going to be a big factor to the Huskies this year.

If the Huskie offence is going to be a potent attack, however, their passing game needs to improve to complement the running game. With the return of Jim Stewart at split-end, Terry Johnson at tight-end, Kevin Florio at slot-back, and new comer Reynolds Shepard at flanker, Quarterback Ernie Turek has a receiving corps capable of doing damage to any team they face. Co-captain Jim Stewart is not as

fast as when he played two years because of the knee injury that he suffered. He still has good hands and moves that can put him into the clear, and like Terry Johnson can latch on to any ball thrown in his general reach. Florio is a break-away runner and difficult to bring down in the open field. Last year he didn't score any touchdowns via pass receptions but only because the ball was never thrown to him. If Turek can get that extra half second to throw this year, Florio should be good for several touchdowns passes this year. Terry Johnson who always turns in a strong game at tight end, should have another good year and lead the team in pass reception as he did last year. Terry has the knack of making the great catch and sometimes letting the easy pass slip through his fingers.

A good well-balanced running and passing game coupled with a strong defense should be enough to get the Huskies the Maritime championship, but the Huskies have another weapon - as Coach Spook McLeod would say - in their "repertoire". That is the running of Ernie Turek around the ends. Turek so far has shown no signs of being bothered by the knee ailment that has hurt him the past two seasons. If his knee holds up, Turek will pose as the extra threat which any team that plans getting a berth in the Canadian championship needs.

The offensive line of the Huskies is one that is capable of opening holes for the running plays, giving good pass protection, and also getting downfield to throw blocks on defensive halves and safeties.

Gerry Prentice is returning at centre. At 220 pounds, he is one of the strongest blockers and steadiest performers on the team. Backing up Prentice will be new-comer Bruce Paget. The guards are all strong and fast. Wally Kozak and Doug Piercey are both returning guards who played well last year and with their experience should be good lead blockers on end runs. Co-captain Dick Franklin may be playing the guard position this year as he reported to training camp at 200 pounds, 30 pounds lighter than last year. Franklin has good speed for a lineman and should be able to adapt to the guard position very well. Also at guard is new-comer Gino Bifano. Bifano is strong and fast but is suffering from a knee injury and may not see much action this year unless he can work his knee back into shape. At tackle there are Cam Pitkethly, Ed McLare, and Reg Dixon, all back from last season. All these players are over the 220-pound mark, and should add plenty of size and strength to the line.

Backing up Terry Johnson at tight end is John O'Byrne who although he has seen limited action in training camp because of an ankle injury has shown that he is an able receiver and should be able to step in and play the position well. At split-end there is Doug MacPherson who has shown up in top shape and is one of the most promising rookies in camp. Doug has the speed and size to work into the lineup either offensively or defensively and could, be called upon to play several positions this year if the Huskies run into the injury bug.

The defense, which last year was one of the strongest in the league, appears to be even stronger this year. Returning will be the starting defensive backfield of last year consisting of John Dudley, Eric Beddis, John McLeod, and Rick Spironello. With one year experience playing together, these four will form a pass defence that will be hard to break, as well as stopping gains on end runs and up the middle. Playing in the rover position will be Don Murphy who will be in his last year of university ball. Murphy has the knack of making the rover position look each to play because of his abil-

ity to diagnose plays as they shape up and then getting in to break them up with authority. As the defensive captain, Murphy knows all the teams in the league, and takes the occasional chance in calling defensive formations. The middle linebacker position is filled by the returning Mike Thompson who is strong enough and tough enough to make any back coming through the line cautious of his presence. At corner linebackers there are Ted Abercrombie and Blair Lopes, both who played last year. One of the weakest defensive areas of the Huskies has always been the end sweeps. Last year in the St. Francis game, it was the end sweep which gave the X-men two touchdowns and first down yardage in the second half. To make the Huskie defense a complete and strong unit, the corner linebackers, whose responsibility is to stop the end run or turn them up field, must be stronger than last year.

The front four of the Huskies is a coach's dream, with the only problem being who to play. Weight and size are the key to the defensive linemen this year. Stopping the running game for the Huskies will be a front four that weighs a half ton and hits with a force of a ton and a half. Returning Reg Dixon weighed in at 250 at the beginning of training camp, but because of the diet set for him, Dixon has climbed to a weight of 255. Dixon will move over to the guard position to make room for big Ray Olexiuk. At 6'5", 255 pounds, Olexiuk is fast for his size. Teaming with Ray at the other tackle position will be Tim Miller who at 6'6", is the lightest member of the front four, weighing 235 . . . The remaining defensive guard position has been won by Terry LaMorie who is 6'3" and 245. The height of the front four alone will make it very difficult for any opposing quarterback to spot receivers downfield, and the fear of knowing what it is to be hit by any one of these rushing linemen will make for a lot of erratic passes. For any team to try to run over, under, through, or around this line is worse than running through a brick wall, because a brick wall can't hit back.

Looking ahead to the coming season, the Huskies definitely have the personnel capable of beating any team they play, both on the scoreboard and physically on the field. To compare this year's team to the one of the past season is not difficult because this year the team is dif-

ferent in every aspect. Possibly the difference in the team stems from the difference in coaching this year. With the extra week before the beginning of the school term, Coach Hayes has been able to ease the training schedule, and thus has been able to better prepare the Huskies both mentally and physically. Physically, the team is strong and tough, and only game time will tell if the condition of the team, which is being handled by Coach Bill Baldwin, is ready for tough football. Mentally this year the Huskies are playing as a unit and everyone is doing their job. The atmosphere which surrounds a winning team can be felt by anyone who attends one of the practices. Everyone is working together, and the dissension which was evident among the players on last year's squad is nowhere to be found. Last season the Huskies proved that even with lots of talent, it takes spirit and teamwork to win a game. This year could start a long winning streak for the Huskies if Coach Hayes can continue to find rookies such as the ones that reported to camp this year.

One of the ingredients that keeps a team sharp and gives it desire, is its following and support. Last year the attendance of the Huskies home games was not satisfying to anyone who was connected with the team or the school. Most of the fans were not university students from SMU. This year the team wants to win, and for the students of St. Mary's to let them down by not sharing the enthusiasm and desire that is supposedly typical of university football, could be the difference in a key game. Desire is the key note of any team in any sport, and can only be instilled by fans who want to win as much as the team wants to win, and through letting the team know by attendance and vocal support. This could possibly be the strongest team assembled at St. Mary's and may be one of the few chances the Huskies have of going all the way to the Canadian championships, and to make it requires everyone doing their part. So everyone get out and support this year's Huskies and become a part of a winning team.

The easiest way to get a reputation is to go outside the fold, shout around for a few years as a violent atheist or a dangerous radical, and then crawl back to the shelter.

F. Scott Fitzgerald

SUPPORT the HUSKIES TRAIN TRIP TO "X"

LEAVES: 8:00 a.m. Sept. 21 from C.N. Station, Halifax

Leaving almost immediately after game

ARRIVE BACK: Approx. 9:30 p.m. same nite.

FARE: \$6.70 return (includes Ticket to game)

BOX LUNCHES TO BE SOLD ON RETURN TRIP.

ALL STUDENTS, ESPECIALLY FROSH, ARE ENCOURAGED TO GO.



join the excitement

join the Fun

join the Frosh

Shopping at

Eaton's

EATON'S *account card*

123 456 78 xx
MRS. MODERN SHOPPER
123 SOMEWHERE STREET
ANYPLACE NOVA SCOTIA

If you would like to open an Eaton account contact the accounts office on Eaton's upper level. Pleasant and trained personnel are ready to assist you.

EATON'S