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ACROSS CANADA

Canadian Union of Students ■ Union canadienne des étudiants

The Congress — and now — onto the campus





By WARREN GERARD

This article is reprinted with the permission of The Globe Magazine, The Globe and Mail, Toronto. It appeared September 23, 1967, and gives an excellent account of the struggle for "academocracy" in the university. Warren Gerard reports on university affairs for The Globe and Mail.

Student activism. The very thought sends adrenalin coursing angrily through the hardened veins of most university governors and administrators.

This year is going to be another high blood pressure year. Relations between the politically-motivated student activists and the administrators will become more strained in the struggle for power.

The tug of war has been going on for some time, and inch by inch the activists appear to be gaining ground against a stubborn and experienced foe.

In some cases the activists seem to have the administrators on the run, or at least walking more quickly. At the University of Western Ontario, the governors and administrators got such a scare earlier this year that they recruited the Ontario Government to help fight off the students' bid for direct representation in the government of the university.

Battleground at Western

Western has been the big battleground for student activists. They lost their fight there to a formidable adversary—the London establishment, a many-faceted power structure of insurance temples, entrenched politicians (including Big John Robarts and his shadow, Tory Whip John White) and the musty old men of a dozen board rooms.

Trouble at Western didn't start with the students. It began with the faculty, which charged in a brief two years ago that the administration was "parochial, paternal, autocratic and complacent" and as a result the university was a "colorless institution."

The faculty was led by one of Canada's most distinguished political scientists, Dr. Henry Mayo, whose reputation and guts made up for his more

timid colleagues who were afraid of administration reprisals. He was on leave last year, and the students lost a valuable ally.

The other central character in the Western saga was Dr. G. Edward Hall, the 60-year-old bushy-browed, chain-smoking president who retired this year. Somewhere during his 19-year tenure at Western, Hall lost touch with his faculty and his students, who no longer would accept their roles as employees and customers.

The faculty was fairly successful in its war of attrition with the administration, and today it enjoys the luxury of consultation on most policy decisions made at the university. This was not true two years ago.

Watching this process the students probably thought they could do the same thing. But they were mistaken. While the faculty has student support, the students had only token faculty support. As one faculty member put it bluntly: "We fought for what we got. If the students want power they will have to seize it themselves."

All last year the students fought for direct representation on the senate, the academic policy-making body, and the board of governors, which sets fiscal policy. And all year the administration fought back.

The student newspaper, The Gazette, created a new kind of yellow journalism with its extreme personal attacks on Hall. And the administration became slightly hysterical.

"Secret" CUS documents

An administrator at Western phoned a reporter at The Globe and Mail in January and whispered that he had acquired secret documents belonging to the Canadian Union of Students, the national student organization. He said the CUS documents gave students orders to start campus riots across Canada, and added that campus police at Western were being readied for the assault.

The single document actually was public. It sug-



GLOBE MAGAZINE PHOTOS

gested that students, through campus newspapers, ask boards of governors to open their closed meetings. The directive said: "Follow up the board's reply or lack of reply with another letter, an article, sit in, or riot, depending on the mood of your campus."

The Western administrator said CUS was advocating mayhem, chaos and eventual anarchy. CUS said it had made a funny. In any case, there were no sit-ins or riots on any Canadian campus.

Students win with Private Bills Committee

The students at Western did, however, manage to beat out the London establishment in March in an overcrowded committee room at Queen's Park in Toronto. The occasion was the private bills committee's consideration of a bill setting out new procedures for administering Western. The bill was sponsored by John White, who represents London South. But White slipped up as Whip and failed to get enough Government members to attend the hearing.

Liberal and New Democrat members were there in strength, and an amendment by Opposition leader Robert Nixon was passed. It said that a student would sit on the board of governors at Western, the first university in North America to have the honor.

The hearing had all the qualities of a Carry On movie, with a cast of earnest students and a comedy team of Opposition members led by Elmer Sopha, the Liberal member from Sudbury, John White and A. E. Shepherd, the distinguished lawyer and member of Western's board, were cast in the role of reasonable persuaders and, as the hearing ended of outraged dignity. A note of tragedy was introduced when Hall made his last stand. And smiling in the front row, inscrutable and silent through it all, was University Affairs Minister William Davis.

Shepherd argued that it would be useless to have a student on the board because he wouldn't know what he was doing. Sopha yelled. "Come on, he's not going to take over your university or spend all your money."

The saddest sight was when Hall struggled to his feet, obviously an unwell man with at least one heart attack behind him, and said in a reedy voice: "If a change of this magnitude (letting one student sit on the board) is made by the committee and subsequent legislation follows, I feel it would be tantamount to taking away the autonomy of the university."

No words could more accurately reflect the greatest fears of not only Western's rulers but of most university presidents in Ontario. They fear unwelcome intrusion, and student radicals are unwelcome intrusion. It seems that whenever universities are threatened by government, the public or students, the cry is that academic freedom is being destroyed or that the autonomy of the university is being taken away.

Back at the committee room, the meeting adjourned after Nixon's amendment was passed. In the next few weeks the London establishment applied pressure behind the scenes and recruited the Ontario Committee of Presidents, composed of Ontario's university presidents, to whisper in the Governmental ear.

Establishment wins in Legislature

The word was passed, and in June the Legislature, without the support of the Liberals, the NDP and one Conservative member, approved a different Western bill. This one killed direct student representation but gave a seat on the board to a former faculty member or a graduate who has been out of Western for a year.

Queen's University in Kingston has had a similar system since 1912. A nonstudent rector, who must be acceptable to students, sits on the board to represent their interests. However, the last holder of the position, the late Leonard Brockington, who died last year, was three generations removed from the students he represented. And no one has yet been selected to take his place.

There is some doubt that students at Western will accept the rector concept of representation. The student council has indicated it would rather have no representation than a rector.

The changes at Western, whether they will be

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"Mush"

Compromise was the byword at the CUS Congress last week.

In their efforts to "hold the union together", delegates displayed a morbid obsession with unanimity and consensus. Principled debate was replaced by a search for the lowest common denominator. From sub-commissions, through commissions, and on into the plenary, resolutions were **drafted** with an eye to "what could get through". Basic ideological differences were almost completely suppressed.

In drafting resolutions, delegates should have explicitly stated their aims and proposed course of action. If the resolution was found to be totally unacceptable to the majority of delegations after an honest and thorough debate, then, and only then, should amendments have been considered. But too often the cry in sub-commission or commission was "they will never accept that section, and the whole resolution will be defeated."

Take, for example, the Declaration of the Canadian Student. The original draft by John Cleveland explicitly stated Cleveland's idea of the role of the student in society. But his concept was never discussed in the ensuing debate. Instead, a small group of delegates took it upon themselves to water down the Declaration, making it sufficiently ambiguous to permit "pseudo agreement". The Declaration was endorsed by delegates whose conception of a student union ranged from "service station" to "social movement." There was no overall commitment to common goals.

This kind of "mush", which characterized many Congress resolutions, does more to jeopardize the union—as a base for a strong student movement—than does any expression of divergent views. We cannot hope to base a student movement on policies which "mean all things to all men." — C.W.

*From
the
editor's
desk . . .*



CUS Across Canada

September 25, 1967

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Editor: CAROL WILSON

Declaration of the Canadian Student

Education is a contributive social process, the essence of which is an expanding awareness of man's social and natural environment through dialogue and cooperative intellectual effort. The principal goal of education is to serve society by developing the full potential of all citizens as free, creative, thinking and acting human beings and therefore to serve society by helping to achieve equality of the essential conditions of human living. The student must discover, examine and assimilate the knowledge of his environment, and must develop the ability to cope with and transform it.

The Canadian Student has the right and duty to improve himself as a social being and to contribute to the development of society by:

- a) expanding knowledge through research and the objective analysis of existing hypotheses and ideas and the formulation of others;
- b) learning by sharing his perceptions and thoughts with his fellow citizens and constructively criticizing theirs;
- c) engaging in fundamental action, as an individual or in a group, to confront society with discoveries and to promote consequent action to bring reforms into practice;
- d) playing a full part in the life of the community as a citizen.

The Canadian Student has the right to establish democratic, representative student associations. Realizing that educational reform will not come in a vacuum or without a continuous examination and possible transformation of societal values and institutional arrangements, the associations must be free to ally themselves with other groups in society which have similar aims.

The Canadian Student is a member of a global society, with the right and duty to be concerned about his fellow citizens, and with the responsibility to promote human rights and mutual understanding.

The Canadian Student, as a full member of the academic community and society, has the right and duty to participate in shaping an environment conducive to the accomplishment of these aims and to make basic decisions about the conditions and nature of his intellectual activity and the goals served by educational institutions. The student has the duty to assure that the educational system is accessible and democratic so that it will serve the interests of the whole society. The Canadian Student has the right to be free to continue his education without any material, economic, social or psychological barriers, created by the absence of real equality of essential condition.

Implementation of the Declaration of the Canadian Student

WHEREAS the Declaration of the Canadian Student, and all of the programs and policies of the members of the Canadian Union of Students are meaningful and effective only to the extent that they are understood and supported by the largest possible number of Canadian students,

BE IT RESOLVED THAT:

This Congress urge member Unions to accept as their highest local priority the awakening of the Canadian student's consciousness to his rights and responsibilities as defined in the Declaration through whatever educational, social and political action programs are most suited to the member Union's local situation.

The Seminar

By JOHN KELSEY

Following is one participant's view of the CUS Seminar held in Vancouver from Aug. 20 to 30. Because the seminar was unstructured, with no agenda or program, the report is of necessity, a very personal one. (Kelsey is field secretary and national vice-president of the Canadian University Press. This article is reprinted through the courtesy of CUP.)

A great, free-standing bulletin board was the state-of-mind barometer at the tenth Canadian Union of Students seminar.

The ten-day conference started on August 20. After six days, the following scream was pinned up.

"On the spot report on the CUS seminar:

"The whole fucking crowd has gleefully involved itself in voyeurism human relationships—playing feely and pretending to know people. Meanwhile people's souls die, and a girl cries alone for an hour and a half, and drunks insult singers, and people spread beer over someone's room and disappear leaving the mess, and Mrs. Pap runs around the lounge trying to clean up and saying we are the messiest people around, and the intellectuals run their vacuous ideas over the minds of the immature and hope to leave a dent for the party, and we need more structure. We need structure because people need ideas to go out and do things, to go out and change the world—what the fuck world are we changing to?"

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"Oh, but we have gone through the human thing, that's all over, everybody (anybody) loves everybody now and we are ready to act. To think, at least.

"I propose a plenary; I want to hear those who have the nerve to justify their humanity speak."

The note, signed Rick, described the situation at its worst. It's not talking about the whole seminar, nor was it a universal view at any time. But each participant has his own version of what happened.

At best, some serious work was done on the topic, "Academic Reform: Facelift or Major Surgery?" Or, at best, some people learned about how their souls relate to other souls. There are 140 other bests, one per delegate. This account is not an at best or an at worst. Some of the names are real and some are not.

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WHEELIE (noun)—A person who is concerned with political action and organizing, with power and functional change in society; a political strategist; adj., as in "the wheelie approach."

FEELIE (noun)—A person concerned with the individual liberation of people and one-to-one human relationships; a CYC volunteer; adj., used to define the character of one's "thing."

The seminar was agendaless, as was the ninth seminar at Waterloo. That knowledge created a universal idea at the start: "I'm not going to be blown by an unstructured situation. I heard about Waterloo."

There was a structure, the physical plant of the University of B.C.'s Lower Mall residences. Between Sherwood Lett house and Kootenay house, a concrete plaza is flanked by measureless lawns. Across the road is the Ponderosa cafeteria and regular meal times. Along a covered walkway, the common block lounge and Mrs. Pap's snack bar. Across the lawn and road the other way, down Lover's Leap trail, a virtually inaccessible, log-strewn, rocky beach. Sunshine every day, and a couple of city sight-seeing tours. And the bulletin board.

The Ponderosa has an outdoor south balcony where, the second day, a middle-aged professor and a predominately maritimes group tried to define education. Their definition included all the standard



notions of creativity and intellectual awareness, leading to the expanding horizons of a man's knowledge. A gaggle of Vancouver hippies and a man in a red-and-blue jester's costume jingled in.

"Every man is a fool and I am the biggest fool of all. Are you a man or a fool?" he said, jangling his fool's bauble.

"Well, I'm going to univessity to try to learn to be something other than a fool," one replied.

"Umm. It is a wise man who knows he is a fool. I myself have a bachelor's degree. Have you heard about humptey dumptey?"

And while one fool expounded political realities to the professor, a beautiful blonde and beaded CYC volunteer spoke of the human soul and the need to be free, to do your own thing.

Three days later, the wheelies spoke with Blonde Beads in a lounge, long after midnight. Part of the recurring Russell-Warrian thesis on the future of 20th century man speculated on how people become politically active. "If one man is unemployed, that's a personal problem. If 15 per cent of the work force is out, that's a social issue. How are the connections made?" asked Russell.

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Blonde Beads left the room, and the wheelies talked of the need to form political movements. When she returned, the problem was re-stated: "A man with three kids and pregnant wife is out of work and just evicted. He sits with his suitcase on the sidewalk. What would you urge him to do, or what could he do?"

She chewed her hair, thought a bit, and talked about the empty beaches on Texeda island where one could live on oysters and maybe find an abandoned farm. For the wheelies, the feelies were thus made useless. But as Howard said earlier, wheelies are necessary to make the world safe for feelies.

And, as somebody else said at the same plenary, what does it mean to be a wheelie and a feelie anyway, and what the hell, the categories are meaningless. People changed sides a lot, and many never took a side.

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About here a medical student donned a string of blue beads and began to do his thing with the feelies. But he didn't know whether he could wear them back to anatomy class, and he rather doubted it. In question was whether or not people could learn ideas in an artificial seminar environment and still find them meaningful upon returning to the world. The question was not solved.

Down in beery room nine, the wheelies plotted world revolution, and on the lawn by the trees, the feelies did their thing.

Interlude. "I really feel out of place here—we don't have any problems at our university."

"You mean the administration and the students always agree? On everything?"

"Sure. They're working in our interest, after all. The only thing people get worked up about is dormitory hours, and the system isn't too restrictive."

Interlude. "The administration on our campus has responded to student complaints by forming a batch of advisory committees. Our problem is what to do now."

"Sit on them and get the changes you want made, made."

"But they're stacked with administration people."

"So sit on them and work to expose them as powerless."

"That's what we tried to do, but they instituted a pile of minor reforms and claim to have okayed all our demands."

"Why don't you go back to the protest forms of action and force them to do what you want?"

"Yes, but that didn't work before either. We just don't have the student support."

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"Why don't you get out and build that support, then, with issues the students can be concerned about, such as classroom content?"

"Yes, but we don't have the time. We've got to devote so much energy to our present programs and now to the committees."

In four days, the non-structure broke down. Everybody went swimming, or to Simon Fraser for the day, or downtown. Perhaps a dozen people languished around the residences, and two days later Doug Ward called a plenary to determine What Is To Be Done.



Ward's plenary was upstaged by a host committee plenary, which opened with a speech about why nothing had happened so far, why nobody had evolved the concrete action plans. The wheelies and the feelies took hard sides this time: to structure the remaining three days or not to structure and continue the same way. Alphonse the nihilist, the man with the thick rimless glasses and the thin black beard, became chairman by making a speech about the continuing unwillingness of the people to stick to any single topic. The roomful dwindled from 80 people to 40 people, and a committee to organize topical lectures was not struck. The committee organized anyway.

Twenty people flew back to the maritimes; the sun shone regardless. Meanwhile, the wheelies continued to gather in room nine to plot the revolution and on the beach below Lover's Leap the feelies did their thing.

Interlude. "You know what's wrong here? Everybody's talking at everybody else, nobody's listening. He makes a speech, then she makes a speech about something else entirely, and there's absolutely no communication."

"Yes, but why do you criticize people like me who just sit and listen? Some of us cannot contribute effectively to the discussion around us, but we're participating in it and learning from it just by listening."



"You didn't hear what I said."

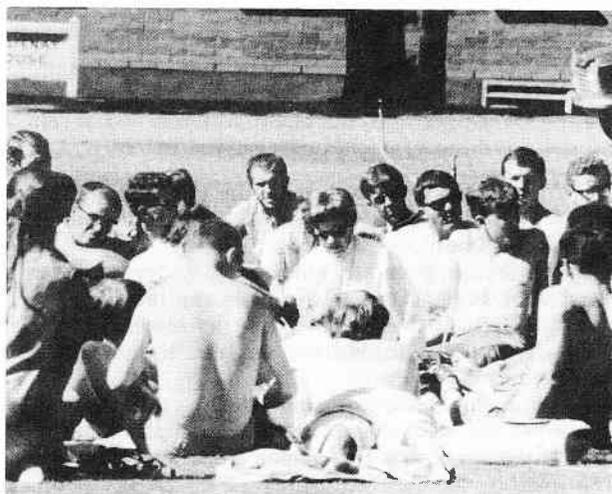
A balding man with the weight of human tragedy settled on his shoulders and showing in his eyes (he's aware of the weight of worlds all the while) sits in Kootenay lounge and plays Socrates to the Athenians discussion consciousness. The question starts from Blonde Beads' answer to the wheelie problem -- what is the process by which she has freed herself from the bounds of her culture and can seriously advocate such a feelie solution, and what can we learn from that to apply to political action?

In the middle of a discourse on phenomenology, a scruffy man with a huge blue duffle bag sauntered in. He grinned at Doug Ward, who grinned back and leaped from his chair. Steve has just hitch-hiked from Ottawa and while he showers, Doug explained: "He's a poet who come to the last few days of the Waterloo seminar. Last week he called the office

and asked if he could be a resource person since the Carleton council wouldn't make him a delegate. I had to tell him no because we'd already spent the budget. 'If I get there on my own, can I find food and a place to sleep?' he asked, and I told him he probably could. Then he walks in here."

The discussion, still with thirty people in the room, returned to consciousness and the problem of how people unlearn what society tells them, how people unlearn irrational and unconscious behaviour patterns. Steve isn't mentioned again that evening.

Later, Steve returned to the lounge and explained how he'd given up writing poetry because the perfect poem is a blank sheet of paper. Then you take away the paper, "Grow your words before you pick them," he said. And when a newborn feelie talked about striving to be open and free, Steve said, "You can't try to be open. Instead, you try not to be closed." Then he played a wooden flute until dawn.



After the What-Is-To-Be-Done plenaries, and after the notices for new meetings on specific topics and exact times went up, and after those meetings were held, the people who wanted the structure to help them find the right way to run their campuses were happy.

Was the seminar a success? 140 different answers. Certainly, it didn't light the way for major academic reform or facelifting. It did open a lot of questions for a lot of people, even for the man who didn't have any troubles on his campus -- he went home with a bibliography of left-wing literature to ponder. Some of the new feelies took their beads with them, and a CYC volunteer contemplated leaving the company. For some, a condemnation of unstructured seminars, for others, a triumph.

Down in room nine, the wheelies plotted the revolution, and in the lounge some people danced to Stevie Wonder.

Interlude. "I hear your words but I don't know what you're saying."

CUS Congress Stresses Student Involvement

By CAROL WILSON

Because the purpose of CUS Across Canada is not to duplicate the material printed in campus newspapers, we have not included detailed stories on the XXXI CUS Congress, held in London, Ontario from Sept 2 - 9 in this issue. Your campus newspaper should have more complete stories of the Congress; we have tried to give a very general, overall report of the resolutions passed. Interpretive reports of the programs passed will be printed in future issues.-Ed.

The Declaration of the Canada Student and its implementation (see page 5) which received top priority from Congress delegates, influenced most, if not all, of the resolutions passed in the plenary sessions. Resolutions ranging from the quality of education, through university government, to human rights reflected the "need for reform" philosophy of the Declaration, and its stress on the active involvement of the student to achieve this reform.

One of the most significant achievements of the Congress was the redefinition of the goals of education in a democratic society. Delegates rejected education as a training period for citizenship in society, and accepted the definition of education as a "contributive social process" which should serve society by "developing the full potential of all citizens as free, creative, thinking and acting human beings, and therefore to serve society by helping to achieve equality of the essential conditions of human living".

The resolutions on the quality of education stressed "student-centred teaching", in which the students are responsible for the form and content of their courses, and the professor acts as a resource person. The trend of "professionalization of the academic", in which the emphasis is on specialization, research, and development of technical skills, rather than on teaching, was condemned by the Congress.

Delegates approved a resolution on universal accessibility which put emphasis on the social, rather than the financial barriers to education. Possible program areas suggested to remove social, psychological, and economic barriers were:

- creation of educational alternatives at all levels of education through "free-learning" situations, and intensive and free criticism of the educational system;
- programs to reform the quality of education;
- increased financial support for higher education by all levels of government, and the adoption of student stipends.

The idea that the work of CUS must centre on the local campus was made explicit in the resolutions on "campus support." A greater degree of field work by the Secretariat was demanded, to assist campuses in implementing their programs. Provision was also made for inter-campus field work by students.

Delegates called for the continuation and expansion of the Student Government Research Service to co-ordinate research done on the campuses, to publish reports, and to provide information required by member campuses.

Student governments were encouraged to seek structural reform in their university governments to enable all members of the academic community -- students, faculty, administrators, and employees -- to participate fully in the making of decisions. The resolution also urged that students refuse to participate in decision-making bodies "which routinely follow a policy of secret decision-making".

The proposed study on student housing by the Association of Universities and Colleges in Canada (AUCC) was subjected to heavy criticism from Congress delegates. The Congress voted to withdraw CUS support of the study unless the terms of reference were changed, and students and faculty were represented. (Watch for developments of CUS demands in this study in future issues of CAC).

Post-secondary students will work with high school students in many program areas. A resolution called for CUS members to help organize high school students into regional unions "which may choose as a federation to affiliate with CUS". It also suggests that such programs as inter-council meetings and seminars, and newspaper workshops, as well as high-school visits, could be carried out with high school students.

Congress delegates supported an active student role in Indian Affairs, and passed a resolution which seeks solutions to "the lack of freedom of the Indian in terms of his legal position and the refusal of the Canadian Government to accept the Indian community as a full part of society". CUS will work with, and aid financially, the Canadian Indian Youth Council (CIYC) to implement these programs.

The issue of membership in the International Union of Students (IUS) and the International Student Conference (ISC) was hotly debated, but the motion for "isolationism" was defeated, and CUS will seek associate member status in both organizations.

Increased costs of programs, and an error in last year's budget made a raise in the per-capita fee levy necessary. A fee hike of 10 cents per capita was passed, but four universities (U.B.C., York, Saskatoon, and St. Patrick's College) were granted a one-year deferral in payment of the increase because of their financial problems.

Peter Warrian, students' council member at the University of Waterloo defeated Stephen Bigsby of University of Victoria in the election of CUS president-elect. Don Mitchell of Regina was acclaimed vice-president Peter Simmie (U. of Manitoba) was named Finance Commissioner, and Bob Baldwin (UWO) was named Program Commissioner. Regional representatives on the Board of Officers are: Shaun Sullivan (B.C.), Bob Eustace (Alta.), Jack Pearpoint (Sask.), Chris Westdal (Man.), Barry McPeake (Ont.), Jean Richard (N.B.), and Mike McIntosh (N.S.).

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accepted by its students or not, resulted partly from constant pressure for reforms from faculty and students, but mainly as a result of the Duff-Berdahl report in 1966. Sir James Duff, former vice chancellor of the University of Durham, England, and Professor Robert O. Berdahl of San Francisco State College visited every major university and college in Canada in their year-long study of university government.

Duff-Berdahl patronized students

At best, their report could be described as a conservative document. It patronized students and made no attempt to analyze university structures in the Canadian context. On student representation, it recommended that a rector, as at Queen's, should represent students on the board.

For all its weaknesses, though, the Duff-Berdahl report accomplished one significant thing. It created a much greater interest in university government than there had been before.

Student and faculty radicals denounced it. Administrators and governors praised it for being a sensible and responsible document. There were panels and discussion groups. Universities announced that they would study it with a view to implementing it. And CUS suddenly became more articulate about what it wanted out of education.

In the past year CUS has made student participation in university government the immediate issue. That education should be the central issue probably is peculiar to Canada. Dr. Claude Bissell, a super administrator and president of the University of Toronto, says this about the Canadian student:

"Here students don't have the emotional impetus of the U.S. civil rights movement, the draft bill or the war in Vietnam . . . They are trying to find areas in which to operate effectively, to influence decisions."

University based on corporate model

The university activist has chosen to operate in the university. A typical activist view of the university is expressed by Douglas Ward, 29, the cherubic-faced past-president of CUS, who says: "Universities provide the best possible instruction in the kind of subservient attitudes wanted by a corporate society that fears disturbance."

Ward, a U of T graduate in theology, says that something has gone wrong since the university became a successful institution.

"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



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not to the quality of community. The corporation is not geared to making the words 'discipline' and 'discovery' particularly exciting to the student.

"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."

Ward is critical of society as a whole. He says it is promoting the development of people disinclined to use their intellects critically for the sake of their personal and social freedom.

"It is a 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 lockstep."

Students part of the "wrong" in university

The students are finally what has gone wrong with the university, says Ward. "They are part of this society. They go to the universities in large numbers to get their meal-ticket for society. They go 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."

Ward and CUS have created an atmosphere that closely resembles rebellion on a number of campuses. Student leaders repeating CUS philosophy sometimes sound like parrots.

The most frequently used expression is 'open community.' For CUS and the activists, this is what it's all about. They are struggling to make the university an open community - a democratic institution, which it in no way resembles now.

The most serious problem CUS faces is getting students interested in matters of education and participation in university government. Without a voice in policy decisions, CUS sees little hope of improving the quality of education.

The activists are an articulate but small group on any Canadian campus. They usually are elected student officers or students close to the representatives. Some are radical enough to be labelled New Left, but most are not. It is doubtful whether they represent student opinion, although they play a great role in forming it.

The activist -- a minority but healthy

Although the activist is a minority creature, he is portrayed as a healthy one in a study prepared for the U.S. Office of Education. Student activists, the study says, "tend to be more flexible, tolerant and realistic; less dependent on authority, rules or rituals for managing social relationships."

"In their values, activists tend to be concerned with self-expression, intellectual orientation, sense of community with and responsibility for their fellow men, while the non-activists tend to be more success oriented, self-denying, conventional, competitive, self-controlled, foresighted and orderly."

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The administrative mind would seem to fit this description of the non-activist. Most administrators formerly were liberal academics. Many long to be academics again, but cannot catch up. Few, excepting the old guard, cannot be called authoritarians.

Ward has some sarcastically genial words for administrators: "In my weaker moments, I get a warm feeling for administrators. They, more than any others, have tried to bring at least some disorder to the chaos of postwar university expansion. And it is they, more than others, who have been fighting for the adequate financing of our post-secondary institutions. Indeed, some of them have been known to march in common front with students in protest against inadequate schemes of student aid."

But administrators, who appear to be surprisingly liberal about some things, get tough when students ask for a piece of the pie. This frame of mind is best demonstrated by Dr. Murray G. Ross, the politically astute president of York University, who told his graduating class in June.

Administrators pressured for discipline

"All university administrators today are under pressure by many both within and outside the university to bring discipline to the campus - to take the kind of action that will require students to clean up, to dress up, and in many cases to shut up!"

He warned that "students who press for unrestricted freedom should recognize that there are strong forces in society which oppose them, and that by asking for too much they may well secure much less than we would wish them to have."

Dr. Ross' speech probably was inspired by his rough year with his campus radicals, who have been pushing hard for seats on committees, the senate and the board without success. Once, in January, Ross dispatched his likeable administrative aide, Henry Best, to confront the students. More than 500 students attended the lunch-hour debate at the cafeteria in Glendon College - more than Ian and Sylvia, the folk singers, drew in the same room.

Glendon was the first of York's colleges. It has been described as a bilingual incubator by some and a school for snobs by others; each year its radical population is increasing. Last year the college's student council published a brief on student participation in university government.

Perhaps Ross was alarmed when he saw his own words quoted in the brief - words that York radicals now believe were written as an ideal never to be practised. In York's early days, Ross wrote that

"at least for the moment we are young, fresh and flexible; we have the opportunity to be creative and to produce something that may be new and valuable. If we are to do so, we must do so now, at that unique stage of our history when such an attempt is easiest."

But not in university government

But in the area of student participation in university government, Ross doesn't seem to be interested in initiating anything that could be described as young, fresh or flexible.

He warned his graduating class this year: "... when students demand that they be voting members of governing bodies and insist that these bodies hold open or public meetings, enthusiasm on the part of the board and senate for a close association with students diminishes rapidly."

Ross fears that students will try to set themselves up as a pressure group. His fear is very real. There is no doubt that students would set themselves up as a pressure group if they received the representation they want.

Good things possible at Carleton

The administration reaction at Western and York is not apparent at Carleton University in Ottawa. Although nothing has been settled there, a special study committee of students, administrators and faculty has recommended that two students sit on the 32-member board of governors.

If the recommendations are accepted, Carleton will be the first university in North America to have students sit on the board of governors. If this happens, then Western and the Ontario Government might find themselves thinking again (not at all unusual for those two bodies).

Western was where the action was last year. There were, however, two demonstrations against the Government in Toronto. One was staged by U of T students, the other by Ryerson Polytechnical Institute students. Both demonstrated over Ontario's student awards program, which last year was inefficiently administered.

At the end of September last year 2,000 U of T students protested on the steps of Queen's Park against Davis' loan-bursary scheme, which was too much loan and too little bursary. The protest was orderly and polite.

But a week later about 400 students from Ryerson squatted on the same steps and chanted: "Davis is a fink. Davis is fat. Davis is out to lunch." Fortunately for Davis, he was out of town that day and didn't have to face the students.

Pocketbook protests

Although the demonstrators protested because they had been hurt in the pocket book and not because they were activists, CUS took heart. It saw potential. For the Ontario Government demonstrated that student protests could embarrass it into action. The



ROSS

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Student Power - continued from page 11

awards plan was improved, and the rumor around student councils and newspapers this year (impossible to confirm) is that agitators will be given special preference by the Government in their applications for loans.

As well as agitating on university campuses, CUS will move into the high schools. At its annual congress two weeks ago in London, it decided to send representatives who will try to get high school students to organize themselves into pressure groups, so as to influence such matters as discipline and even, perhaps, the types of courses they want to take.

CUS strategy for the coming year may be a get tough policy. Two weeks ago the CUS annual congress was held at London, and Hugh Armstrong, 24, the incoming president of the student organization, told an interviewer:

“We’re learning about nature of power”

“We’re beginning to learn a lot more about the nature of power. We’re no longer seeking mere representation of our views. We feel that faculty and students should have ultimate control of what goes on in the academic community, although, since the university operates within the context of society and has an effect on it, representatives of that society should be involved in the decision-making process too.

“Right now we have a group of businessman running the universities, and they bring the values of the corporate world to the academic sphere: for instance, the emphasis on a hierarchical system of control, as opposed to a democratic, participatory system.

“Not that we don’t need the technical expertise.

Someone has to deal with contractors, land purchases, short-term loans – and who better than a businessman? But he shouldn’t be running the show; he should be on an estate management committee responsible to a student-faculty body with ultimate power.

“This year we’re going to stress local implementation of our programs. There’ll be far more confrontation on the centres of power on the campus. We’ll be concentrating on education and the student, showing him how his academic life is run by a group of self-perpetuating businessmen.

Must increase general awareness

“We’ll be meeting with these people, telling them our views, and pressuring anyone who has any kind of influence on the situation, including lobbying our local MPPs. In terms of increasing general awareness of the situation, a lot of work remains to be done.

“Once the public knows what the situation is, change will follow pretty swiftly, because they’re the ones who’ll really decide.”

That’s the next leader of CUS, which is becoming more militant and increasingly impatient with compromise and non-violent ways of attaining goals. Perhaps this year, maybe next, or five years from now, violent demonstrations may be CUS policy if the governors and administrators of Ontario universities do not give in to the pressure.

Of course, the activist movement on campus could flop. That’s characteristic of the New Left. But whatever happens Ontario’s Anglo universities will never be the same.

It’s the revolution, baby.

Bits and Pieces

Gentle Revolution in Winnipeg

Michael Tims and the other members of “The School” in Winnipeg are revolutionizing everything from art galleries to universities, from furniture to life styles.

Their ideas are probably the best in Canada today. They talk about design, human-centred architecture and school communities -- and they know what they are talking about. A lot of their stuff is being tried by people who believe in their crazy, beautiful ideas -- and it works. There is indeed still hope for the world.

“The School” is publishing something next week -- you won’t be able to call it a magazine because “The School” is doing it -- and it will probably come in a box. The price per “copy” is \$1.50 and if that sounds like too much, don’t worry. Copies will be selling as collector’s items in a year or so, and all the best university libraries will have one. But the gentle revolution may be half over by that time, and

if that bothers you, write to:

“The School”,
c/o 28 -- 272 Cockburn,
Winnipeg, Manitoba.

Resolutions Books Available

The Resolutions book for the XXXI CUS Congress is now available to all members. Besides the resolutions passed at the Congress, the book includes the new constitution, Congress delegates list, list of Board of Officers members, and a list of member students’ councils.

Copies are available free to individual members, and to students councils in bulk, up to 1% of the total enrolment. For bulk orders above this figure, a charge of 10¢ per copy is made to students’ councils to cover printing costs. (This is due to our tight budget.)

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Bits and Pieces - continued from page 12

Duff and Berdahl at Toronto

At last, you have a chance to get back at Duff and Berdahl!

(That's Sir James Duff and Professor Robert O. Berdahl -- the men who wrote **University Government In Canada** -- the report that has been plaguing students council with its recommendations for "tokenism" ever since it was written in 1966.)

They will be at the University of Toronto, October 27-28 to participate in a review of their report and of subsequent developments.

A dinner is planned in Brennan Hall of St. Michael's College, U of T, for Friday, Oct. 27. If you want the pleasure of dining with these two men, it will cost you ten dollars.

The Saturday session opens with a panel discussion on "Critical comment on the Duff/Berdahl report". A governor, an administrator, a faculty member, and a student are on the panel. Duff and Berdahl will respond, followed by a general discussion.

In the afternoon, there will be "Report on reform or plans for reform of university government", by a representative of the CAUT, a faculty member now on a Board of Governors, a governor of a Board now including faculty representatives, a student member of a senate or faculty council, and selected case studies. This too is followed by comments from Duff and Berdahl, and general discussion.

Saturday sessions are free. They will be held in Carr Hall, St. Michael's College.

If you wish tickets for Friday, or further information, write to:

Dr. Edward F. Sheffield,
Professor of Higher Education,
University of Toronto,
Massey College,
4 Devonshire Place,
Toronto 15, Ontario

Simplify your Bureaucracy

Is bureaucracy catching up with you?

If so, there are two books available from the Queen's Printer in Ottawa which may untangle (some of) your administrative hang-ups. **Forms Design and Control Manual**, 1963, catalogue number SC5-263 tells you how to design efficient forms and make questionnaires easier to fill out, more comprehensive, and easier to obtain data from. The **Manual on Filing Services**, 1964, catalogue number SC5-164 tells you everything you need to know about setting up and using an efficient filing system.

Both manuals are available for one dollar each from the Queen's Printer.

Mailing list, Addresses, and Writing for CAC

Are you on the mailing list for CUS Across Canada? Do we have your correct address for this academic year?

If the answer to either of these questions is "No", please complete the tear-sheet below and send it in to:
CUS Across Canada,
Suite 406, 45 Rideau,
Ottawa, Ontario.

CUS Across Canada is available free to individual members of CUS, and is published monthly. Anyone wishing to write articles for the newsletter is encouraged to do so, and to send them to the CUS National Office. They should be of a reasonable length, and may be on any topic of interest to students. You are also invited to write a rebuttal to any article in CAC which you do not agree with.

TEAR ON THE DOTTED LINE

Name	University
Mailing Address in Fall	
I want to continue receiving CUS Across Canada: Yes <input type="checkbox"/> No <input type="checkbox"/>	I would like more information about the Canadian Union of Students: Yes <input type="checkbox"/> No <input type="checkbox"/>
Please send any comments, ideas, or specific questions with this form.	

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