

UCC CUC **ACROSS CANADA**

Canadian Union of Students ■ Union canadienne des étudiants

youthquake

a student union publication vol. 1 no. 1

You know why TEACHING is such a REWARDING profession? Because every so often something WONDERFUL happens that lets you know all the STRUGGLE and SACRIFICE has been WORTH WHILE!



You take them as SMALL CHILDREN and spend YEARS destroying their natural instincts! STIFLING their innate curiosity! SMOTHERING their creative talents!



Slowly, painstakingly you BEAT them into a faceless mold! POUND the mythology of the corporate-military state into their numbed minds! HOUND them into blind acceptance of AUTHORITY!



But ALWAYS you're ASKING yourself is it REALLY WORKING? Am I REALLY destroying their native capacity for HUMAN DIGNITY? Am I REALLY turning them into PAVLOVIAN AUTOMATONS?



And then one day some kid grows his HAIR long in a last, spluttering attempt at SELF-EXPRESSION! You grab your SCISSORS and HACK it off and watch him sink WHIMPERING back to class and (choke) you KNOW that you've WON!



SOMEDAY the SCISSORS will be recognized as the SYMBOL of our educational system!



Bob

UNDERGROUND HIGH-SCHOOL PAPER HITS OTTAWA

(SEE PAGE 9)

"Please Sir, Tell Us

By BOB BOSSIN

Mr. Bossin, formerly leader of the LGMB, is currently a SAC representative from Innis College. His opinions are not necessarily those of The Varsity.

Reprinted from The Varsity

I am sick and tired of the intent, scrubbed-looking girl (brown hair, blue eyes and clip-board) who breaks up every classroom discussion just when it has finally reached the nitty-gritty of real conflict.

"It's a poem about dying." "No, it's a poem about ripeness."

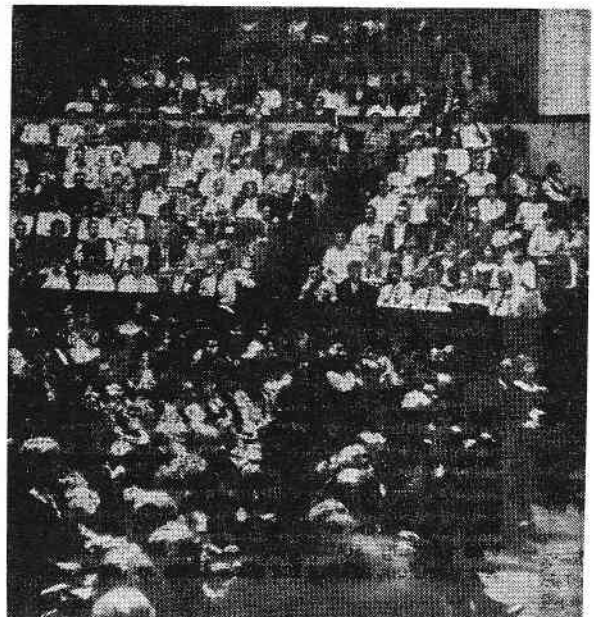
At this point she publicly gives up and pours forth from her frustrated mind, "Sir, WE don't know; tell us what it really means."

Sir thus put on the spot smiles his elbow-patched, Robarts, pater familiar smile, while he tries to remember what Northrop Frye wrote, and then recites it with suitable pauses and ums, so that it all sounds fresh. Brown hair, blue eyes and clip-board writes it down then recopies it later and gets a B, and now she, Sir and Northrop Frye all have the same answer and nobody is the wiser.

Except me, because I could develop my mind by watching the charade; and since it would be impertinent to ask if Brown Hair was really frustrated or to doubt Sir's place among the obermenschen, I not only have to make my own observations, I also have to make my own conclusions.

And faster than you can say "Mr. Bossin is not paying attention again," I've done something creative.

The odd thing is, Brown Hair does all sorts of creative things, but everytime she does, she gets up tight about them, calls them doubts and calms herself



"... and so Brown Hair, you and I are here, occasionally waking up tight, then lulled back to sleep by nice warm facts."

(VARSITY PHOTO)

What It's All About"

down by saying that she is going through a stage.

Why?

When I was in grade two, Miss Graham, who was very nice even though she yelled a lot, wrote something on the black-board on the last day of school. We were not a progressive school and we weren't supposed to take writing until grade three.

I thought it said "Get your coats and line up at the door for recess." She asked "What does it say?" and Marian, who had the first desk in row one, shot up her hand. She whispered the answer to Miss Graham, who gave her positive reinforcement by telling her to go to the "star" chart and wait. Then she told anyone else who could read it to do what it said. Half the class rushed over to the star chart. I sat there.

"No, that's not what it says", Miss Graham said slowly, smiling to negatively reinforce the little liars, "it says 'Get your coats and line up at the door for recess.'" (dissolve to present).

So Brown Hair and I sit there, so scared of being wrong that we just wait.

Even then, we would probably be alright if Sir wasn't there to tell us, but he always is. Parents tell us, TV tells us, Pepsi Cola, the Calendar, the campus newspaper student activists all tell us.

But what if we weren't coerced, would Brown Hair vegetate or would I sit in

the basement and draw the curtains over my mind? Could there be another system?

"Much of present education appears to be operationally based on the assumption "You can't trust the student."

Acting on this assumption, the teacher must supply motivation, information, organization of the material, and must use examinations ... at every turn to coerce the student into the desired activities.

"The approach we have been discussing is based on an assumption diametrically opposed that "You can trust the student." You can trust him to desire to learn in every way which will enhance or maintain self ... you can trust him to grow provided the atmosphere for growth is available to him." (Carl Rogers, Student-Centred Teaching)

If you were at the University of British Columbia you might find the atmosphere for growth in their experimental "Arts I" course, or in their examless college.

If you were younger, your parents might send you to Everdale Place, or if you didn't want a degree so much, you might apply to Rochdale College.

The University of Toronto MacPherson Commission, which is being closely examined by other university administrations rejected the idea of an experimental college, and so Brown Hair, you and I are here, occasionally waking up tight, then lulled back to sleep by nice warm facts.

(REPRINTED FROM THE MARTLET)

So finally
we're
represented



Students and
Senate are
one happy
family



Isn't it
WONDERFUL



We're
TOGETHER



ROBERT WEIN

The Representativity Game

by Wayne Hankey
Former President
University of King's College
Students' Council

*(This article was first printed in the
Ontario Union of Students newsletter.)*

A new stage is being reached in the relation of the students to the university. Formerly students should oppose the organization of the university and the decisions made by its government simply because they had no part in that organization, no power in making those decisions. Now, however, students are increasingly represented at almost every level of university government. The structures are consequently legitimized. For many students as well as faculty, administrators and the rest of society, the students have achieved as much as they can rightly ask for. Further demands are made only by an extremist minority: the 'student activists', the seekers of 'student power'.

Those who accept this view reveal that

they were playing the Mickey Mouse 'game' which the anarchist new left warned about but didn't have an adequate analysis to solve. This is the game of co-option: a few student officials are invited into the councils of the mighty to play the old game by the old rules. These students are to 're-present student opinion'. How do they represent it? By being students. To be a student here has no real content. These people are students in the same sense that anyone chosen at random is a member of the human race. The human race is an abstraction; it has no organization, consciousness or power. The people or world opinion, having no definite mode of expression, becomes whatever those in power wish it to be. If the 'representative' represents real student needs and demands it is only by chance and he has no way of proving that he does. If he does not, those who protest are considered either outlaws or children who want the government to follow their whim, even though they are 'represented', even though the government is 'legitimate'. Moreover, the 'representative's opinion' is merely subjective. It has not been arrived at through the confrontation of various divisions and interests. It has acquired no universality, no depth or concreteness and the student thinking has not developed. There has been no endeavour to reach a common expression. People have not been led to a consciousness of their condition, of what they are and can be, through meeting what they are not. Rather, an isolated and powerless atom has squeak-

led a potentially meaningless whim.

'Representatives' must first then be 'responsible'. They must be accountable for their actions to the Student Union. The Student Union is the defined and organized process through which students make objective their needs and wishes. This does not mean that the 'representatives' simply state Union policy and cast x votes for the Union. Where the Union has a policy, the agreement of representatives with this policy should be of primary concern; other factors must be considered in that these representatives have the creative role of securing the adoption by the university of student policy, but, it should be clear that viable structures and an ongoing movement are not going to be built by Tallyrands. Moreover the representatives have an absolute duty to represent the policy and the reasons for it, i.e. Muggeridge was right to resign. We must however recognize that it may appear through discussion that another position is more consistent with the good. Some propose that the representatives should have the new position approved by their constituents before they can vote for it; this seems too cumbersome and is credible only to those well grounded in conspiracy theory. Rather the student representatives should be accountable to the Union for the decisions they make; they will be expected to justify their position to the Union and the Union may recall representatives whose actions they consider unjustified. Representatives are also accountable for policy they work out in areas in which there is no defined policy. A representative should have the choice of either following the Union policy or being replaced; he should not be forced to vote for policy with which he cannot agree.

Responsible representatives have the advantage of being more legitimate than the faculty 'representatives'. Given

the state of many faculty organizations, faculty representatives have no way of showing that they represent their constituents. Indeed it can usually be demonstrated that they represent only an oligarchy within the faculty or no one at all. The faculty is unused to the notions of representivity and responsibility since they have ordinarily sat on homogeneous bodies and/or bodies on which all faculty within a given division were entitled to sit. Students should make every endeavour to show the strength conferred by these relations and their necessity if members are really going to get a grasp on their community and if student power is not simply going to result in further fragmentation of the university's governmental process. The strong position of the administration may require a joint student-faculty effort to overcome. What the student position will do is to help create faculty self-awareness and faculty unions. These are necessary if university reform is to be accomplished.

The other dimension of this new stage is the relation of the student government to the other powers within the university. Students find that their current position not only does not advance their aims but actually hinders them. For example: the Varsity Jan. 10/68 reports:

"No action will be taken on the MacPherson report until at least the next academic year," says J.H. Sword, the acting president of the university.

He told a Dec. 8 meeting of the Senate that studies of the implications for cost, space and staff are underway. Students are participating in these discussions."

This phenomenon is a justification of the status quo through reference to student representation.

The Dalhousie Gazette reported last term that the President of the Student Union of Memorial University had complained about the essentially powerless student representatives who were being used by the administration. The administration took measures to defeat student requests through its newly acquired capacity to anticipate student action.

The student on the University of Toronto Placement Service Advisory Committee report that while they would appear to have a fairly powerful position on the committee (5 of 13 members), in fact, because the rules under which the committee works are imposed by the general government of the university, the administration, over which they have no control, they are unable to operate effectively. (a) The administration insists on consensus decision-making; a majority would never be enough to produce change, and (b) the administration also refuses to allow the committee to open its meetings.

But, as long as the committee sits, further student action appears wrong.

One of the colleges at the University of Toronto recently conducted a survey about what students thought on a number of matters. Members of the college were informed that no knowledge of the circumstances or alternatives was needed, but simply what they felt. This attitude arises from the notion that we do not have to carry out what we wish (it may even be impossible to do what we will) but we simply represent our opinions and leave the decisions: the moral, political, concrete, real work of deciding priorities to others (the faculty and administration). This position arises from the current description of the students' place in university government, making that place seem ridiculous and arbitrary, and it works against development of the students' consciousness

of his place in the university and in society. The students' opinion is treated as a mere unreasonable whim, a helpless whine. The university's arbitrators' or broker politicians protest the impossibility of the student demands follow their own whims. The irresponsible student remains unaware of the conditions and limits of his own will. His will is a mere subjective right having the least necessary relation to what is.

These are just a few of the many examples of the effect of accepting tokens instead of power: of accepting representation - the right to be heard instead of responsibility, the power to effect policy, to do. Students are only responsible when they are responsible for what is done. Students who, we are told in tones of disapprobation, are immature or irresponsible (to quote Henry Hicks) "have a hell of a lot to learn" can only become responsible through having power. I am responsible only for what I could have made otherwise. The task of student government is not to represent student opinion so that others can decide in the light of it what ought to be done: the problem is not one of communication. The task of student government is to do what students see needs to be done: the problem is one of power. There is no responsibility without power.

The kind of membership which students are getting on boards, senates and committees is worse than useless. Not only does it hinder student aims, as we have shown, but it actually leads to a university of violent non-communicating interest groups, which the defenders of the status quo assert they fear. When it becomes clear that the votes and the arguments are powerless, methods other than meetings and votes will be employed. Student governments cannot fail to note that student strikes, which are perfectly legitimate, have been effective more often than not. Illegal

A BADLY NEEDED MANDATE

On January 11th we received the following letter:

Pericles NEARCHOU
EFEE - Greece International
Vice - President
c/o UNEF, 15 Rue Soufflot
PARIS 5

CIRCULAR TO THE NATIONAL UNIONS OF STUDENTS

Dear Friends,

Since some days, the President of the National Union of Greek Students Mr. Dimitrid BESSAS and Mr. Aristides MANOLACOS, Ex - member of the Central Council of EFEE, have been arrested in Athens. This arrest as well as the arrest recently of other students, has not been announced by the police.

Reliable information received in Paris refer to tortures, being exerted on those two student leaders and on the Secretary General of EFEE, Mr. Lembis DOLCAS, who has been arrested a month ago.

Passing in silence their arrest, the police deny them any communication with their families or a lawyer.

In this respect we call upon the National Unions of Students:

- to denounce the arrest and the torturing of these arrested student leaders, the President, the Secretary General and the one Ex-member of EFEE.
- to demand, through cables to the fascist regime in Athens, that the three students to be given the human respect they deserve and that to be allowed immediately to communicate with their families as well as with foreign correspondents,
- to issue a statement where
 - to denounce the fascist regime its Gestapo methods,
 - to demonstrate the solidarity with those arrested students and to ask to stop any torture and maltreating,
 - to ask an International Student Delegation to Greece to visit the detained students.
- to organize meetings of protest, where possible, and to help them establish Solidarity Committees in the faculties and the universities.

In regard to the International Student Delegation I would like to receive an answer, as soon as possible; from those National Unions which support and are ready to participate in this project. In terms of data I look forward for the first days of January.

In respect to the students detained in concentration camps I would like to remind you that in YARDS island is detained Miss Hero KANAKAKI, member of the Central Council of EFEE.

With my best regards

(Sgd. Pericles NEARCHOU)

PARIS, the 12th of December 1967

It is obvious that the basic rights of these students has been violated by a totalitarian regime. We as Canadian students, and as a collective body through our Union, have been asked to declare our sympathy for these Greek students. We have also been asked to denounce the actions of a government, which is attempting to suppress all forms of free thought and independent academic expression. Our own federal government has been critical of the Greek Junta actions, and now we have been called upon, in the name of academic freedom, to lend our support to the students.

It clearly states in the Declaration of the Canadian Student: "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." Unfortunately the Secretariat of the CUS is unable to do anything about the situation. To send a letter as requested

implies a certain amount of international commitment. In order to fulfill that commitment we must first seek a mandate from the Congress. At present we have no mandate; and should the mandate be granted to us at the next Congress, it will be too late!

This is not the first occurrence. It has happened before, and it will happen again. There is nothing we can do about it. Canadian students must be made to realize the responsibility they assume as students in a wealthy society. We must accept the fact that students across the globe have not obtained the status our society has reached for us. There is a graffiti on a university washroom wall that reads "University is a home for rich hippies". Sometimes one wonders if all Canadian universities aren't in the same position. "The Student as Nigger" by Jerry Farber has been printed in nearly every campus newspaper. Are Canadian students really niggers? Or are students just living off the spoils of a well contented wealthy society?

New Member for CUS

Tiny Prince of Wales College from Prince Edward Island voted January 19th to join the Canadian Union of Students. Nearly sixty percent of the campus voted overwhelmingly to join up with the national Union. Only thirteen percent of those voting were against linking up with the rest of Canada, while more than eighty-five percent voted a strong yes. The remaining ballots were counted as spoiled.

Membership in the CUS has now reached its highest ever with a grand total of forty-one participating members. Although Prince of Wales application has to be ratified by the CUS Board of Officers, it is very certain that a mail vote will bring in a unanimous

approval.

Prince Edward Island could hold a seat on the next Board of Officers meeting if the Prince of Wales nominee is ratified by the general members before the next Board meeting. The Board is scheduled to meet at the end of February.

The University of Prince of Wales College, as it is known, is a relatively new University. It boasts a fine tradition as a Junior College, and was finally given degree granting status last year. PWC currently has a population of some 560 students. The only other Island university is St. Dunstan's. St. Dunstan's is not a member of the CUS.

OTTAWA SECONDARY SCHOOLS FORM STUDENT UNION

Fifteen year-old Shannon Lee was in trouble with her principle again. She had been caught distributing copies of Ottawa's first Underground Secondary School Newspaper, Youthquake. All seventy-five copies in her possession were seized and destroyed. The publication had proven to be too offensive for the administration of Hillcrest High. At Glebe Collegiate, another Ottawa high school, a teacher stood up before young Richard Kowalski's class and denounced the paper as "Communist". Both Shannon and Richard are the Editors of the publication. They are also members of the new Ottawa Secondary Schools Students' Union (The Students' Union for short).

The Students' Union started last fall when two high school students met with students from Carleton University to discuss the problems connected with High School Students' Councils. Most Councils in Canada are not truly representative of the students, or their views. Faculty sit in the meetings and force decisions on the reps. Often representatives are selected by the administration without student consent. Those picked generally have good academic standings but have no leadership qualities. Since the fall, membership in the union has expanded to over one hundred students. All are anxious to see the puppet councils replaced by honest representation. Recruitment is continuing at a vigorous rate.

It was decided to start the paper as an alternative to the strictly controlled "official" papers, and to inform the student bodies at all the high schools that there was a Union. The Canadian Union of Students was approached to help finance the journal. Youthquake found its support under resolution 08-02 of the Thirty-first Congress

resolutions which states: "And be it further resolved that: Member institutions underwrite specific high school projects which are in line with the above programs." (Above programs includes supplements to newspapers that "encourage orientation towards educational matters, and issues relevant to the secondary schools").

The articles were submitted entirely by the staff of the paper, but were typed and laid out by members of the Secretariat. The newspaper was printed on the CUS offset press.

The articles themselves though simply constructed, were extremely hard hitting. The target for most of the wrath was the system itself. Articles like "Why can't we get a decent education?", "My Feelings as a High School Student", predominated throughout. There was a lengthy feature on the Student Union. The criticisms ranged from remarks about their political associations ("Communists"), to feelings that the students are overstepping their bounds.

There were many favorable comments by students strongly supporting the need for a student Union. To those organizers and executive, the signs for a strong and large membership were very encouraging.

It received mixed reactions on all the campuses where it was distributed. Many copies were seized but not before the students realized that there was an ad-hoc group at work in their schools. The seizures and inane critical remarks that followed publication were taken lightly by the editors, who expected some measure of opposition.

Plans are underway to print up number two issue of Youthquake. "It is going to be bigger and better the next time," says editor Richard Kowalski, "We know what we want to accomplish - and we'll do it!"

DEMOCRACY IN THE CLASSROOM

by PETE WARRIAN

President Elect

Canadian Union of Students

The question to be explored here is whether or not there can be such a thing as "democracy in the classroom". And, if so, now such a situation would differ from the present classroom situation, given that few people would characterize the situation in the average present class as being democratic.

One constant theme heard around the campus in the past year has been, "democratization of the university". The main rationale for the push for student participation and representation on various bodies in the university government has been that people should have a voice in the decisions that effect their lives. This seems consistent and, in fact, necessarily follows from our society a commitment to democracy. For, it would seem to be contradictory to attempt to educate people for participation in a democratic society by the use of undemocratic educational institutions.

The average classroom is now characteristic by what we might call "teacher-centered teaching". The professor or lecturer is set in an authority role in his relationship to the students of the class. In fact, the communication lines are usually drawn so that the student sees only the back of his fellow students heads and only one face, beautiful or not, the face of his teacher. The point is that the communication is all one way, the student is not able to communicate with his fellow students without breaking the assumedly proper pattern of communication in the class.

What this sets up is the situation where

the professor is the authority, he is the one who has all the good ideas, as if they could be monopolized. Hence, the student is already placed in a passive role in regard to his education. As a result the student, as he always has, just scribbles down notes and is called apathetic, as he always has.

The above, it is suggested here, is a down right poor learning situation. In fact, is it possible to teach in the sense of one person feeding knowledge to another in some sort of supplier-consumer role? It may be possible for some things, mostly rote learning of basic information, to be transmitted in this way, but it would seem to be better done by teaching machines, why waste a professor on such a mechanistic activity? However, "education" as we might think of it, would seem to best go on when a "teacher" sees himself as essentially in a role of facelifting in the learning of his students. This is different from



"There is a need for response - it is the teacher's job to obtain it. But does he have to do it in an authoritarian way?"

(ISSUE FOTO)

him playing an authority role which seems to take the teacher as the point of departure for the learning situation. Instead, this "student-centered teaching" a concept developed by Carl Rogers, would take the students as its point of departure, making the teacher more of a resource than an authority.

There seem to be two basic assumptions operating in the present teacher-centered teaching situation which need to be challenged. One of the assumptions seems to be epistemological, the other ethical. First, there seems to be an operative epistemological assumption behind placing a teacher in such an authority role, namely, that there is a scheme of knowledge that reveals the truth and this is what the teacher transmits. This may sound too dramatic, but all too often the teacher's statements, whether by conscious decision or not, seem to be treated by all as definitive. Consequently, the student can only be expected to write then down.

What the professor says is not often treated by himself or the students as heuristic. One set of conclusions

following from a number of methodological decisions and assumptions, all of which needs critical examination and challenge. Alternatively, what comes from the professor should be considered as an answer, not necessarily the answer. This point may seem small, but it is crucial if the level of critical dialogue in the university is to be increased. The second assumption operative in the present situation in the classroom is ethical, namely, that you can't trust the student. The student must be motivated, if at all, by the teacher. Hence, the system of examinations which function largely as a means of coercion to force the student to work. Behind this seems to be the assumption that students do not have the capacity to be self-directing and responsible, and therefore an authority and coercion system must be structured into the situation.

This, it is here suggested, can turn into a self-fulfilling prophesy. If students are brought up in an educational system where they are not given the opportunity to be self-directing and responsible, then they are bound to turn out passive and reliant upon authority structures.

The student-centered teaching approach is an attempt to come to grips with some of these problems. Ideally, the students and the professor sit down together at the beginning of a course and collectively decide how they are going to proceed. The professor would contribute from his experience in the field an outline of traditional questions of interest in the area of the subject matter and what sorts of alternative approaches that there are to the subject matter. The students would articulate what their interests are in the area and what they would like to get out of the course. Collectively then and within the bounds of people's abilities, both the teacher's and the student's, an approach to the course would be worked out, plus a collective decision on the best teaching method to employ (seminar, lectures, both or other) and the method of examination, if any. The assumption being made in the above is that the student can be trusted if given the chance to be responsible for his education.

Practical? Realistic? It may be or it may not, that will bear testing. In a Toronto grade school last year, two new teachers decided to use this approach with their classes. One teacher went into her Grade 1 class and told them that they would have to set up the course of study for the year. After several weeks of fooling around, the little people had set up a curriculum having in it what amounted to arithmetic, reading, etc. By Christmas, this group of Grade 1 students were reading at a rate equal to that of the Grade 6 students. The other teacher went into her Grade 4 class and told them the same thing. They refused, that was the teacher's job!

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