

Lillienstein won't submit to arbitrary measures

Since Excalibur's report some weeks ago that I have taken legal action with respect to tenure, I have been asked by both colleagues and students how I arrived at this course and what purposes I see as being served by it.

As reported by Excalibur, I at-

tempted in January to learn from the president how he thought the dismissals he had authorized would enhance academic standards at York. The only standards he was prepared to discuss were procedural and legal; even the issue of equity was treated as inappropriate because it borders

on the substantive, namely, the question of merit.

The president defined his role solely in administrative terms; there was no question of moral leadership, and intellectual standards were viewed as the province of other levels in the tenure-and-promotion hierarchy. The fact is

that the higher my candidacy rose in this hierarchy, the more mechanical was the response to it until, at the presidential level, all that remained was legality. It was only after my meeting with president Macdonald that I realized I had been involved in litigation all along. It was left to

me only to acknowledge my lack of legal expertise and to retain an attorney.

There will be no victor. Even if the legal case is won, I am under no illusion that I should be able to resume my role in the university as though nothing untoward had happened. Nor, whatever the outcome, will York be as whole as once it was, or we thought it to be. My personal stake is the defense of my reputation against arbitrary practice.

That it must be claimed under legal auspices, and in public view, is a consequence of the administration's propensity to argue substantive issues in procedural terms. But this controversy can direct the attention of the York community to the question of the viability of its reward structure which increasingly obscures the distinction between professional merit and print pollution, service to the university and the main-chance hustle, teaching and stipulating.

Perhaps a way might then be found to restore to our procedures the seriousness that was thought to reside in them when I came here 10 years ago.

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Opinion

Course Unions provide "esprit de corps"

By DAPHNE GOTTLIEB

It is generally recognized that the college system as it now exists has definite inadequacies which must be considered. Students are somewhat arbitrarily assigned a college when they enter York University in an effort to provide them with non-academic services. In fact, \$17 of their tuition fees automatically go to the college council of which they are members.

For the day students, immersed in the general academia, the colleges can provide few services relevant to their lives. What these, and all students need is a new means of supplying themselves with cohesiveness and some form of scrutiny in their academic endeavours. As a solution, course unions should definitely be encouraged.

Recent changes due to the passing of the "resolution governing the function and financing of course unions" on March 25 in the CYSF can radically alter the structure of the entire student body. This report presents the students with a common aim based on course majors rather than the social events of the colleges.

Course unions will provide to students diverse and multi-dimensional services. Primarily, the differences between student councils and course unions are as follows:

- (1) Course unions, through the election of student representatives, have a greater voice in faculty committees
- (2) By means of CYSF subsidized course evaluation questionnaires, which would subsequently be published, course unions can provide a basis for constructive criticism of their own disciplines. Indirectly, this could affect the tenure and promotion policies in the faculty
- (3) To provide their members with a sense of "esprit de corps" and identity, course unions are financed by the CYSF to organize programmes of common interest, both socially and academically.
- (4) The course unions' administrative commission (CUAC) is organized to administer these funds. The composition of this three-member team includes one representative from the CYSF, one from the college councils, and one from the caucus of the various student unions. This means that the interests of the course unions would be voiced in the central student government and in the

college councils. Course unions, because of their greater student representation should have a say in any restructuring of the CYSF. The CUAC has a three-year mandate which began on March 31, 1976, and is empowered to set up trust funds for the formation of future course unions.

A more radical means of obtaining funds for the monetary independence of course unions is a process which involves demanding that students be allowed to make a choice as to whether to belong to a college at all. By passing a resolution in the CYSF making it possible for the \$17 allotment to be contributed to the students' course unions rather than back into the

college or the administration, the unions could be further strengthened.

Specifically in the case of Fine Arts students, who are not required to take a college tutorial, this financing arrangement would be set up with comparative ease. As of December 1, 1975, there were approximately 1,250 full-time students in Fine Arts. If every one of them (including the residence students) opted to stay out of colleges and fund their own union, the operating budget of the Fine Arts Faculty student union by this means alone would be \$21,250. That combined with the CYSF funding would provide with enough financial resources to virtually

run itself.

Grants would be given to undergraduate students for independent projects, interdisciplinary arts festivals, bursaries, and many other necessities for fine arts students. Regardless of cut-backs from the administration, the students could carry on with their extra-curricular activities with subsidization from the union.

If this precedent could be followed throughout the entire campus, day students would no longer be as alienated from the power structures at York, and they and all other students would directly see the concrete benefits of course unions on their own studies.

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