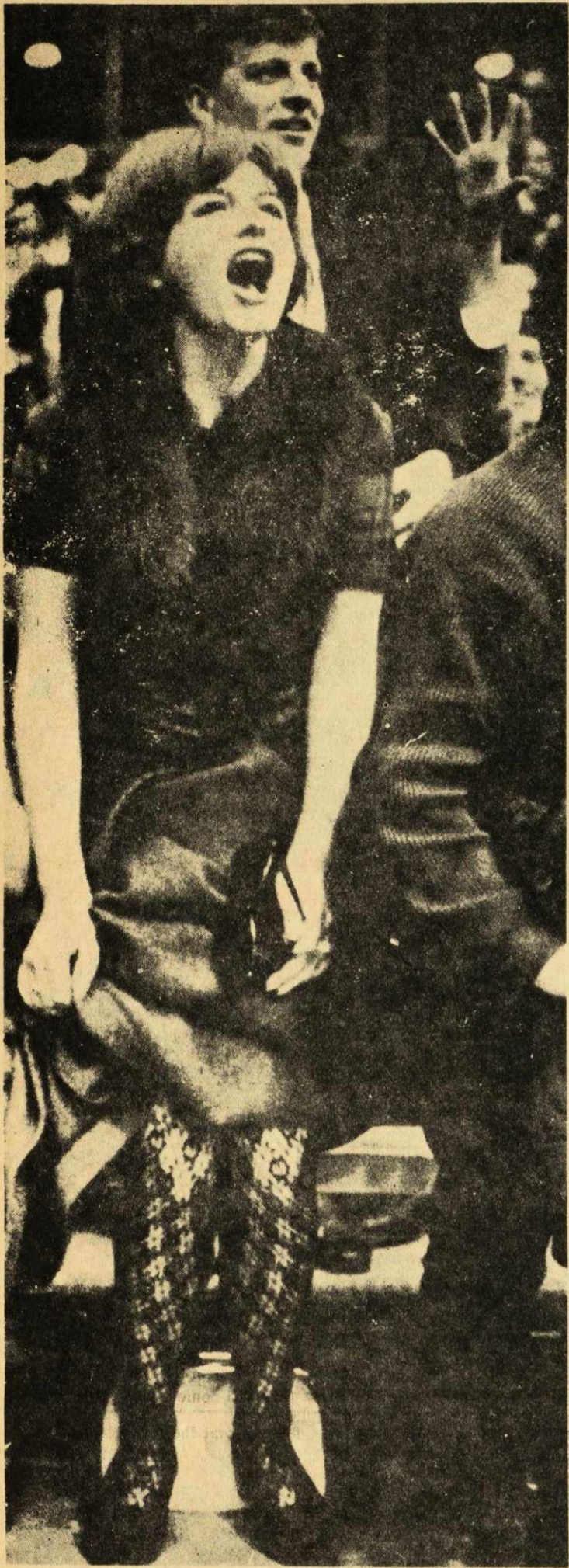


Swimming, Kisses, Petrovac...

Summer in Yugoslavia



DAL EXCHANGE STUDENT

After the month of June — the hottest month for students, one single question is being raised in innumerable varieties: how to rest from tiresome June examinations and accumulate enough strength for the next academic year.

And, already on the 1st of July the armies of students occupy railway stations. All want to get away from Beograd, Zagreb, Ljubljana and other university cities and centers of higher education as soon as possible. The actual celebration of passed examination begins only when they enter the second class cars. The happiest are young men and women heading for Split, Dubrovnik, Rijeka...

SPLIT, THE MOST BEAUTIFUL CITY IN THE WORLD

The main railway line to all sea side resorts is Split. From Split — by buses, boats, hitchhiking, and on foot — young people continue towards resorts where they will spend at least 15 days at reduced prices. Those who do not wish to continue their journey, will spend their holiday in Split.

The newly constructed Vacation Center in Split will receive them with great hospitality. In this tourist center Yugoslav and foreign guests blend into local milieu. They come for a day or two, and usually stay for ten or more days.

Excellent accommodation, facilities, rich food, entertainment, beautiful terrace extending over the blue sea do not be the reasons why it is so difficult to leave a place like Split. It is so surprising to have waiter Ivo serve guests, singing popular

Dalmatian songs to the accompaniment of guitars played by boys from Split.

Last summer over 6,500 Yugoslav and foreign youth stayed in the Vacation Center during the three months. This year there will be more, because the young from all sides wish to come to Split. Recently, for example, an employee of the Yugoslav Consulate in Graz sent a group of young Austrians with a note: "Comrades, provide accommodation for this group. We heard nothing but the best about you and your Center."

Give them accommodation, comrades — a telephone call from a swimming club making reservations for a group of sportsmen from abroad. Calls come in for groups of basketball players, foot-ball players. Director of a tourist agency from Rome writes, about the accommodation of young Italian workers...

STUDENTS' MAKARSKA

Those who decide to proceed further south come upon sunny Makarska. Students youth hostel "Goran-Savinja" in Makarska has become very popular. If it were ten times bigger it could not house all the members of the Vacation Union having a membership of 152,000, out of which 20,000 are students.

Frolics are held every second Friday, a fare-well party, — an event which is remembered till the next vacation. The best singers, imitators, parodists and caricaturists take part. The worst singers and the worst group of singers also perform. At the end, everybody is awarded a prize, something like 100 pancakes.

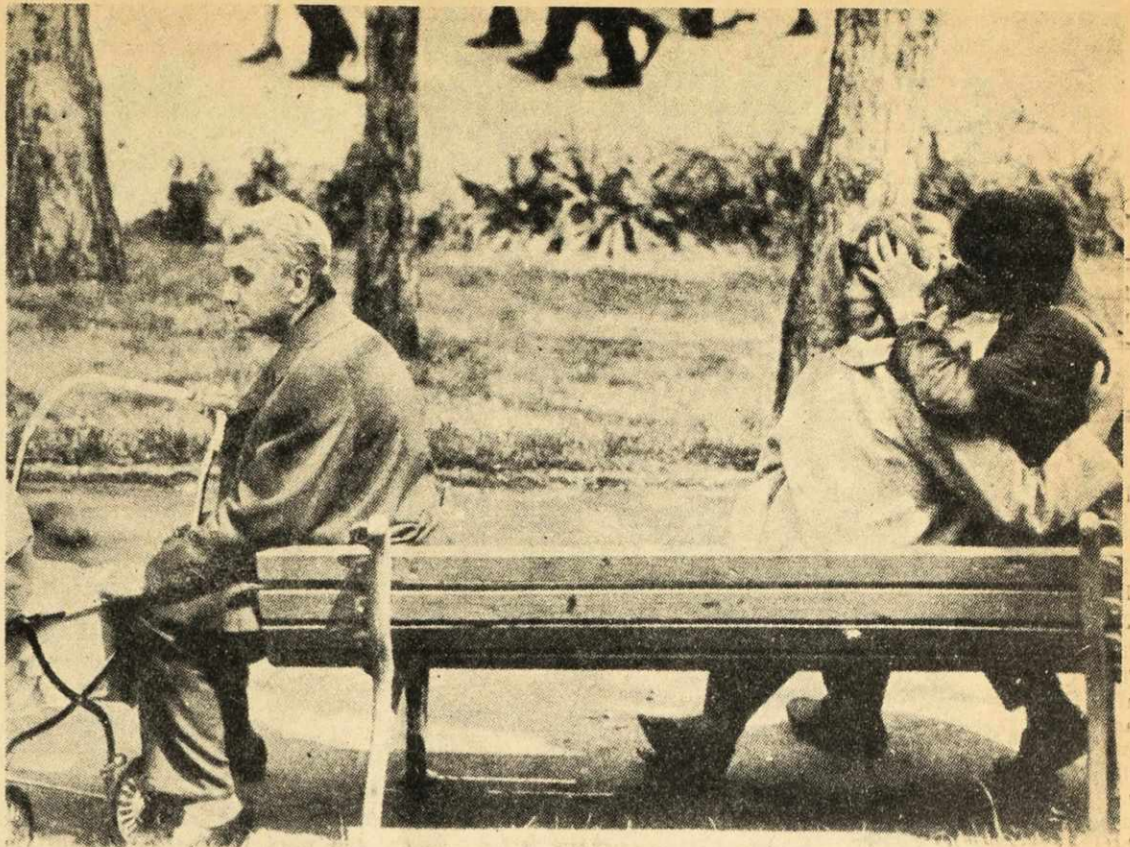
Thus, a couple first bringing a glass of water from the sea win 30 pancakes. (The panel has the unpleasant duty to establish whether the water is really salty). Winners of the competition in fishing sea-urchins, which is done by bare hands, are rewarded for their effort with pancakes.

The most successful performance in Makarska is as a rule borrowed from girls frolics. Once in the course of a shift all duties in the hostel, from the director to the officer on duty are carried out by girls. Towards the close of their "rule" a performance, popularly called "girls frolics" is held.

All preparations in the hostel are done in advance. Work goes on... This summer for next summer. The Director of the hostel, also a student, has, together with the hostel council, to plan many things in advance. Film shows, proper nutrition, as prescribed by doctors, music for morning wakening, night races on the sea, recital of Jesenin's poetry at midnight on the sea shore, moonlight being an obligatory prerequisite.

Makarska is not the only gay spot. Entertainment goes on everywhere where there are members of the Holiday Organization. If you come to the Adriatic coast you cannot avoid calling at one of 20 youth hostels. We remember last summer at Petrovac, on hot Montenegro sea side.

The girl had fun being chased over the waves on a beach mattress. I would always catch up with her behind a rock in the cove and kiss her then. When at the end of the chase I kissed her for the first time, I said, without



'HOT SUMMER'

thinking: sweet. She was actually salty from sea water, I realized that I had to be careful with what I was saying. She said that she was happy as no one could see us as we were sheltered. Nodding and reassuring her I watched bushy heads of a group of boys who were looking down at us from the edge of the rock. The boys were back on the following days, I loved Godana and she was happy that no one was looking at us...

In the hostel, a young worker from Maribor will meet a student from Skopje, a pupil from Zagreb a grammar school Sarajevo, employee from Cacak metal work-

er from Smelderevo. They will get to know one another, become friends, fall in love with each other. A young man from Beograd will forget the work in students cooperative that is waiting for him and will join a group of mountaineers who are camping on Durmitor, at Crno Jezero (Black Lake). Colleagues from Novi Sad University will be entertained as guests in Titograd and students from Nis will make a ten-day excursion through Slovenia.

THE YOUNG ARE TRAVELLING In Yugoslavia in the course of

last year's tourism as a branch of the economy is rapidly expanding. There is an increasing number of young people as tourists. Youth hostels are being built and youth reception centers. Although there are 10,000 beds in youth hostels, this is not sufficient. But, as we have said at the beginning, the young easily acclimatise to everything, and especially students. They camp everywhere. Two square meters of space for a tent is no problem. At least not for the night. In the daytime there is the sea. The sea and the sun, what else is needed? Bogdan Zivanovic

'Free fees decisive' - Dr. Axelrod

The following article is reprinted from The Vancouver Sun: October 9, 1965.

Interview by Terry Hammond With Dr. Julian Axelrod

(Dr. Axelrod is a pharmacologist in charge of neurochemistry and research on the chemistry of the nervous system for the National Institute of Health, a branch of the U.S. Public Health Service, and is an out-spoken advocate of free university education for all. He was in Vancouver briefly this week en-route to Japan on a mission to promote exchange of scientific data.)

HAMMOND: Dr. Axelrod, you are a product of fee-free education yourself. Your university was City College in New York — one of the first free universities in North America.

AXELROD: Yes, it was established, I think, in the eighteen forties.

HAMMOND: I suppose you could name offhand a number of well-known people who were products of that college?

AXELROD: Oh yes, numerous. I can cite two Nobel Prize winners — Arthur Kornberg and Robert Hofstadter.

Then there was Bernard Baruch, Felix Frankfurter, Steinman, who built the Brooklyn Bridge — countless numbers of eminent doctors, lawyers, scientists. HAMMOND: In your particular case, for example, how important was the free fee aspect of City College?

AXELROD: Well, it was decisive. I couldn't have gone to college if I didn't have a free education. My parents just couldn't afford to send me to school. This meant the difference between going to college or no.

HAMMOND: It's considered an asset of North America's so-called

self-made men that a lot of them worked their way through college.

AXELROD: Well, I worked my way through college too. I had to help support my family.

My father was out of work and I went to school and in addition worked, and the fact that I had a free education made it possible for me to go to school.

HAMMOND: Yes, I realize that. You are a very eminent man in your field of neuro-chemistry and you tell me categorically that you would not have gone to university if it had not been free?

'I AM SURE' AXELROD: I'm sure I couldn't have gone.

I remember the fees at New York University would have been about \$300 a year — in 1933 \$300 was a lot of money — and I just couldn't have done it.

HAMMOND: Do you feel that the scholarship system as you have it in the United States and as we have it in Canada, fairly widespread, government support and all that sort of thing, fails to measure up to the benefits of fee-free education?

AXELROD: Well, I think it helps but I don't think it helps enough.

I think there are many, boys and girls who would have gone to college if it were free and didn't, and I think many potentially capable people could have gone but didn't because of the fees.

I think it's a terrible waste of resources, of brain power.

I think that anybody who is capable of going to college should go to college.

I think it not only would help the particular individual but I think it would be a tremendous help to the nation.

HAMMOND: Why do you feel that it is incumbent on a society to offer free higher education?

AXELROD: Well, one has to consider the way our society is developing. It's becoming a highly technological society.

The demand for unskilled labor is becoming less and less and the demand for highly skilled professional creative people is becoming greater and greater and consequently brain power is one of any nation's greatest resources.

Now, if one has potential brain power and neglects to develop it — and about the only way one can develop brain power is to provide a university education — because an individual cannot pay his tuition, I think ultimately it is just a loss to society.

You have lost a potentially useful and productive and, I am sure, economically valuable individual who would make a tremendous

economic contribution to society.

HAMMOND: The small "c" conservatives — and some of the big "C" conservatives, too — believe that when you eliminate fees from education you are simply coddling the younger generation.

'I STILL WORKED' AXELROD: No, I don't think so. Even though I went to a fee-free college, I still worked.

You have to live too. You have to clothe yourself.

I don't think it is coddling at all, I think it is a necessity. Just like teaching a child how to read. One must prepare for the future and one way is to have a huge reservoir of brain power.

I hate so to be crossed I have come to think not being crossed is the one thing that matters in life. I can think of no blissfuler state than being treated as if I was always right. Robert Frost

Corporate University Unworkable

Free Enterprise Ideology and Concept of Academic Community

By ADAM H. SMITH

I wasn't shocked; but I was a bit surprised that a university president would state it so openly. Not long ago a president of a Nova Scotia university said that he was concerned with his "Constituents" in this business community.

Translation: the university is a corporation, run by a board of directors (governors) in the interests of the shareholders ("Constituents," i.e. those who support the university financially, including both government and private contributors).

The idea of the university as a business corporation is simply an extension of the free enterprise ideology which pervades North American thinking. It is assumed that the people who put up the money and take the risk are, as in any business, the only persons responsible enough to make decisions. This is especially true since the running of a university is principally a matter of making business decisions about such things as capital investments, and the businessman is best equipped by his experience and practical training to deal with such matters efficiently.

The structure of the university is thus inherently undemocratic in spirit and in form; authority is from the top down to ensure that private interests (e.g. a church, the local business community) are in control and are able to determine the essential nature of the institution itself. Less important matters, not directly concerned with the business of operating the university corporation, such as what specifically is taught and (to a certain degree) how, can be left to the administrators and professors to work out as long as their decision does not violate the structures set up to preserve the nature of the university as originally conceived by its private founders. The problem of academic freedom in a corporate university controlled by private interests is usually forgotten in the continuous battle against complete financing of higher education.

The Administration (plus the executive committee of the Board of Governors) becomes the management of the corporation which hires professors (in practice usually on the recommendation of heads of department) as workers to fulfill the plans set by the Board of Governors.

There is a departure from the analogy with the factory or office worker in that the professors are allowed considerable latitude within the restrictions set by the Board of Governors, which require the teaching of certain courses, the holding of exams and the employment of other methods to keep up the "standards" of the university. Nevertheless, the power still remains in the hands of the Administration (plus a few entrenched department heads).

The student is the final necessary factor of production. Board of governors and Administration provide the land and entrepreneurship; the professors contribute their labour. The student is the raw material which must be turned out as a "good". The Canadian Union of Students even honours him with the name "human capital."

The purpose of the learning process is the achievement of the stamped finished product, i.e. "no. courses," "y" basic technical knowledge, plus degree. Concern with the process is only for the efficiency of the means to attain the postulated narrow ends. The workers (professors) are working simultaneously on other raw materials. They do research and write articles, thus incurring major obligations and direct personal responsibilities to even more private interests external to the university.

No wonder professors have a minimum of interest in their students who are merely the instruments used to provide an excuse for being paid by the management.

PROFITS and GROWTH

The entrepreneurs naturally expect to obtain a profit from their

contribution to the university corporation. The return on the Board of Governors and donors' investment is the growth in size and prestige of the university. (Needless to say they also have an interest in assuring that the University serves the non-academic interests of the community or institution that they are primarily a part of — whether it be military, church or business.) As standards are raised, the reputation of the institution improves and it becomes more competitive with other rival universities. Entrance standards are raised; donations and enrolment increase; money becomes available for the expansion of facilities and a consequent increase in level of production of finished goods (students); diversification becomes possible and Clark Kerr's dream of a multiversity is eventually realized. The entrepreneurs are able to count their profits in the quantitative terms of the university's growth in a competitive market.

Thus, the corporation's policy must not be geared to the peculiarities of the individual student (raw material) who is but a passive recipient of "knowledge" and a transient.

He is a passive recipient of instruction which transforms him into a useful commodity (in economic terms, he becomes useful to those persons who are buying from the university corporation) by giving him skills, knowledge and "maturity". Each student is an object which must be fitted into a limited number of pigeon-holes upon graduation.

The student is a transient who can have no comprehension of the long range goals of the corporation. He cannot participate in making its decisions. The corporation is run to achieve long range growth, not to attain qualitative results with each individual subject.

The Inevitable Reaction

Eventually, there is a reaction to the dictates of the corporate system. The professors object to certain policies and form their own union (the faculty association) to bargain with management. But the union in reality is only a large federation of individual societies representing each faculty and sub-faculty.

The inevitable result is that some professors get what they want by becoming assimilated into junior executive positions. Most faculty heads are granted a degree of autonomy and power and they become a part of the management, exercising considerable influence with the Board of Governors. They become non-transient administrators, safely entrenched and interested in the long range growth of their own faculties and the serving of their own private intellectual interests.

Although a few "idealistic" professors may raise objections about the lack of control by academics over the goals of the university community, the union is too weak and compromised to effectively challenge the concept of a corporate university.

The Students React

With the failure of the professors to escape the role of hired labourers, the students begin to react to the idea that they are raw materials being used by the management to arrive at goals alien to their own wills.

They assert their rights as individual adult human beings strongly and seek guarantees that their objectives will be considered in the formulation of university policy. Their attitudes become aggressive and hard-nosed because they are forced by the unsympathetic management position taken by the administration (and Senate) to act like a union bargaining for the selfish interests of its members. Their methods become like those of a union also — strikes, marches, group action and provision of rival services to their member.

The student sees himself as a "young intellectual worker" facing the hostile established order and power structure of the university community and the society he lives in, which is alien to him and of which he has no meaningful part.

The need to act like an aggressive union poses many problems. In order to "fight" the management on anything like an equal footing, it is necessary for the student leaders to have strict control over the union.

But student councils are not structured to handle these basic and wider issues. Representatives are without exception elected on the basis of concrete 'local' issues, personality and their proven competence in dealing with matters within the system in subordinate student organizations. They are expected to represent the immediate and narrow interests of the faculty they represent. The presidential campaigns do not seek to air these wider issues which are contentious and ruin the all-valuable nonpolitical image of the candidates. Therefore even the council presidents are elected without a mandate to act on these problems of a fundamental nature.



WHY NOT A COURSE IN UNIVERSITY ADMINISTRATION?

Co-operative University Needed

Matters other than those purely of concern to the council members are labelled "external affairs" and are handed over to a financially impoverished CUS chairman and Council executive. They act on their own authority and with little reference to student opinion, relying principally on the aid of the campus newspaper to support them and provide a semblance of public discussion.

The student union inevitably becomes somewhat autocratic and students are alienated from their own leaders. This, plus the feeling of impotency, brings about a chronic attitude of passivity in the student body. Only mass activity can stir them out of their torpor with the possible exception of those programs involving really significant political issues — for at least in doing something about these things they can feel like adults, whereas in student affairs they are ignored as children who do not deserve a say in the system which is transforming them from worthless immature beings into socially useful citizens.

A Possible Solution

The student leaders are nevertheless pointing to a solution by demanding that they become part of management too, employing the euphemisms of democracy and 'no taxation without representation'.

Although this is not a particularly healthy attitude, it is a necessary step towards the development of a more sensible concept of the university. The giving of certain power to student bureaucrats will not change the basic corporate structure of the university any more than drawing in some of the professors did but it makes a solution possible by placing arguing power in the hands of the students. Their voice can then be heard; eventually, an alliance with the professors to attain their common academic interests may force radical change.

To my mind, this change can take only one form if it is to bring about a structure ensuring that the university policy is not determined by outsiders but by members within the academic community itself.

First, the Board of Governors must be eliminated; all business "experts" should be employed as members of or as advisors to the administration. The universities must be publicly financed and fully autonomous, although individual faculties should be able to accept direct research grants.

Second, it must be recognized that the source of all power to act rests in the two groups which compose the academic community within the university, i.e. the teacher (professors) and learner (student).

These two groups, in principle and in practice, must delegate part of this power to a permanent managing body, composed of administrators, faculty and student representatives. Each group retains its own organization which runs those activities of exclusive interest to its members.

These activities which are of common interest to the entire academic community — most fundamentally the pursuit of knowledge — are dealt with jointly. There is no alienation and the students and faculty are not manipulated as mere factors of production by administrators and governors for purposes different in nature from those of the academics involved in the actual learning process. Instead, academic decisions are made by academics. The union and management concepts become obsolete in what is a co-operative venture.

A new co-operative structure is absolutely essential because the corporate university has no idea of its ends qua academic community or of the will of its real constituents.

NEXT ISSUE: THE MYTH OF A LIBERAL EDUCATION