

Did the students really gain anything?

The faculty's one day walkout is called off. They achieved their objective by getting the Board to listen to their demands.

The York University Faculty Association asked for a substantial salary increase for its members. They also demanded that they "should participate in decisions which affect the educational process of the university."

It almost looks as if the second demand was only used to ensure student support. The Association did get strong student support from the YSF and the York Sunday Movement (to strengthen their bargaining position with the Board).

The tactic worked fine for the faculty. The Board listened to their grievances on Saturday and showed some willingness to make concessions, at least in the salary issue.

Faculty members got a raise in income, which was all they were interested in from the beginning.

But the Board did not make any concessions which would affect the decision-making process in the university in any tangible way. This faculty demand can be regarded as not fulfilled. Nevertheless, association president Schindeler was quick to point out that a precedent had been set and that the board could no longer neglect faculty opinion.

Effectively nothing has been changed. Willingness of the board to listen to faculty beefs and institutionalization of faculty participation are two entirely different things. All the rhetoric in the world will not help the association to explain their copping-out to the students.

We are disillusioned with the faculty assoc-

Sold out

The faculty should be happy.

They asked for 18% and have settled for less. But they did get the Board of Governors to compromise on the previous stand taken that nobody should have access to financial matters of the Board.

But they screwed the students into holding the bag.

YUFA president Fred Schindeler told the Council last Tuesday that the faculty would settle for nothing less than 18%.

"If we get the 18%, but no power or like concessions from the Board, then we've won."

And he gave the Council the distinct impression that the Board would not budge one inch.

Thus the Council representing York students decided to support faculty demands. They appeared to be justified in their demands, and they were offering students something tangible in exchange for student support.

On Tuesday, Schindeler was full of statements like "YUFA is very 'pro-student involvement,'" and "student opinions ought to be sought in such matters".

And as a result of that meeting, YUFA garnered all the support they asked for.

Then on Saturday, they took this support to the Board, showed it to them, and thus were able to apply sufficient pressure on the Board to have some of their demands met.

But YUFA compromised themselves by copping out of their 18% demand.

Prior to Saturday, you could almost see the tears in their eyes, as they told us that without 18%, life would lose all its meaning, and York would deteriorate.

But it is obvious now that the faculty used the threat of student revolt, falsely obtained, to line their pockets.

At no time were students told that the faculty would compromise.

At no time were York students told that minimum annual wages for professors at York are only \$200 less than those at Toronto. (DBS)

At no time did the faculty offer to bring students into the actual negotiation.

YUFA used students to gain a little more money. But by their actions, they have alienated the student body.

At your next class, ask the man at the front of the room how much he is making.

Then you can tell him that his next raise is in part due to you.

Then see if he even say 'Thank you'.

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iation and their effectiveness in bargaining for student participation in the decision-making of this university.

Hopefully, the student representatives and the general student body will realize now that you cannot rely on the faculty for any help besides some kintangible moral support for our constant concern to democratize this university.

Undoubtedly, a communication gap exists between faculty and students. The one gets only involved when he wants more money, the other one likes to hang onto the faculty's coat tails because he is still hoping for the improbable. It is time for our student leaders to stop play-

ing games. They have to realize that the goal to democratize this university can be best reached by clarifying their own position and by critically asserting the role of the faculty in that program of action. Once there is clarity about these points students can go ahead and do the job at hand.

The faculty association taught us a lesson. As good students we should be able to learn from this experience. Let's start our own negotiations with the board - obviously they are willing to listen. We might even call a phony strike. As was proved last weekend, it is the surest way to get anything done around here.



Is the question really salaries?

By Duncan McKie

"If we define education as developing a person's full range of critical faculties and potential as a human and social being, then the function of the university is to stifle and repress education."

-Issue, February 1969.

The action of the York University Faculty Association raised questions which go beyond a salary dispute between employer and employee. The fundamental issue is not payment of professors, rather, the making of decisions within the university, decisions affecting you, the student, in the classroom.

It is becoming clear that the faculty and students share a common interest within the university and it is also becoming clear that a select group, the Board of Governors, which has little active concern with the quality of the educational process or the university community as a whole, has been making decisions which affect the entire community with apparent disregard for their effects.

Specifically, certain priorities have been set by administrators and departments at this university.

Firstly, professors are hired to research and to publish. The value of an academic is determined by his publications, not by his teaching ability. Indeed, if one were to examine the various departments of the university it would become evident that there are certain persons in the faculty who not only are hired to publish but have little or no teaching obligations whatsoever.

It is, therefore, evident that

those persons involved in making the decisions concerning hiring, firing, academic priorities and so on are primarily interested in departmental and university prestige through the publication of material and research and only secondarily in the quality of education at York. Because these priorities have been set arbitrarily without consultation with students and faculty, we must support faculty and student demands to bargain collectively, with the fundamental right of collective action to achieve desired ends, to take part in the decision-making process within the university and to make that participation valid, have access to all information concerning decisions made. This involves all decisions within the university, including hiring and firing of faculty and staff and decisions relating to the allocation of funds.

The primary purpose of the Faculty Association's action was to raise the salaries of position within the province.

The faculty require access to budgetary information to bargain effectively with the Board of Governors. There is, however, certain information

available which provides some insight into the position of the university in the context of the larger society. The obvious questions are these; where does the money come from and who goes to university? The fact is, the student and the wo- of the cost of university education.

"Nearly 90% of the operating costs of the Canadian universities comes from government money or from student fees. The Carter Commission on Taxation showed that a disproportionately high amount of government tax revenue came from those incomes under \$5000 - the very income group that is least proportionately represented in the university. (CUS Means Survey)"

-Issue, February 1969.

To conclude, there are persons who should be here and who aren't, because they were not in a financial position which allowed them to be. It is because of this that the university can no longer be considered as an ivory tower surveying the society. It is a part of the economic system itself and must become critical of that system. We must re-examine the criteria for admission and promotion and students must have a part in determining those criteria.

It must be remembered that the issues raised by faculty are not unique to the university, they are inherent in the tical analysis of the university structure must be a critical analysis of the society.

twas indeed an interesting production this week end with pro tem doing the pasteups while we wrote & rewrote the copy, a little slow because the big faculty cheeses got co-optated by those robber barons of robber barons... but we made deadline and so here we are four days earlier than usual... staff meeting today at 5555555555555555.