

## Revue Started Twenty Years Ago

This is the 20th anniversary of the Red 'n' Black Revue. The Revue originated to help pay for a Senior Class Party that ran into financial distress. Now Red 'n' Black gives financial assistance to the senior class, but its main goal is entertainment.

From a small beginning, when almost as many students were on stage as were in the audience, Red 'n' Black has become a worthwhile experience for all those who take part in it. However, the production has had its problems. An attempt by student officials to incorporate it into Winter Carnival came very close to succeeding. Another problem experienced in earlier years was that of the censor, who on occasion came close to crippling the show by cutting out the more "savory" acts. Despite these obstacles, Red 'n' Black has survived to become a campus tradition.

The Revue serves two purposes: It allows various campus groups like the residences to satirize current events. It also allows any "hidden" talent to be discovered by the student body.

Ten Dollar Fine:

## Man Sleeps With Girl In Lounge, Pays Fine

A house resident was recently fined \$10 for "entertaining a woman in the lounge at unauthorized hours". The couple was "sleeping together" at about 3:30 a.m. A commissionaire doing his nightly rounds entered.

Said, the offender, "The commissionaire grabbed me by the scruff of the shoulder and started shaking me. He then returned to the door, opened it, and beckoned, and said:

There's two in here. He came back with two more commissionaires."

Said the female, "They asked us for identification in a very high-handed manner, as if some great sin had been committed. One of them found a Vodka bottle, sniffed it and demanded: 'Is this yours?' It did not belong to us."

There is a regulation forbidding anybody to sleep in the lounge of a residence.

versus training for society's needs, but these professors want the two aims to be mutually inclusive, not exclusive.

Professors have suggested several courses of action to accomplish these aims.

For students who want to gamble, some professors have proposed a system where students attend no formal classes, have no formal assignments, and write no formal examinations.

That is, not until after four years.

Then the student would have to write a comprehensive examination on his field of study - an examination set by professors from another university.

The student would be assisted during his four years of study by a committee of faculty members who would plan his curriculum. Under this system, a student could for example, study two such diverse subjects as mathematics and psychology. Professors hope new knowledge would arise from this new combination of courses and academic freedom.

Less drastic curriculum reforms include cutting down on compulsory courses to al-

(See page 10, column 1)

Duff-Berdahl Report:

## Professors Discontented

HAMILTON (CUP) - A discontent is spreading on Canadian University campuses - not among the students, but among the faculty.

Professors have decided they want more say in planning the aims of education. But the present organization of authority in universities almost entirely excludes professors from responsible planning positions.

In Ontario, where 14 provincially-assisted universities and close to 5,000 faculty employed by them almost constitute a 'multiversity', tensions between professors and administration are nearing a critical point.

In answer to this cry, each Ontario University has established committees to consider re-organization of internal administration and governmental structure.

Three groups are involved: the non-academic administration which is supposed to control only the daily func-

tioning; the faculty, whose role has been, until now, mainly teaching; and the board of governors, or trustees, whose original duty was to control finances and raise funds.

Re-appraisal of the traditional responsibilities of these three groups has been prompted by the publication of the Duff-Berdahl report this spring.

The report, commissioned "to examine charges... that scholars no longer form or even influence university policy, that a new, rapidly-growing class of administrators is assuming control and that gulf of misunderstanding is widening between academic staff and administrative personnel..." found all charges to be at least partially true, and blames defective university government structure for most of the present tension.

The cry for re-organization is being echoed by a second and smaller group of faculty, but for reasons more subtle and fundamental.

This group views the present orientation and structure of universities not as mere outmoded left-overs of a more 'humanistic' era but as a fulfillment of 20th century technological society.

Our universities are directed towards the wrong ends, they chorus. And their rallying cry could be summed up in a quotation from Lord Bertrand Russell, British philosopher:

"We are faced with the paradoxical fact that education has become one of the chief obstacles of intelligence and FREEDOM OF THOUGHT."

A prominent McMaster professor states his contention in a soon-to-be published article on curriculum: "The chief purpose of the curriculum in all Canadian universities is... to facilitate the production of personnel necessary to our North American type of technological society."

Although the Duff-Berdahl report opens the door for discussion, many professors find it basically false because "it prevents the question of university government being raised in terms of the purpose of the university."

They want to switch the debate from university government to a discussion of what a human being should be concerned with knowing.

"We want the university to have at least a double aim - the training of Personnel for society's need, and the proper education of individuals who want an education," said McMaster's faculty association head.

And in brief reports and private debates, professors at McMaster and other universities across the country, have been urging that those few students capable of true study be allowed to do so.

This is an old argument - education for education's sake



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