

'Question of national independence'

# TA hopes York will become truly Canadian

By MIKE SAVAGE  
Will we always be an Americanized multiversity? McLaughlin tutorial leader John Huot hopes we will try to develop our own distinctive Canadian university.

Huot debated the problem with Rick Blair, a fourth-year history student, on Friday afternoon in a lecture hall in the Ministry of Love.

The question is "what we as Canadians want to be, and what we want to do together," Huot said. "It is a question of national independence. We slip past the essential question if we discuss numbers of U.S. and Canadian professors."

Huot discussed the Watkins Report on foreign ownership of our economy and the "extent and consequences of domination of our economy by the U.S." There is the problem, he said, of "absorption of Canadian universities into providing the kind of person and kinds of skills that will fit into a branch plant economy."

Huot quoted figures to show that the growth of the economy is being determined by the branch plant economy and not within Canada itself. Investment in research of the gross national product is 1.4 per cent in Canada, and four per cent in the United States. There is less need in Canada for research because of U.S. ownership, and the research is being done in the U.S. by parent companies.

The first dimension of the problem is the domination of Canadian universities, Huot said. First, the nationality of professors is borne out by statistics. Second, the country of training is evident when "perhaps 75 to 80 per cent of people teaching at York have been trained in the U.S."

Thirdly, what is taught? "Predominantly, it is U.S. methodologies, many of which have been developed by the

Pentagon," Huot said. He said there are several kinds of courses, neutral courses, where the methods used are American, and Canadian courses, where "we don't talk about the U.S."

Finally, what kind of research is done, and for what purpose? Some consequences of these courses is the Americanization of our attitudes, and hopes of building an independent Canada. There is a confusion in Canadian identity, an inevitability of our becoming a fifty-first state, Huot said.

Blair said the problem was that "Canadians aren't getting jobs and Americans are." He felt we should study the "effect of U.S. influence on York and other universities."

At one time it was people coming from middle and upper class levels who went to university. Since then there have been a rise in the number of people going to university, Blair said.

There are three alternatives. Keep the university small and first-rate, become large and hire second-rate Canadians to teach, or become larger and hire the best people, Blair said.

The last alternative "required a large number of foreign teachers" Blair said. "I don't think we should complain about this event."

Blair quoted figures to show that in the humanities and social sciences Canadians had only two-sevenths of the doctorates in this country. From statistics, Blair felt, he could draw two conclusions. There are few Canadian doctorates, and there is an imbalance between the disciplines. For example, there were more doctorates graduated in Canada in philosophy than in most humanities and social sciences combined.

"Instead of criticizing the Americans we should be thanking them for setting up a system which enables us to get the higher education we need," Blair said.



Irving Layton makes a point at Tuesday's Americanization meeting — see story below.

Steve Harris, an MBA student, wondered what the American professors are bringing with them. "They are bringing this idea of the university in one place, then growing bigger and bigger. Growth

is good for faculty," Harris said. He felt that American professors have the tendency to think what they did in the United States was good, so they come here and try the same thing.

"They're giving us a snow job," Harris said. In Ontario there will be no new universities until 1975, Harris said. "In four years we go from 9,901 to 18,170 at York."

## Prof, student views differ over U.S. faculty at York

By SHELLEY COOPERSMITH  
A panel of York students and professors discussing "Is nationalism necessary for a national identity" seemed to end up discussing how we should go about building a national identity Tuesday afternoon.

The only real point the panel members agreed on was that Canada's national character can be strengthened, and that such strengthening is desirable.

John Lancaster, a fourth year English major, said he was "a victim of Canadian indifference more than American takeover." He complained of the lack of Canadian studies for example in literature in Canadian graduate schools, explaining that more universities in the United States offer post-graduate studies in Canadian literature than do Canadian institutions.

Robert White, a native of Kentucky teaching in York's department of English, called for more outspoken patriotism on the part of Canadians to counteract the U.S. influence that seeps through the 49th parallel.

"Why are Canadians so damned diffident and timid? Canadians have to be aggressive and hurt their fathers," he said.

Ramsay Cook, a history professor, said he teaches and does research in Canadian studies. He expressed the familiar idea that the university is "not primarily a place of national identity but first an institution which seeks knowledge, using materials from the nation."

Referring to the recent articles in EXCALIBUR by Glen Williams on York as a U.S. branch plant, Cook rejected "the EXCALIBUR rhetoric" as being "typically American."

He said he would be willing to teach the Canadian content courses proposed in the article "if the language used is less pejorative, and if material can be found."

Williams, also on the panel, replied that Cook had not dealt with the problem which involves "basically two issues: the American branch-scholarship — that is, Canadian acceptance of American universities' educational standards; and Canada as a satellite of the U.S."

"We are not being taught an awareness of the fact that Canada is a colony," he said.

Irving Layton, a prominent Canadian poet teaching poetry at York, spoke with exaggerated sarcasm. There is "no doubt that Canada has been taken over to a

certain extent economically and perhaps culturally by the U.S.A," he said. "But whose fault is this?"

Layton mentioned the benefits of the United States to Canadian culture. "Our culture would have been a disaster without the U.S. . . We would have become like Australia or New Zealand, Good Heavens!"

He defined a Canadian as "an American dragging one foot behind."

Layton and Cook criticized Williams and EXCALIBUR for "attacking" U.S. professors at York.

Williams said EXCALIBUR's protest was not a "witch hunt," and was not against the surface manifestations of Americanization but directed at the whole underlying philosophy.

"Why is there no course at York dealing with the reality of Canadian culture?" Williams asked. "The decision is not made to present reality through a Canadian perspective: American materials are used."

"Canadians have always been a colonial people, first to the British and now to the Americans," he said. "Canadian history deals with two major themes: our formal independence from Britain, and federal-provincial relations, which is a politicians' game."

Founders College master John Conway agreed with Williams and said history has neglected the deep-rooted problems of Canadian society. He added that we should blame ourselves for the lack of intellectual history, and for the fact that we do not learn how to think.

Cook feared a reactionary "protective attitude" in which we might not value culture objectively, but on its Canadian content. Williams said that the issue is "not just Canadian course content," but "an accepted methodology from the States — the so-called 'value-free' methodology."

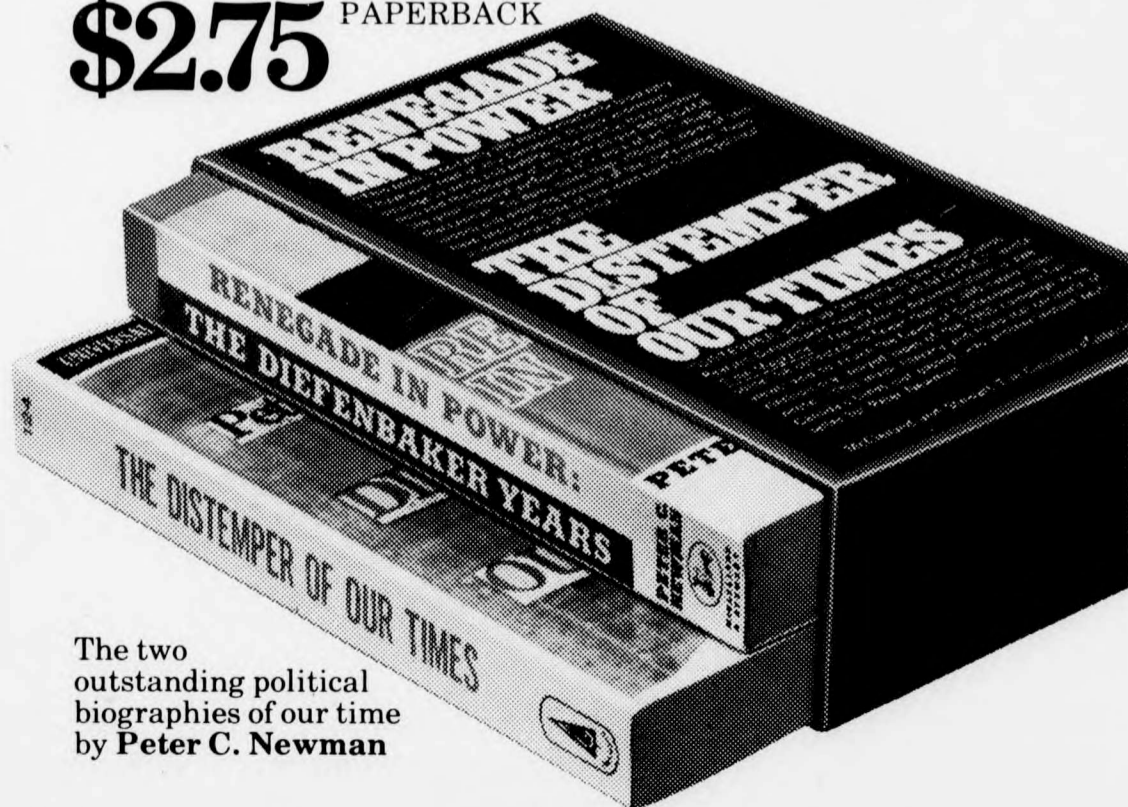
Layton claimed we need "a socialist policy, or at least takeover of the economy first, so that we can reclaim our resources from the U.S."

The debate was one of a series of "happenings" sponsored by College E.

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