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 A forum for comment and reaction. Excalibur will accept columns, comments, and cartoons from any member of the university.

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 Excalibur's offer of free space to student reps. **1**
 Total articles received

Academocracy-students and power

by Mary Lucas

This is the first of a series of articles on the structure and function of the university, and academic reform. In most cases, the authors of the articles are writing from experience which is very different from ours at York. We are a young university, with a young faculty, and a generally sympathetic administration. In our striving for "academocracy" we are not confronted with a "shut-up-and-sit-down-you-are-here-to-learn" attitude. If our voice in university affairs is small, it is growing.

This is a far different situation from that in which a great number of these authors find themselves. They are often faced with an entrenched administration which refuses to relinquish its

grip on power. As a result the authors may have quite violent views on reform. I do not suggest that we follow these ideas at York. Violent proposals here at this time would be a cheap substitute for thought and effort. However, the violent view is widely heard, and we can't ignore its existence in such a series of articles.

I will reserve the right to comment on these articles, especially when this means bringing some point of the authors to bear on the situation here. I would appreciate feedback from the student body. Send any comments to Excalibur.

The following articles briefly discuss some of the important but usually overlooked questions of reform. It is a Canadian Union of Students publication, printed in its original form, but the italics are mine.

by **BOB BALDWIN CUS**
ACADEMOCRACY

University government has been a widely debated issue on campuses coast to coast in Canada, particularly since the publication of the Duff-Berdahl Report in 1966. It is not surprising then, that it has been a matter of great concern to the Canadian Union of Students — a concern which has manifested itself in the passage of hotly debated resolutions at CUS Congresses.

It is safe to say the continuing dialogue on university government, or academocracy, if you will, is functionally related to a progressive refinement of thought on the problem. However, the question must often arise whether present thinking on this matter is adequately grappling with the multifarious principles involved.

The author's fear with regard to that thinking has been provoked by what are usually overly institutionalized discussions of university government, (i.e. student discussion of university government frequently involves only how many students, if any, should sit on the Senate or Board of Governors of a given university). The problem with an institutional approach which admittedly has some value to it, is it often overlooks the theoretical basis for student participation in the governing bodies of a university, and the implications of such student participation. For instance, very few analyses of university government are prefaced by a discussion of the nature of the university and the functions of the component constituents (e.g. students, faculty and administrators and other employees) within it. Without this type of introduction, it seems to the author that university governmental structures are being suggested without any consideration being given to the integral relation of structures of functions. To quest for structural reform without a basic analysis of function is, in all likelihood, to push for a move from one inappropriate governing structure to another equally inappropriate one.

It must be made explicit that *an analysis of the way in which the role of student will be altered by student participation in the university's governing is an essential prerequisite to a thorough study of uni-*

versity government. This analysis must include more than a commentary on the governing process itself, it must deal with the whole matter of the orientation of students to the academic community — in other words the way in which students relate to and are involved in the academic community. It must particularly deal with the ways in which democratizing the academic community will affect what transpires in the classroom. The classroom, which is probably the most pertinent area of the university to most students, is surprisingly enough, the least often considered area in discussions of university government.

One further problem which must be addressed with regard to university government reform, or academocracy, is the societal effect of university government.

The meaningfulness of this problem may not be self-evident. However, consider for a moment that even the most cursory glance at the world must lead us to believe that the ability to cope with democracy is not innate in man. In fact, it must be realized that depriving people of the power to determine the nature of their own existence is simultaneously eroding the potential of people to determine the nature of their own existence. At some point then, what effect receiving an education for fifteen to twenty-odd years, (the nature of which is determined entirely by someone other than a student,) has on the student's ability to determine the nature of his existence must be considered.

In other words, what is being asked here is *whether years of participating in an undemocratic education is not in fact eroding students' potential to cope with a free and democratic society.*

While this note on academocracy has been devoted mainly to a critique of the work done thus far on university government, it is to be hoped that most of the essential questions which are subsumed by that topic have been clarified to some extent or other.

The view from the bottom of the pile.

a weekly column by Larry Goldstein and Stuart P. Hertzog

Dean Saywell may be resigning. On the CBC program THE WAY IT IS Sunday last he stated that he would resign if any student could name one member of the York faculty who was the victim of a Purge of the Left. Well, we can.

His name is Richard Pope, Mr. Saywell. You may not even remember him. When "his contract was not renewed" as you rather euphemistically call it, dozens of students signed a petition asking that he be reinstated. These students included a Rhodes Scholar candidate, a Woodrow Wilson Scholarship candidate and the President of the Glendon Student Council.

But that didn't matter to you. He was fired and that was that. How about you keeping your end of the bargain, Mr. Saywell? Because Dick Pope was a leftist.

He was a lousy administrator but a brilliant teacher. He was asked to come to Glendon and was assured that he would eventually head the Social Science Department. When the plans for York were changed he opposed them. He, like others, had come to a small liberal arts college and was now faced with the prospect of another multiversity. His objections were over-ridden and he never got his promotion. Rather than quit, as many of his colleagues did, he decided to stay on as a teacher because he still believed in Glendon.

But Dick was a leftist and was fired in 1967. He wasn't even a Marxist but rather a humanist. He was a fine man and a great teacher. But he was a lousy administrator because he gave his time entirely to his students. A lot of us were always at his house. It's too bad that he is not still with us. We could do with more people like that.

Especially now that we might be missing a dean.

We think that we ought to take an ad in sixty-four Ontario newspapers, like the Ontario Secondary School Teachers Federation. Too bad we don't have the money. Then we could produce something like the one printed above. But if we did, our ad would look something like this:

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A letter of concern regarding the secondary schools of Ontario

We, the secondary school teachers and principals of Ontario wish to express our confidence in the young people in our secondary schools. We regret that their educational experience has been interrupted in recent weeks by the irresponsible conduct of a few students, trustees, parents and organized pressure groups.

We believe that the unrest among some students in our schools is symptomatic of the revolt against all forms of authority within our society today, and that this revolt has been further aggravated by sensational reporting by the mass media in some centres.

According to the education statutes of Ontario, the principals in our secondary schools are charged with the responsibility of "maintaining proper order and discipline in the schools" and for treating their students as would a kind, firm and judicious parent. The attempt of our principals to carry out this responsibility in an increasingly permissive society are meeting with resistance from a few irresponsible persons within education and from outside pressure groups.

As a group charged with the responsibility for educating the youth of Ontario, we solicit the cooperation and support of all citizens in our attempts to educate responsible citizens for a democratic society.
 Ontario Secondary School Teachers Federation, R. M. Smith, President, D. S. Felker, Gen. Sec'y.

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A letter of concern regarding the secondary school teachers of Ontario

We, the Society for the Encouragement of Real Education in Ontario, wish to express our confidence in the young people in our secondary schools. We regret that their educational experience has been stifled by the psychotic conduct of a few teachers, principals, and school boards.

We believe that the unrest among students in our schools is symptomatic of the healthy revolt against all forms of corrupt authoritarianism in our society and should be encouraged rather than stomped on by sensational editorializing by the owners of the media.

Anyone who gets up tight about short skirts and long hair should not be allowed near healthy, alive young people. They are weird and should submit themselves to psychiatric examination. The attempts by principals to carry out their outmoded ideas in an increasingly permissive society poignantly illustrates their stupidity and should be resisted by students, educators and outside pressure groups.

Since the education of the Youth of Ontario is the concern of every thinking individual we solicit the cooperation and support of all citizens in our attempts to educate responsible citizens for a democratic society.
 Society for the Encouragement of Real Education in Ontario. L. Goldstein President, S. P. Hertzog Gen. Sec.



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