

# Modes 171

## The faculty viewpoint

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

In our last issue, Excalibur damned all and sundry involved with Modes of Reasoning 171. After an interview with Prof. McFarland we have seen that the situation is not as grim as it seemed and that the future holds some change in the Modes situation.

We still maintain that the situation is a fiasco that never should have developed, but we are again appreciative that York has an atmosphere that makes it easy to admit mistakes and to take steps to remedy a bad situation.

On Thurs. Nov. 7 several of the intrepid Excalibur staff interviewed Prof. McFarland about Modes of Reasoning, in order to present you with his defense of the course.

Firstly it should be affirmed that McFarland did not intentionally try to screw the students who presented the petition to him. In a senate brief issued to all faculty at the beginning of the year, a major cancellation of classes required a senate decision. In McFarland's view, cancellation of classes for 1825 students was a major cancellation. This is the reason that the students who brought the petition to him were told there could not be a meeting of the faculty and students over this issue during a lecture hour. Upon taking this statement to the senate secretary the students were told that this decision was indeed one for McFarland, so you hasty people who called liar on him, think again.

While in the office I was shown a letter of apology from Mr. Farr of the senate about the mix-up over this cancellation of classes. In an attempt to achieve some sort of settlement on the issue a representative from each tutorial will be present at a meeting where the faculty of Modes will be open for constructive criticism. This group will attempt to justify or rectify situations surrounding the course.

For those who have looked forward to better things, as you read this issue you are involved in a new and different part of the course in which you will be presented with logic in relation to such subjects as Natural Science, Social Science, Aesthetics and Theology. Another optimistic note is that last year the symbolic logic lasted until Christmas.

Asked about a division of logic into courses for science and arts McFarland said that "it is important for an arts student to have a grasp of what science students study . . . to make him a civilized person".

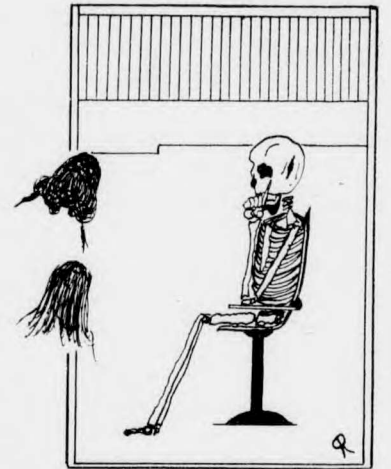
There was no opposition to the courses in Modes last year for that same reason, that there was a choice of courses in Modes. The idea of the one course of fundamental logic was implemented this year as an integrating course for all first year students in the general education program. A compulsory course in modes of reasoning was thought to be superior in value to the student rather than a course in statistics or math modes which a student could choose as an option but would not be of as great value to him.

About next year, McFarland said that this matter of a variety of courses and the compulsory aspect is now under discussion by the general education committee.

One of the biggest problems facing the Modes faculty is that of practicality re format changes, and that is one of the major reasons that the televisions are used despite all evidence of lack of proper communication.

McFarland also said that he would really like to see logic taught from the secondary school level on, because of its value.

In all, McFarland, despite all rumours and stories to the contrary was very co-operative and willing to listen to suggestions. It appears almost certain that there will be some changes next year and the most useful thing that all those concerned with modes can do is to contribute their constructive suggestions.



"It happened last year in Modes. They say he fell asleep and just never woke up."

## A view from the bottom of the pile

by Larry Goldstein

Fisher and Crowe, the Laurel and Hardy of the Telegram, (which is itself the joke newspaper of Toronto) commented Oct. 30 on the Secondary Schools parody we wrote.

They said, "The editors of the media . . . have fairly uniformly supported students in the issue symbolized by the teachers' ad". That is an outright lie. The ad was a blatant example of the authoritarian nature of our society and especially of the teachers' efforts to maintain this type of society. And the media . . . need almost all of "adult society" support this society.

Our Society is rotten to the core. . . managed to pollute almost everything it touches. We have managed to sell out the independence of our country to foreign investors so that we can have a higher material standard of living. We spend millions of dollars on materials to burn houses and stand aside while others starve.

We humiliate our minorities and we exploit the depravity of the television commercial. We spend millions on useless obsolete weapons while students grovel for loans and . . . We allow shiny useless edifices to glorify somebody's name . . . built while our library shelves are empty.

Since all these absurdities and more are . . . common knowledge we must ask the question why . . . these obscurities flourish? Either we as a race are irrational or . . . an explanation.

There are some people . . . read . . . except the former premise and cop out . . . that it might be true in . . . there is rationality there is hope.

It is the optimists . . . have come to the realization that the . . . authoritarianism and it is this that . . . the media and the businessman . . .

Without an ob . . . mission by authoritarians the society . . . that if only 2% of the young men . . . there would be no armies.

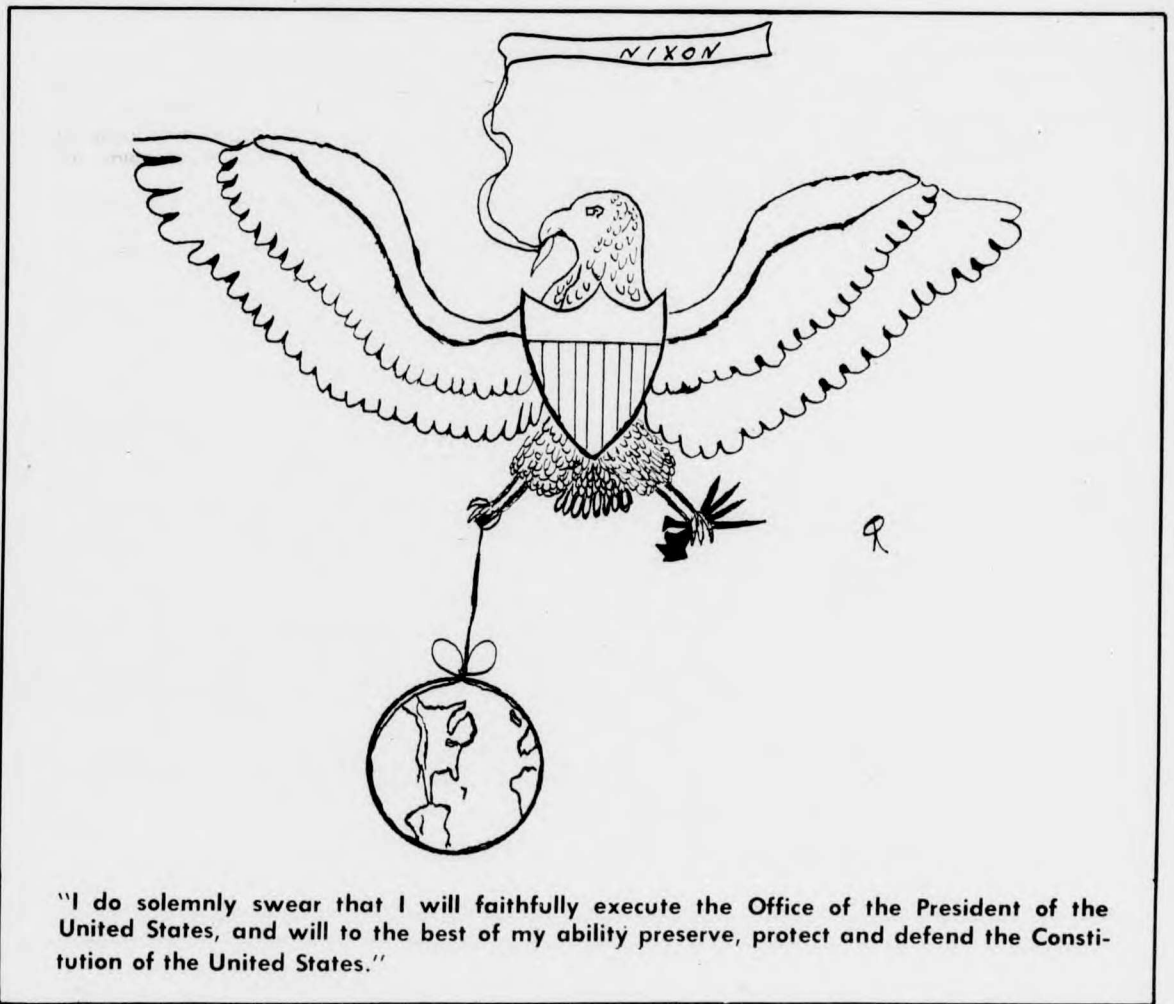
We believe . . . age refusing to submit can effect real . . . these people cannot be coerced.

The logical . . . to become educated is at the university. Right . . . a cog in the wheels of society . . . injustices would begin to be . . .

The "liberals" . . . where else, are unconscious lackeys of society. They . . . which make things a little more . . . but back . . . with proposals that involve real . . .

Other . . . are some, but not many, who are against the . . . However, more and more of us are . . . no authoritarian society will defend itself with harsher methods. Understanding this makes us prepared.

Because the problem is partly a generational one, it is to be expected that people like Fisher and Crowe don't understand it. A newspaper that features them, along with Lubor Zink and Mackenzie Porter can't help but try to destroy our idealism.



## Major change in grading system

by Marilynne Glick

The Committee on Examinations and Academic Standards (CEAS) has met frequently this year, but as yet none of its proposed legislation has been presented at council.

As an experiment for this year, it has been decided that the committee shall not rusticate first year students who fail two or more courses at mid-term. The real value of the mid-term grade review for first year students is to be found in the interviewing not the actual rustication.

In future the student with one failing grade will be advised to see his adviser or instructor; the

one with two or more failures will be required to see his adviser or instructor and his college masters.

The former grading system, where the letter grades stood for 100 possible different marks, is to be replaced by a 10-point system. Advantages of this system are that it 1) eliminates the inequities in averaging resulting from the unwillingness of some instructors to use the higher percentages in the A range 2) most other Canadian schools outside Ontario use this system 3) an instructor will not have to worry about the exactness required by the percentage system 4) students would be able to combine half courses from different departments.

Departments will be able to decide independent of CEAS, whether an examination should be held in a course.

For the protection of students, professors are required to tell students by Dec. 11 whether there will be a final exam and if so the ratio of term work to exam work.

Other questions the committee will be discussing are the relevance of the year system versus a system of credits — why can't a student count summer courses? Why can he not take 5½ courses one year and 4½ the next? And an optional pass-fail system. If you are interested in these subjects call me up or submit a brief to 138 Founders, Marilynne Glick (781-4994).