

WLUFAs Kill All Student Participation

Waterloo Lutheran Faculty Association (WLUFAs), at a meeting last Wednesday effectively killed all student participation in decisions regarding the hiring and firing and tenure considerations of faculty members.

At the meeting the executive brought in the interim report drafted by a joint WLUFAs/SAC Committee last December. In a highly unusual procedure the WLUFAs executive made no statements regarding the report but rather threw the floor open for discussion. The allotted time for discussion of the report was 45 minutes.

Professor Stingelin of the History Department stood up and took the floor first. He made a motion that WLUFAs should affirm their present policy that was passed last year and allowed for no student participation in regards to hiring and firing and tenure.

In a highly unusual procedure, the Chair, Professor Blackmore, allowed this motion to stand even though it was not directly relevant to the report being discussed.

Several members, notably Professor Shelton, then spoke in support of Stingelin's motion.

There were also several im-

passioned pleas to pass the new policy as envisioned in the interim reports.

Some discussants also pointed out that if the motion on the floor was passed this would prevent further action on the policy recommendations put forth by the interim report.

Regarding the latter point the chair decided that if the motion did pass this would constitute a refusal of the interim report. Further WLUFAs would drop all considerations of the new position proposed in the report.

When Professor Stingelin's motion was voted upon by secret ballot it carried with a vote of 35 to 17.

WLUFAs also decided to ignore the findings of the Professor evaluation survey composed by Professor Morgenson. Several members felt the survey was not a survey of teaching ability but rather a popularity contest.

It was generally felt that if the results of the survey ever did reach their merit committee the results would be misinterpreted. WLUFAs felt that an opinion survey should not determine faculty raises.

However the survey will be continued and the results will be published by SAC.

INTERIM REPORT BY THE WLUFAs-SAC COMMITTEE

This is the report that was turned down at a general meeting of WLUFAs last Wednesday.

I PREAMBLE:

1. The Joint WLUFAs-SAC committee recognizes the value of a direct student contribution in departmental decisions concerning recommendations to the Dean in the consideration of the awarding of second and subsequent contracts outside the purview of the tenure committee.
2. The WLUFAs-SAC committee also recognizes the differences in departmental organization, size and operation.

II WLUFAs-SAC RESOLUTION

1. That in the matter of second and subsequent contracts outside the purview of the tenure committee, a Contracts Committee be struck in each department.

III DUTIES OF THE COMMITTEE

1. Each committee must meet prior to contract recommendations being made to the Dean.
2. Each committee shall consider all information relevant to the issue of such contracts but shall not consider cases where the faculty member indicates his intention to leave the university and requests in writing that his case not be examined.
3. Each committee shall make recommendations to the departmental chairman, who shall forward them to the Dean.

IV COMMITTEE COMPOSITION

1. Each Departmental Contracts Committee shall be composed of students and faculty in the ratio of not less than two (2) students to three (3) faculty including at least one junior and one senior faculty member, where possible.
2. The individual under consideration may not sit on the committee.
3. Faculty representatives shall be selected by procedures determined by the department.
4. Student representatives shall be selected by procedures determined by the major and honours students in that department.

V PROCEDURES

1. The department chairman shall inform each faculty member concerned under I. 1.
2. When a request for exemption is received under III.2, the committee shall recommend, without discussion, that no contract be issued.
3. The individual under consideration has the right to make a presentation to the committee should he so desire.

CORD WEEKLY

WEDNESDAY, FEBRUARY 3, 1971

GENERAL SAC MEETING TODAY 100 PM ballroom

SAC TO THREATEN FINANCES

Jim Lawson, SAC President wanted this article pulled from the Cord. He felt that printing this article would be seen as an act of not bargaining in good faith. In his considered opinion the actions proposed would put undue pressure on the senate and consequently be reflected in their eventual decision.

This article is a news story and I would be derelict in my duty as editor if I did not print it because of political considerations.

It is fact that SAC is considering the steps outlined. It is too bad if this seems like pressure—however, all political decisions are made because of pressure and lobbying.

Tonu Aun

Executive members of the Students' Administrative Council met Sunday evening to endorse the proposals of the joint faculty-student committee rejected by the faculty members last week. These proposals recommended student participation in the decision-making process concerning contract renewals at Waterloo Lutheran.

S.A.C.'s resolution was presented to President Peters early Monday morning prior to a Senate executive meeting.

Student senators have voted to demand an emergency meeting of the entire Senate late next week. Should the Senate reject the proposals regarding student participation, S.A.C. will attempt to fight the university on financial grounds. Student action would take the form of circulating a petition among the student body asking that:

- 1) the Department of University Affairs withhold the funds which constitute 50% of WLU's operating budget
- 2) the Department of University Affairs set up an arbitration board (ne-

gotiation on this campus having come to a standstill)

The arbitration board would consist of —a member of the Department of University Affairs

—a member of the Canadian Association of University Teachers

—a member of the Association of Universities and Colleges in Canada (representatives of university administrations)

—a student appointed by the Students' Administrative Council.

Also, S.A.C. will begin to flood the media with news releases concerning the campus situation.

The decision to fight the University on financial grounds arises from the fact that WLU operates on a tight operating budget and both government and private donations are necessary to its existence as an academic community.

This form of student action is of a more positive nature than a student strike; it would also be more effective, for the following reasons:

—there is no guarantee of general support for a student strike, and the effect would be ludicrous with the lack of such support

—in the event of a student strike, professors would, in all likelihood, continue to hold classes, give assignments (and collect their salaries); thus, the students would be jeopardized in obtaining credits for the courses in which they are already enrolled (this problem would be most acute in the cases of those students who wish to graduate)

—a student strike would drastically polarize student opinion, most likely eliciting the greatest support for the faculty, which would then be increasingly encouraged to reject student demands

S.A.C. urges all students to attend the general meeting of the student union this afternoon (Wed. 1:00 p.m.) in the student centre ballroom.

HISTORY OF A DREAM

by Theron Kramer

I had a dream. It was a long dream and like most dreams at times it was very real but at times I could hardly believe what was happening—for the dream was full of contradictions but also replete with trust and hope.

It started with Rumor (who appeared often in the dream) saying: "He's been fired." And then there appears the Saint who says: "I wanted to tell you, the students, before you heard it elsewhere or read it in the Cord that for the good of the University Community I have recommended the non-renewal of Professor Hartt's contract." The Saint comes into focus. It is Dr. Little-Chairman of the Philosophy Department. There are cries of despair, hurried meetings where respected faculty declare: "We, the concerned faculty, got this

decision changed last year we'll do it again." And students voicing confidence and trust that in a community like this, if a significant number of the majority group want something they will get it. Not a nightmare—nice dream—trust and hope. The President telling us he wouldn't let it happen if the "numbers game was being played unfairly." S.A.C. striking a committee to prove just that and asking administration to hold processing contracts until they could investigate. Request granted.

The scenes switch rapidly. 1El. All those people—stupid dream—unbelievable at WLU. Whispered discussions by faculty and other department chairmen: "No chairman would voluntarily cut his department." "But he did." "I don't believe it; some pressure put on from somewhere or else. . . ." Rumor again.

The committee reports: Department Chairmen were asked to consider cutting staff because Board of Governors won't allow more staff hired (economic problems) and because of shifting enrollment some departments are desperate. Dr. Little volunteered (in consultation with tenured members of his department) to cut his staff. Decision made based on student-professor ratio and the assumption that adequate program could be offered with higher ratio. Seniority the only consideration in who goes. Professor Hartt has least seniority. Goodbye Professor Hartt. But wait! Philosophy stands somewhere between sixth and ninth out of seventeen departments in student-faculty ratio (figures difficult to verify). Professor Hartt should stay! But no—the President has said this is an academic

(continued page 4)

"Students are neither children nor barbarians..."

The case for student parity

This article sets forth the reasons why it is essential that students achieve parity with faculty in the decision-making bodies of the university. The central argument is that it is only students who can begin to transform the traditional university, often called "the ivory tower", into a university where the ideals of freedom and equality and relevance to social needs are the focal activities. This article is reprinted from the University of Toronto Varsity, written by political economy graduate Gary Webster.

THE ASSUMPTIONS UNDERLYING this discussion are at radical variance with the conventional wisdom concerning the nature of the University of Toronto and other institutions of higher education.

It is posted that: the university is not now primarily a place of freedom but rather a place of conformity, authoritarianism, training rather than learning for the vast majority of students; that staff are not employed primarily for their qualities as "helpers in the learning process", but rather on the basis of the conservative criteria of a classic guild whose major purpose is self-preservation and self-perpetuation; that the primary interest of most staff members is not teaching but status, salary, comfort and professional advancement; that students are neither children nor barbarians to be civilized, but are sensitive, thinking adults, whose range of experience is different than, often more limited in range than, that of the teacher, but is not necessarily less valuable in the academic world for all that; that the "utilitarian" vision of the university held by some faculty as the ultimate horror is in fact an accurate description of the socializing role played today by the University.

The rhetoric of academic freedom and academic competence is a mask for just this sort of "community of scholars."

While the present University is the capstone in the process of training elites and their professional sidemen, and inculcates values which tend to alienate the "properly finished" student from the bulk of the population, the good university must be democratic in aim and form.

Its product should be a man with healthy (i.e. not elitist) attitudes toward all of his fellow citizens; with a capacity to think critically about his environment and his society, and to analyze the role which his work plays in helping or hindering the improvement of that milieu.

He should be a man who never takes the constituted authority's professions of wisdom at face value when he has the time, the interest, the personal resources to check up on its assertions.

HE SHOULD, IN SHORT, be a free and equal member of a community of free and equal men (equal with respect to political power; not to personal qualities.)

He should also be a man capable of performing some specialized social role with a measure of competence at least equal to that demanded by society as a minimum criterion for useful fulfillment of that role with the

exception of teachers, and some researchers whom the University does specifically **train**, however, university graduates should in general be equipped with a talent for learning about and adapting to their chosen profession's job requirement, rather than given specific job skills.

GIVEN SUCH A PRESCRIPTION for a good community, there arises the question of the relationship of student involvement in teaching, hiring and promotion to the achievement or approximation of such a goal. In the ensuing discussion, equality with staff is assumed as a **minimum** requirement for the creation of the proper learning environment.

On almost all committees, total or majority student control could be justified on the grounds that the students alone are primarily interested in the creation of an environment where learning how to learn gets top priority. At least a parity position is also required to destroy the colonial mentality which the entire structure of education has up to now created in students (and most adults).

Free and equal men exist only in a context of equally shared power to shape the environment. After a transitional period in which the entire educational atmosphere is transformed, and teachers again become interested in teaching, the principle of equality of every staff member to every student will be perfectly acceptable.

In the transitional period, the principle of equality is best expressed through the instrument of parallel structures. The dangers to development of free men posed by a student elite are nearly as great as those created by the elitism of the faculty: thus mere parity on decision-making committees must be rejected. Joint-negotiating committees responsible to the two constituencies would work out details of agreements. This system is now in operation in PSA at Simon Fraser, in Social Science departments at Regina, in Political Science and Management at McGill.

Beyond the department level, parity on committees is the only workable solution. After the transition period, the principle of one-man-one vote should be implemented at all levels — although a representative mechanism will be needed beyond the classroom and departmental levels.

The concept of a continuum of teachers and students proposed by Professor Etkin (a faculty member of CUG) is a fruitful one, so long as it does not lend to hierarchical patterns of human relationship. Teaching is, in fact, the best stimulus to learning.

The best teacher (esp. in a tutorial role) is not an older student but one's peer, as experiments at primary and secondary levels have shown. Rather than extend the teaching assistant concept, which is not a very successful one, we should stimulate a system of mutual peer education under the guidance of an experienced senior specialist. This plan could be very usefully integrated with the Friedman-Aristol plan of giving students power to purchase their own education. Part of the purchasing power provided should be pay — as recognition for their teaching role **vis a vis** other students — while part must be subsidy (in the case of more costly courses) and part a loan. The Friedman plan of course requires elaborate safeguards to protect non-conforming students from governments. A grants Commission on which students (or people directly responsible to them) had parity would go a long way to meeting this problem.

THE POWER OF APPOINTMENT must devolve onto (1) policy committees based in the parallel principle and (2) **ad hoc** selection committees where decisions are made by representatives (rather than delegates) area.

There is no reason at all why students cannot get access to the same information presently available to staff on hiring committees — if the Chairman and others with relevant information will provide it. Teaching ability most certainly can be assessed here — and there is an available student input from many other universities.

One of the disgraces of the present system is that while much of our hiring is done at prominent Ivy League and State Universities, in many of which highly respected and public student evaluations are published annually, those now in charge of hiring have apparently made **no** effort to find out what students thought at those institutions.

If the argument is advanced that a new Professor would not want students to have a look at his dossier and we will thus lose good men, the response is that we must redefine what we mean by "good". So much of the argument against student involvement in staffing repeated **ad nauseum** in briefs is based on the professor's unwillingness to be seen as a human being by his students.

We must demystify the teaching role and those who are unwilling to be judged by their actual rather than by their imagined qualities will have to be dispensed with. An analogy to colonial affairs could again be made: the white man took great pains never

to appear in a human role before the natives.

IN THE CASE OF PROMOTIONS, the argument for equal involvement of students on a parallel structure basis is very strong. It is admitted by our most frank academics that they really know nothing about their colleagues' teaching performance. Yet the case against student involvement is usually based in arguments about the students' ability to judge one's professional contributions. This argument falls down, first, because the seniority and greater familiarity with research standards of certain students is overlooked; it is to be presumed that students, being, like staff, intelligent and concerned, put on a good show, will give a keen ear to the voices of the senior and graduate students among them who can help them to evaluate research and publications. In many cases, a mere reading of book reviews in professional journals would provide considerable enlightenment. The principle of collegiality, which is often invoked against student involvement, must simply be redefined.

Henceforth it will be necessary for faculty members to be able to get along as human beings with students as well as staff. Collegiality up to now has in any case often been used as an excuse for weeding out the non-conformist whose approaches to subject matter were often most stimulating to students. The truly destructive individual will be deprecated by students as well as faculty.

The argument that students will promote those who curry their favour seems based largely on the projection of guilt from old to young. The young are far less susceptible to the blandishments of apple-polishing than are numerous Departmental Chairmen and Senior Professors.

What has the Professor to offer the student except a stimulating learning environment? Easy grading is more often regarded with contempt than with fondness, despite the myth reigning among the professoriate. Moreover — if we de-emphasize grades what has the professor left to offer but his creative faculties?

THE MOST TELLING ARGUMENT in favour of student involvement in hiring, promotion and tenure (if we retain it) is the far greater tolerance of the young for new and challenging ideas. While the professorial establishment has a vested interest in perpetuating the values and methodology demand for which is the



OTHER UNIVERSITIES ALSO HAVE PROBLEMS

After attending the Ontario Union of Students, Penny Stewart and Paul Jones stated the following on the situation at other Ontario Universities on the subject of parity.

- At the University of Windsor, the departmental decision in hiring and firing allowed parity on one council and some student involvement on others. Now they have made a policy that no students are to be on that committee. Consequently the students are rather upset, they have had a lot of meetings, and are anticipating a strike.

- Last year, Guelph had one of its best profs fired, Don Grady. This year his supporters are being fired, just as they were last year. The best people in the department, generally the radical progressives, seem to be fired. They found that a lot of the chairmen have been let go and new bureaucratic elitist chairmen have replaced them. The students have been given committees in order for the admin. to stall for time. The admin. said that they want more documents to study, so the committee of students and faculty presented a document of what they thought should be done on the issue of parity. They were told that their document was an irresponsible one.

- Lakehead has had a similar problem. They voted on an issue with part parity, but they had to make a deal to get even that. The faculty made a deal that if the students vote on this condition in their favour, then the junior faculty would present a proposal that they have students on the council.

Political Science has parity on hiring and firing, but they do not have any students on the com-

mittee whatsoever. There were four radical professors fired last year, and all four of them were involved in setting up a co-operative bookstore. The department chairmen were responsible for firing them. They have got a sub-committee that has just been instituted with three students and three faculty. So they did not really have to fight for it.

- Brock has had one professor recently fired on the grounds of incompetence. He was the only non-behaviouralist, out of six, in his particular department of Sociology. The other five members have received training in Industrial Relations. The reason they called the issue incompetence was because he did not like the bullshit at department meetings and never went. They told him that he should go since he was a faculty member, so he said that he would. They then stopped informing him when the meetings were. This university had a problem because most of the students felt that they were dealing too much with personalities, so it sort of fell by the way. The U. of Toronto and Western are also in a similar situation.

- The consensus at the OUS Conference of all the representatives of the different universities was that parity is an issue that should be collectively fought and not by single institutions. Most universities are now attempting to create student uptightness about the whole issue of faculty. At the ones that are not actively struggling now, it is just a case that no blatant manner as Joel Hart has, and they haven't had a focal point to rally around. Everyone is in favour of parity as a political necessity. It is going to be one of the future aims of OUS.

STUDENTS HAVE POWER

SAC is your government. You are their constituents. All government (elected) do some things that some people don't like. It is a case of some of the people and all of the people some of the time and all of the time.

Now, today your government is asking you to give them a greater mandate. A mandate not to their greater glory or to ours but to our school and our society and to our heritage. Canadians have only been around 100 years but our heritage of freedom and liberty and civil rights began in a minor field at Runnymede.

Today might not be important in 800 years and it might not be important in two. But by whatever criterion today is the day when Lutheran students get it all together. Together because the administration has parted us; the faculty in spite of themselves have separated themselves from us. We are divided against ourselves. Gunar Subins and Darryl Bryant both said at the last general meeting that we would only achieve our ends by the use of our power. Student power might have some bad connotations in Berkely but it has never been seen in Waterloo. Use your Power.

Your Power through your government. That is the way all elected governments work. Now is the time to bring this administration and their lackeys in the faculty down to size. Their very inflated egocentricity is simply due to custom and ignorance. Theirs and ours.

Don't think we cannot win because we not only can but will. The will to win is the key to our victory. A victory which few of us will share in. Yet the future students of all universities will have their fair share in the running and building the ideal academy.

Magna Carta happened and we are the better off because of it. Let it be known that today marks a new era in the democratization of this university. And this is for sure. If we don't obtain our desires today it doesn't matter because next week the ultimate weapon.

Frank Peters you better remember John Foster Dulles.

The CORD WEEKLY

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SOME FACULTY STATEMENTS REGARDING WLUFU DECISION

Dr. Heller — (Dept. of Chem.) expressed surprise "that students are willing to go along with" the WLUFU action. The students have lost influence, and should go after more direct influence.

Dr. MacLean — (Dept. of Classics) agreed "with the result although not with the way it came about." He feels that some "student input" in the operation of the school is desirable and was disappointed that no other plan was mentioned in place of the defeated one.

Dr. McMurray — (Dept. of Geog. and Planning) Although he was not at the WLUFU meeting McMurray noted that it "appears that the trend toward further liberalization at WLU may be levelling off." The position of the students is short-term and hence they do not have the background to make hiring and firing decisions. "Students should be involved in departmental committees, but when it comes to hiring and firing it is going too far."

Dr. Heick — (Dept. of History) was in favour of the decision. "I cannot see students getting involved to the degree that that resolution called for."

Prof. Albright — (Dept. of Economics) "No comment."

Dr. Little — (Dept. of Philosophy) abstained from all discussion at the meeting. He recognized that the meeting was held "in response to a problem in my department and therefore I prefer not to comment."

Dr. Weir — (Dept. of Economics) "No comment."

Dr. Toombs — (Dept. of Religion & Culture) considers the decision a "retrograde step." He feels that it is a mistake "not to permit student participation in an area that effects them so intimately."

Dr. Bezner — (Dept. of Physics) stated that "while administrators are capable of making mistakes, I feel that if students were to participate in this area that even more serious mistakes might occur due to their inexperience in academic matters."

Prof. Miljan — (Dept. of Political Science) felt that the general opinion of those present was that the students are not sufficiently mature, the faculty are the best decision-makers and that therefore there should not be direct student involvement. It was his personal opinion, however, that "students should have a feeling of participation. Justice should not only be done but must seem to be done."

Prof. Noonan — (Dept. of English) left the meeting very confused about the proceedings. "They could only vote for extremes." He expressed the hope that this situation would change.

Dr. Turner — (Dean of School of Social Work) was not at the meeting, is not a member of WLUFU and therefore has no comment.

Prof. Finlay — (Dept. of Economics) is one of the members of the WLUFU/SAC Committee. In his opinion the report was rejected because the faculty were reluctant to give students access to documentation collected on each prof. He also felt that the WLUFU rejection was "decided under pressure."

President Frank Peters gave the Cord a brief statement on Friday, Jan. 29; however, as there were several points on which we desired a more complete answer it was returned to him to be enlarged upon. When contacted on Sunday, Pres. Peters stated that he had changed his mind and would prefer to make no comment at this time.

Better late than never before
And still better if we yet score
So keep the faith little ones
I'll supply the bullets and you the guns
Let there be peace among you.

Happy we were ignorant before
Everything happened and then more.
Always the same old shit can
Let's clean before it hits the fan
You can go forth in peace.

Still we are faced with the crap,
Understated it pours from the tap.
Communists fascists we have them all
Klan excluded no niggers to fall
Sorry about the omission—peace.

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to clarify the subject matter
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of ideas can only be assured by
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have testified. If there is to be
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nose of the "70's".

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an campuses. There will cer-
be stormy demands for more
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professoriate has tried to pre-
here is no problem, while stu-
are well aware that it is crucial.
mericanization for the old guard
ean the refusal to hire young
cans or to promote recent addi-
to staff — and the debate is
not about that type of Ameri-
while students are apt to use
power to concentrate fire on the
reat — the Americans in ten-
positions who have used their
nce to de-Canadianize the Can-
n university.

sum up, the radical argument
presented is that to leave con-
the teaching profession in the
of the teachers leads to the
end of higher education — in-
ing the physical confrontations
have laid waste many American

**TEACHERS HAVE LIT-
INTEREST** in teaching and even
in the learning process is amply
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ng was the **least** of ten factors
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se who associate with profes-
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that teaching is the last thing
discuss. Salaries, publications,
s, vacations, tenure and retire-
are uppermost in their conver-

udents alone can save teaching
e taught, and make the universi-
place in which freedom, equality
the relevance to reality are per-
nt values.

HISTORY OF A DREAM

(continued from page 1)
 decision not administrative, therefore he can't use his good offices—but he said before that . . . "Let's hear the President speak for himself." A student is sent to ask him to come—Wow! that mauve skirt is something else. The President refuses. The "man on all sides" talks to him and persuades him to speak. He is cheered. He loves Professor Hartt. He loves Dr. Little. He loves the students. This is a community—BUT—we have money problems and we want to remain a small private university, it's an academic decision, Dr. Little knows best how to run his department, he's sorry because he loves Joel, he loves the students, he loves Dr. Little, this is a community, he loves the other professors being fired. But our fearless representatives are not swayed by the patronizing smile and powerful rhetoric and vote in favour of recommending to the Chairman of the Philosophy Department that Joel Hartt's standard probationary contract be renewed with a response requested by November 16.

More meetings—long meetings—days and days of meetings in that small smoke-filled room. Reports come in fast and furious. Dr. Little having already refused to meet with concerned faculty tells their delegates the decision is out of his hands. VP Healey expecting strike. Should we strike? Anti-Radical Committee formed and draws up petition against strike. Concerned faculty have a meeting with administration and are told the decision is final (what happened to the promised delay on processing contracts?) Meeting set for November 17. To strike or not to strike? To occupy or not to occupy? Dream turning into nightmare—smoke filled rooms, raised voices, bleary eyes—but wait—quiet, calm, sane voices speaking of the legal, democratic channels still open to us. They're right, —we have a voice, —we're part of a community, there's hope, we just have to trust the administration—nice dream — trust and hope, democratic processes.

But there's another contradiction. Trust the administration while door after door after door is slammed in the faces of students trying to gather information? And then J.F. Little gives a negative response to our motion partly because student information is not entirely correct but mainly because he and his tenured colleagues have followed existing policy. Someone asks who made the policy and who it is made for—no answer. Policy rules supreme!

Quick switch in scene again. New ballroom in campus centre—dream going crazy again: 600-800 people present. Impossible! Committee reports that all actions they have taken have been blocked by administration and that a meeting between SAC committee and administration proved fruitless as administration continues to insist that economic problems, and the following of policy are the only important considerations and that the wishes of students count for nothing. Dr. Little speaks and repeats administrations stand. Looks good against tired, frustrated student committee. Dr. Peters speaks and begins by dropping his bomb shell that is supposed to close the issue for good. It explodes in his face as Joel Hartt proves he was not given a terminal contract but a standard, renewable, two-year contract. Dr. Peters returns to loving Joel, Dr. Little, stu-

dents. "We are a community." But he reiterates the party line about standing on policy. All is lost. But wait! New hope—another opportunity to trust. For our President says that policy can be changed and proposes a student-faculty committee to study it. If the policy is changed and students are given voice re-decisions of contract renewals the President will make it retroactive and find the money to keep those professors who are to be let go at the end of this year. By fighting the real issue of policy change through legal democratic channels we will finally achieve a voice in this community. A few cries of disbelief are heard: "We've been committed to death before. Don't let it happen again." But the head clown of the Faculty Association stands and puts everyone in a proper frame of mind with his tremendous wit and declares that even though students can't have parity on the committee to investigate policy, the faculty is on their side if we will just trust them.

A motion is made and adopted recommending Joel Hartt's contract renewal, a committee with parity of students and faculty to review policies concerning non-renewal of contracts and an answer to these requests by November 23. Another student meeting is scheduled for November 24.

Scene switches to show a large balloon with the air slowly leaving it as it expires.

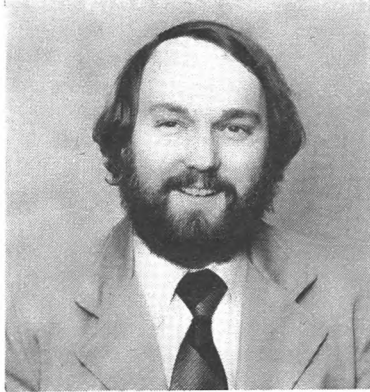
Things grow quieter. The administration refuses to renew Professor Hartt's contract. The Faculty Association refuses parity to the students on the policy committee. Both refusals are accepted by the students under the able leadership of the SAC President. The November 24 meeting is not held.

And there was peace. Faith and trust were put in but one more legal, democratic process—the joint committee. And behold as snow falls and covers the ground the committee meets and talks and haggles and then reports—and what a surprise! The executive of the Faculty Association together with the SAC appointed students recommend the creation of departmental committees (with at least a 3 to 2 ratio of faculty to students) to study and make the recommendations concerning renewal or non-renewal of Professors' contracts. The faculty is sure to accept a recommendation from their own executive especially since it doesn't affect tenure or initial hiring of professors, the administration would have no reason to reject such a mild proposal and President Peters had already promised to review this year's decisions under any new policy. What a beautiful dream—here is real community where legal, democratic methods are fair and can be trusted.

WHAM!! The faculty association turns down the proposed policy change on a 35 to 17 vote. Then to really show us where it's at they condemn the faculty evaluation survey being conducted by students with qualified faculty assistance. Bitterness! Anger! But wait — there is other legal, democratic channels to be explored. The proposed policy changes will be presented to the Senate. An investigation can be conducted into the alleged sabotage by the administration of the Albright plan of interdisciplinary work for Professor Hartt. Trust — hope — Wait — this is a community.

And I finally woke up from my dream.

the participants



sac pres lawson



president peters



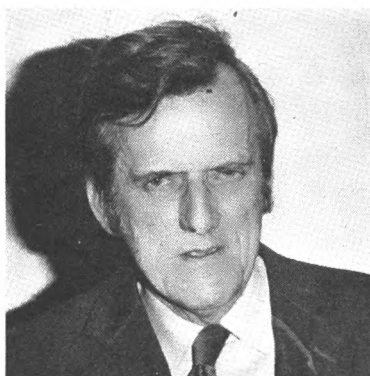
vice-president healey



dean tayler



professor blackmore



professor albright

the participants

KICKS IN ASS

rex bradley

There's come a time in the human development when one needs no more kicks in the ass. However, we know that the courts and the prisons are full of people who seem to need at least one more kick in the ass.

When the President of this University is a psychology professor and should know the course of human development one would think that he of all people wouldn't need a kick in the ass. But yet we find ourselves in the position dictated by that man which requires we as students to do the kicking. Now many of us were raised to think that our leaders and people in trusted positions only operate with our best interests at heart. And yet we do have things like the War Measures Act and we do have things like driving on the right hand side of the road and so where does all this fit in?

We know innately the things that are right and those that are wrong. And here we know what's wrong. We have the holy trinity dictating to the fullest extent possible our present lives. We have no Pope, we have no college of Cardinals to do the Trinity's bidding but we do have God himself in three persons.

Now, as a Jansenist I reject this hypocritical and metaphysical nonsense. What we need here is a college of students by the students and for the students. Quothe the revolutionary ever more.

A Manifesto

nathan garber

In order to fully understand the nature of the problems facing us as students at this university we must finally seek to resolve the question "What am I doing here?" We generally slough off this question with the pat answer, "To get an education," but we rarely try to define "education."

When we leave this institution most of us intend to rejoin society, i.e. TO GET A JOB, but this past year it has become evident that there aren't enough jobs to go around. Many regard this as a tragedy but it may be more of a blessing than we imagine. Some experts believe it is a sign that our present competitive, money-oriented system is coming to an end; that the exponential changes of technology have finally made it possible for mankind to be freed of the dichotomy between mind and body. That is, since it is unlikely that enough jobs can be created to maintain the traditional North American way of life, that way of life will have to change as drastically as technology has changed our other systems. If there are no "jobs" we will need a new definition of "work."

If our way of life and our way of looking at life are bound to

change, then we, as students, have a need and a duty to take part in that change. Freed from the restrictions of the eight-hour-day we will be able to devote ourselves to learning, exploring, questioning, loving, changing, in short ...EDUCATION.

The purpose of WLU, as with other universities, is still rooted in what Marshall McLuhan calls the "rear - view mirror syndrome". It is designed to produce human material to fill the needs of a society that is no longer there. We are driving into the future with our eyes fixed firmly on the past. It is clear that in order to deal with the enormous problems of the future we must, take our eyes from the rear-view mirror and concentrate on where we are going.

Since the faculty and administration, with a few exceptions, are still gazing intently into the past, we, the students must, by necessity be the force which will re-orientate this university to the future. We can do this in only one way: by participating in the decisions which will determine the future of this institution and the direction of our own destiny.

I urge you to support any action, and to act yourselves to bring this about.

Representation Aids The Admin.

professor conrad winn

On the issue of student representation I tend to be somewhat conservative and my cautious position stems from the fact that I was a student at two of the most democratic universities in North America — McGill University and Pennsylvania. In both those cases the advent of increased student representation was not very auspicious.

At McGill, the result of increased student power was continuous conflict, and a preoccupation by students and faculty with power rather than with university and scholarly issues. Faculty stopped being preoccupied with research and teaching and became increasingly preoccupied with maintaining their preserve or with the various challenges to their authority initiated by students; while students became less and less preoccupied with their course work and more and more preoccupied with increasing their power. The main objective for the students tended to be securing the alliance of just enough faculty members in any

committee so that the student minority faculty alliance could defeat the remaining faculty members, and in general a certain amount of hostility towards academic matters arose. One of the consequences of this is that one or more departments at McGill where there is a great deal of democracy, have had difficulty in filling openings. In one department for instance, every time a candidate for a position has arrived to give an address, his address has been reported very unfavourably in the student press, and, candidates who are offered jobs simply did not wish to come to the university.

At the University of Pennsylvania, there were other problems as well. What happened was that before the students acquired representation on faculty committees, the faculty did have some authority. Once students acquired positions on certain committees, both the students and the faculty lost authority and decisions tend to revert to the administrators.