ADMINISTRATION VS. FACULTY

In an unprecedented action, the LAKEHEAD UNIVERSITY FACULTY ASSOCIATION rejected completely a move by the Administration to replace all Departmental Secretaries with a Secretarial Pool.

In a hastily arranged Association meeting two resolutions regarding the Administration's actions were drafted & passed unanimously. The resolutions read as follows: *"THIS ASSOCIATION DEPLORES AND WILL NOT ACCEPT ANY REORGANIZATION OF ITS SECRETARIAL STAFF WITHOUT FACULTY CONSULTATION AND APPROVAL."* and *"THIS ASSOCIATION, MINDFUL OF THE RESPONSIBILITIES WHICH THE UNIVERSITY HAS TO THE COMMUNITY, AND OF THE DESIREABILITY THAT THE UNIVERSITY SHOULD SET AN EXAMPLE TO THE COMMUNITY, ESPECIALLY IN ACCEPTANCE OF THE PRINCIPLES OF FREE SPEECH AND FREE ASSOCIATION, WELCOMES THE ESTABLISHMENT OF A UNION LOCAL ON CAMPUS & IT VIEWS WITH CONCERN THE PRESENT INORDINATE DELAY IN NEGOTIATIONS WITH THE ADMINISTRATION."*

At the time of the move, only secretaries in the Faculty of Science were affected & the Arts Secretaries have not received any orders towards reorganization.

Dean Hart, the only official of the Administration on campus at the time, due to the absence of Dean Ryan, Dr. Braun and President Tamblyn, was not available for comment at press time.

Regarding the general temperament of the Faculty Association meeting, one faculty member said, *"I WAS QUITE PLEASED TO SEE THE ASSOCIATION BECOME AS MILITANT AS IT DID OVER THIS ACTION BY THE ADMINISTRATION, IT MARKS THE BEGINNING OF A NEW PHASE IN THE RELATIONSHIP BETWEEN ADMINISTRATION & FACULTY MEMBERS, WITH THE FACULTY DEMANDING A SAY IN THE AFFAIRS OF THE UNIVERSITY."*

Speaking for the Executive, AMS Council President, Peter McCormack, said, *"AS SUCH A CHANGE WOULD DIRECTLY AFFECT THE STUDENTS OF THE UNIVERSITY, THE AMS COUNCIL IS THEREFORE OBLIGED TO TAKE THE SIDE OF BEST INTEREST TO THE STUDENT. AT THIS POINT, IT WOULD APPEAR THAT OUR SUPPORT LIES DEFINITELY WITH THE SECRETARIES AND FACULTY."*

After several recent meetings between representatives of the Faculty Association & the Administration, the conflict has not yet been altogether resolved with the Science Secretaries still in the secretarial pool & their positions of Departmental Secretaries temporarily re-established. All negotiations over the matter have been postponed until the return of President Tamblyn in September.

argus

Vol. II, No. XXV, AUGUST/30 LAKEHEAD UNIVERSITY, Port Arthur

The ARGUS is published by the Alma Mater Society of Lakehead University. The ARGUS is recognized as 2nd class mail by the Post Office, Ottawa for payment in cash with return postage guaranteed. Editor ↠ *Chad Hannah*.

PROPOSAL BACKFIRES

The AMS Council, in their meeting of July 30th, rejected the Administrations proposed plan to take over the Great Hall as a cafeteria for the 68-69 session.

The Council decided that the Senior Lounge could be used to house the additional cafeteria facilities while the present Faculty Lounge would be changed to a Student-Faculty Lounge.

In a meeting the following week, representatives of the Council & Calude Smith, Director of Planning and Plant Operations, came to an agreement over the dispute. It was decided that a trail period of one month would be allotted to the scheme. and, if after that time, the students were still dissatisfied, the facilities would be removed.

When speaking about the change, Mr. Smith said: "The decision wasn't made lightly. Every aspect of the university is going to be jeopardized by the lack of facilities." He went on to say that the cafeteria would be... the hardest hit.

Increased enrollment and construction delays have apparently caused a lack of space for many planned facilities on campus. But when asked if the cafeteria problem was related to the recent construction strikes, Mr. Smith said, "It was never planned that the extention to the University Centre housing a 700 seat cafeteria and 400 seat dining room, would be completed for this school year." He also stated that even if the strikes hadn't occurred, the new residence halls wouldn't have been completed for September as scheduled.

The main area of contention with the Students was the fact that they were not consulted by the Administration, when the plan was decided upon. Dennis Wallace, AMS Director of Finance, said, "It would seem that the University Administration considers itself sole judge in all matters surrounding the University and neither Faculty or Students are consulted when any changes are being made."

Housing Crisis

December, 1968, is the new expected completion date for the 240 bed men's residence at Lakehead University.

In this connection, Mr. David Morgan, Lakehead University Director of Finance, announced a scheme to find suitable housing off-campus for these students until the residence complex is ready. The administration, through Mr. Morgan, has approached the Faculty Wives' Association to organize a campaign aimed at Faculty and Administration staff in the hopes that some of these students can find adequate accommodations with them.

In addition , all parents of local students will be contacted and asked if they could possibly house a student until Christmas. If these two groups cannot accommodate all the students, then an appeal will be made to the Lakehead Service Clubs.

The present appeal being made for additional housing is independent of the Student Housing Bureau as accommodations for these students are only required until the Christmas break.



Tom McLeod, 23 and Arts 1V student of Lakehead University, died suddenly on Monday, August 19. At the time of his death, Tom was working as a management trainee for Simpson-Sears at the Intercity Plaza.

Born in Halifax, Nova Scotia, son of Mr. and Mrs. Fulton McLeod, Tom attended school in North Bay until the the family moved to the Lakehead in 1961. He was a graduate of Fort William Collegiate Institute and then received his B.A. in History and English from Lakehead in 1967. He was working towards his Masters degree at the time of his death.

Actively involved in student affairs during his four years here, Tom was the Vice-President of the Arts Soceity 1966-67, and he received the President's Medal for his efforts in the Proctor Force the same year. His interest in photography lead him to work on both the Argus and the yearbook over the past years as well. Perhaps best known for his work as the Chief Proctor over the past year, Tom was known and respected as a fair and friendly man by the entire student body.

He is survived by his wife Joanna and son Robert F., age one, at home; his parents Mr. and Mrs. Fulton McLeod and sister Anne, of 512 Brown St., Fort William; uncles, aunts, and other relatives. The deepest sympathy of all students, faculty and staff members of the University goes to the bereaved family at this difficult time. Tom was a fine man; he was our friend, we shall miss him.

SEATS ON COUNCIL: U of T

The University of Toronto has offered the Students Administrative Council seats on the President's Council as part of a new policy to involve students in university government.

The offer was made during a private meeting between U of T President Claude Bissell and student leaders in mid July and is being considered by student leaders.

The Administration source said (Aug. 6) no mention was made in the offer of how many seats students would occupy, or whether the body would begin meeting publicly instead of in closed session.

Students elected to the SAC will meet this weekend to discuss policy for next year, and SAC Education Commissioner Andrew Wernick said he expects the council seats to be a major issue.

Student President Steven Langdon favours accepting the seats because they will provide a platform for student views, but Mr Wernick calls the offer "a policy of divide & conquer because the council won't have any power as long as the Board of Governors exists and makes the real decisions." "We would just waste our time and help foster the illusion that the President's Council really decides things."

Mr. Langdon said he would favour accepting the seats "if council stops meeting in secret and if we can get equal representation with the faculty. But I agree with Mr. Wernick that the council is really irrelevant; it's not in a position to change the university."

The University also yesterday invited students & the public to submit written briefs to an advisory committee that is reviewing disciplinary procedures. The briefs will be heard at a series of public meetings this fall; the deadline for submissions is Nov. 30. Professor D.F. Forster, executive assistant to President Bissell, said the committee of ten was formed three months ago to review and redefine the proper limits of the university jurisdiction and to advise the president on whether the existing machinery is adequate.

Discipline at the university is controlled by CAPUT, which Prof. Forster said has long been recognized as inadequate, and which Dr. Bissell has called "calcified". The Caput includes the university president, the provost, heads of constituent colleges and federated universities, deans of faculties & the warden of Hart House. The provincial University Act empowers Caput to expel, suspend, impose fines or recommend the withholding of degrees, diplomas & academic standing.

a sac for lu



Realizing the fact that the average Lakehead University student has no balls, a group of individuals should form a Student Apathy Club (S.A.C.). Although the club would have the largest membership on campus (90% of the student body), it would probably be disbanded when any member had the audacity to show up for a meeting. Such a move would constitute subversion. When people get interested in something they lose a number of their basic freedoms; freedom not to participate, freedom not to speak, freedom not to get involved. How can one survive in our society if one attends meetings which provoke thought?

Apathy is a virtue. The average North American can live out his useful life without ever having to make a meaningful decision. Just think, potential LUSAC members, of your American counterparts who are being knocked off at the rate of 25,000 lives per year in Vietnam. LUSAC has many benefits for our society. It offers a wife & family you don't know, two cars in the garage you don't own, a split - level in the suburbs which is mortgaged to the hilt, and an executive position with one of North America's finer corporations, such as C.I.L. or Dow Chemical. Think of the wonderful things the apathetic reap.

However, there is trouble brewing. Some individuals are joining the S.D.S., the S.D.U., and the League for Social Action. They may force you to think, force you to take part, and force you and the company you work for to share the wealth. Something has to be done & done now. So, if you are an active non-supporter of the North American military - industrial complex then, it's your thing to make SAC your bag.

REVOLUTIONARY COMMUNE

★★★★★★★★★★★★★★★★★★★★★★★★★★★★

Within universities, change can occur at many levels. One of the important places is the classroom. Students, both radical and straight, come to the university in the fall, and after some agony and deliberation, register. They find themselves in classes where they have little say in policy decisions. After a few attempts to change the class, individuals sink in to apathy and perform more or less as they are expected to.

There is a method by which students can break this pattern. Before registration, students of a radical persuation should get together and, after consideration of variables, which only they can determine, the group should all register for the same course. Now during the first few weeks of the course they will be in a position to have their proposals considered.

There will be side benefits from this arrangement as well. Less books will have to be purchased. Study partners will be more readily available. Rides to class may be more easily obtained.

One of the important things to remember when following this course of action is that group members must work together. They must not get sucked into the individualist competition bag. Presumably, radical students can come to an understanding of this principle. If they are unable to do this they will have an indication, for themselves, that they are playing games, not working for serious change within the university.



NOMINATIONS ARE INVITED FOR THE FOLLOWING AMS POSITIONS:

TO BE ELECTED:	*1st Year Councillors*
	Vice-President of Academics
	Vice-President of Programming
	C.U.S. Co-ordinator
APPOINTMENTS:	*Chief Justice*
	Contact Editor

ELECTIONS TO BE HELD ON FRIDAY, SEPTEMBER 27, 1968.
APPOINTMENT WILL BE MADE DURING THE MONTHS OF AUGUST AND SEPTEMBER.

אבגדה וזחטיכ

Lakehead University
off-campus housing bureau requires accommodations for this fall...
urgent!
we need listings for:



- Apartments
- Houses
- Rooms
- Room + Board

PHONE 34-52121 EXT. 271
or
344-3422

SIX YEARS IN CHICAGO

A PERSONAL HISTORY OF THE SDS

- by Ryan Tweeney

Chicago: 1962

The Cuban missile crisis shook up the young. The first hints of the "Youth Rebellion" appeared. During the height of the tension, many went down to the shores of Lake Michigan, on the South Side of the city, to look at the NIKE base, it's "ever vigilant eyes" keeping them safe from Soviet bombers (you wondered if Soviet contrails looked different from those of a DC-8 or B-52); scaring hell out of the people because the presence of missiles meant they were a prime target:

- - - - - - - - - - - - - - - - - - - -

Chicago, Ill., pop. 3,000,000; steel, railroads, manufacturing, terminal of the St. Lawrence, "hog butcher to the world", financial and industrial centre of the midwest. On 55th St., you could still get a complete meal at Nicky's for a buck.

- - - - - - - - - - - - - - - - - - - -

The Radical left was small, fractioned. The "Old Left" (CP'ers, Trots, Stalinists) sloganized but no one listened -- the old men, with their haggling about the Stalin-Hitler pact, had nothing for the young. The "New Left" was not yet on the scene. The Student Peace Union was the most viable group of young leftists around. It was largely apolitical, devoted to issues not ideologies, to the prevention of nuclear war, to disarmament, to all the simple, clear, impossible things. Marches and demonstrations - the only tactics. Parties would be held in the basement of the SPU house to letter picket signs and mimeo handbills. Fifty people was a good turnout. Save for an occasional Red Scare, the newspapers ignored the efforts.

Within SPU, more was happening, although no one knew then its significance. Basically two factions: (A) the non-political, single-issue majority (we aren't Commies or Socialists -- all we want to do is to end the possibility of nuclear destruction) (B) the politicals - democratic socialists, revolutionary socialists, a few Trots, a few SP types. They battled each other for the cause of ideological purity and the control of SPU. The Young People's Socialist League (YPSL, pronounced "yipsul") was closest to the SPU leadership. YPSL was an intellectual group. They read - Marx, Lenin, Paine, Trotsky, Debs. They wrote -- long scholarly articles (difficult for the uninitiated) tracing out the inter-connections of the military-industrial complex; histories of abortive labor struggles; examinations of "Third Camp Revolutionary Socialism". It was relevant to ask what Marx really meant. It was known that Stalin was not a real Marxist..

Civil Rights was a more dynamic movement then, if not more successful. The mass exodus of students to Mississippi Alabama, Arkansas had not yet started. A few were beginning to realize that there was a problem in the North as well as the South -- "We kept telling you", said the ideologues. Segregation is a fact in Chicago - a massive Black ghetto kept in place by the political machine, the business machine, the educational machine. In 1963, there were sit-ins - "Willis must go!" (Benjamin Willis, Superintendent of the Schools) -- arrests -- no change, but the pressure had started. Eventually, (1966) Willis was canned. The machine now talks equality, but segregation in Chicago is yet today a fact.

The Student Left, in 1963, began to involve itself with Blacks. CORE became powerful in Chicago, but soon split into three parts: a legalistic, NAACPish group (for the middle-class professionals), a mildly militant M.L. King group (for the clerics), a militant, socialistic group (for the students and the Black radicals). This last saw its task as an organization. Courts, sit-ins, demonstrations could have only a trivial effect -- it was necessary to involve the masses. The beginning of Black Power -- the CORE leadership changed to Black, the white students were relegated to lesser and lesser roles. The Blacks didn't like theory -- it was irrelevant to the job at hand.



SPU crumbled -- the activists had gone elsewhere, the apoliticals had neither experience or motivation to carry on. The YPSL convention in 1964 signalled the end of the old. Factions argued back and forth. Was the role of the group to wait out the political apathy of the period, while preserving the Marxist tenets for future struggles? Was it to help the struggling civil rights groups toward "political sophistication", even if they didn't want it? Was it organize a proletarian revolution, which everyone thought was necessary and no one believed possible? Was YPSL, in short, an intellectual discussion group or a group of radical activists? The League split after this into as many separate cells, parties, clubs as there were factions. Most of the membership, and the best of the leadership, became disillusioned and went back to school or work. Some of the activists tried to carry on, but found you can't get very far with 7 members. And some, the most naive (or so it seemed), began to work in the fledgling "Students for a Democratic Society".

SDS began as an offshoot of the impotent but heavily financed League for Industrial Democracy, an ultra-liberal group similar in some ways to the ADA. The Port Huron Statement, drafted at an SDS convention in 1962, is now famous as a call for new politics and as the first statement of the "New Left". It spoke of "participatory democracy", "organization downward", the need for a new political radicalism tailored to modern society, not based on outdated, quasi-Marxist tenets and categories. By 1965, every radical in Chicago had heard of it. SDS slowly collected a membership, mostly students who had not before been interested in YPSL-style politics or SPU's unreality. The loose ideology was consistent with any kind of left - wing viewpoint. Everything from Young Democrats to CP'ers, from civil librarians to Debsians began to collect under the SDS umbrella. Though this had been true of groups like SPU in the past, there was none of the bitter faction fighting so characteristic of the older scene.

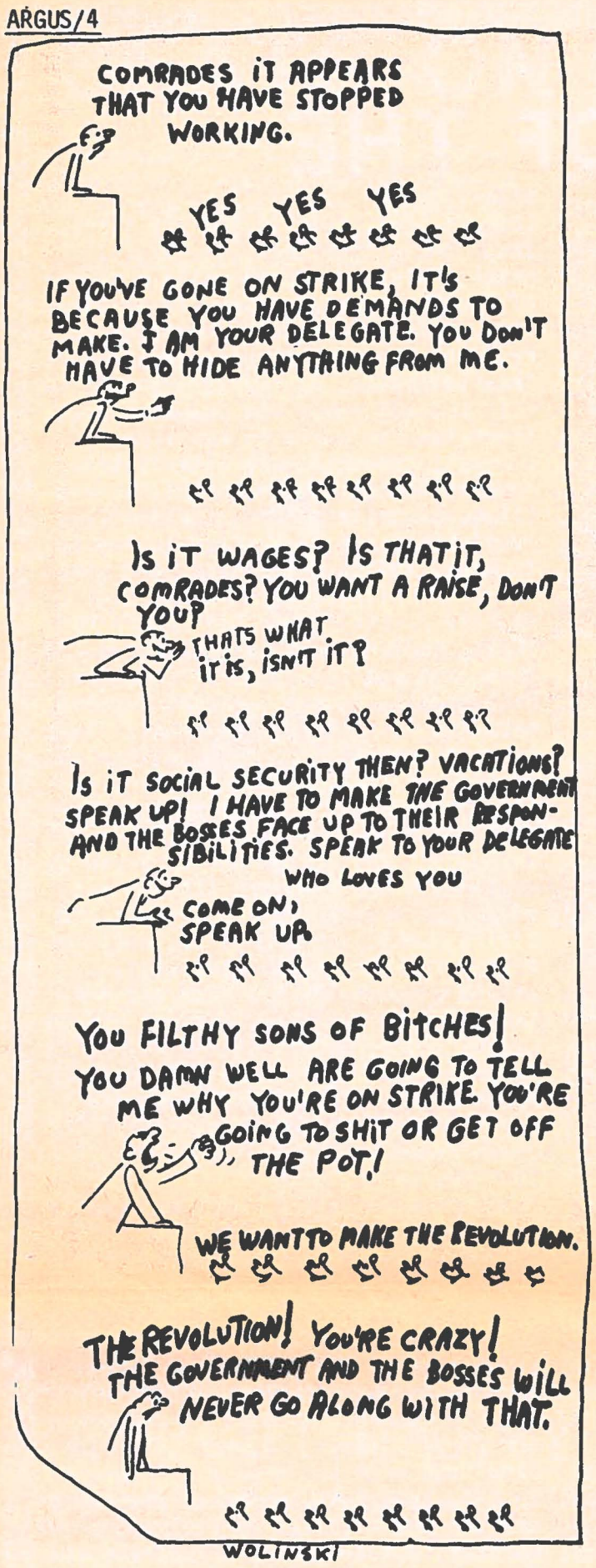
Late in 1965, the SDS had its first test "under fire" and its biggest break. Vietnam was becoming a source of immediate concern and, in particular, draft avoidance was getting to be respectable among liberal and radical intellectuals. An offhand remark (SDS will counsel those who cannot bring themselves to serve in the armed forces), probably made with little more seriousness than any of the multitude of declarations, statements, resolutions any such group is probably to make, led to front page headlines, first in Chicago, then across the country -- LEFTISTS AIDING DRAFT DODGERS! Suddenly SDS was prominent and important and the leadership (under Paul Booth), though somewhat dazzled, made the most of it. It wasn't clear to what extent a group could legally counsel draft avoidance - at any rate, it angered a great many people. The attorney general of Illinois swore he would "get SDS". The police began to shadow SDS headquarters (though not enough to prevent broken windows and a fire bomb). The whole incident was highly visible in the mass media -- within a month SDS had 6000 new members, 300 on the University of Chicago campus alone. Contributions flowed in. Newsmen began to look to SDS for statements of how student radicals were feeling about things in general. The group found itself in the forefront of the "New Left".

The structure of SDS, both nationally and locally, was so loose that all manner of cells, orientations, issues were characteristic of the group (later, there were even hippie chapters). It remained, though, principally a student group and the major issues were resistance to the Vietnam War and the student movement on campus -- Berkeley, Chicago, Columbia. "Socialism" and such is largely irrelevant to SDS, though it speaks of revolution and the new society. Participatory democracy is both the principal aim and the principal tactic of the group. "Organization" is valued --- attempts were made to organize welfare recipients (Chicago) -- Blacks (Newark) -- Appalachians (Chicago) -- migratory workers (California) -- students (everywhere). Except for the students most of the efforts were futile. It is on the campuses that SDS has its greatest relevance and its greatest success.

SDS has probably passed its peak as of this date, though it is still quite viable. Faction fighting has begun to appear at its conventions and perhaps SDS will repeat the YPSL demise. As for the "New Left" in general, it is hard to say where it is going. Young disaffiliates who, three years ago, would have been involved in SDS are now smoking grass and listening to Acid Rock. Their confrontation with the establishment is on a personal level -- they seem even less "political" than SDS.

Chicago: 1968

"The Commune", a famous tenement on Woodlawn, adjoins the Black ghetto on one side and the University of Chicago on the other. It once housed half of SPU and YPSL, then two of the YPSL splinter groups, then some of the SDS leadership. It is now a "Crash Pad" and there is talk that the city will tear it down.



STUDENT OUTBREAKS IN STATES SHOWN INSTIGATED BY COMMIES

reprinted from the *Fort William Times-Journal* July 18, 1968

AS STUDENTS OF UNIVERSITY AFTER university in the United States joined in the wave of unrest, demonstrations and rioting during the first half of this year, the uproar bore all the appearances of a spontaneous rebellion against things the way they are. As a result, a great deal of soul-searching has been going on throughout the nation. Educators, editorial writers, the clergy, politicians and others felt constrained to examine the outbreak of dissatisfaction, to dissect it and discover the causes.

But, what really started the trouble? It was revealed on saturday that a small group, organized as the Students for a Democratic Society, sparked the rebellions in the various colleges. And one of the leaders in an interview said, "capitalism must go." He talked of his organization spreading off-campus and creating a class-conscious revolutionary socialist movement.

So it's out. Those who guessed that the demonstrations and take-over of university properties were organized and encouraged by communists are proven right. In the field of higher education, the boring-in tactics of the world communists were carried out with some success right in the heart of the largest free-enterprise country. A further guess may be made that the communist cell organizers received many an assist from a few sympathetic members of faculty staffs.

A few years ago, when Khruschev was in a belligerent mood he told the Americans that communists would bury them. Many of our neighbours laughed then at the very thought of the prediction. Yet in 1968, a small detachment of communists is able to operate a cell to disrupt seriously a key element of the American citizenry.

More to the point, though, is that communist agitators found thousands of students in a receptive mood. They were able to play on their aversion to the fighting in East Asia, on existing radical dislikes, on unrest among the young created by an affluent society, and the modern day permissiveness among the young.

THE "UNPRINTED" REPLY

LETTER TO THE (T-J) EDITOR:
(not printed)

In truth, sir, your editorial of June 18th entitled Student Outbreaks In States Shown Instigated By Commies reinforced my belief that discerning wit is to be found on the pages of the Times Journal.

Not since consuming Jonothan Swift's A Modest Proposal have I gained such satisfaction from a satirical article. The cliches of the reactionary right were dissected with a few, well-chosen rapier thrusts. Your type of editorial has no equal.

Yours truly,

Chad Hannah
Simon Hoad

LETTERS:

Sir:

I enclose for you a copy of a letter which I sent to the "Executive" last week - prior to receiving a copy of the first issue of the Summer ARGUS.

I commend you and your staff on the quality of reporting and the variety of layout technique. We will no doubt get to discuss the merits of this arrangement early in the fall - and I anticipate that the ensuing issues of the Summer ARGUS will give good reason to decide favourably on the contract for the term issues.

As you could well expect, however, I am not at all in accordance with your views expressed in a portion of the page two Editor's Comment. I refer you to your comment concerning the AMS Council. You know very well that at a meeting of the "Summer Council", at which there was, I submit, less than 50 percent of the elected councillors present. You know, also, that I voiced a stipulation to the authority of the Summer Council in matters of priority, and the Executive resignations are obviously a matter of great importance, when the Summer Council motion was discussed in full council March 20th.

Again, the extent of their authority in such matters of great importance was emphasized by John Hickey and myself when we were at the University for budget meetings in June. It was made clear at that time that a small-in-number select summer crew of AMS Councillors and Society Presidents who happen on the scene from June to September may not resolve major issues & portray their decisions as the view of the AMS council unless all councillors have opportunity to make representations to such issues either in person or by mail or by telephone.

I understand that the Summer Council has since decided to reduce their quorum, to make an even smaller body. That move, in itself, betrays accepted parliamentary practice and in fact usurps democratic principle. Notification of meetings sufficiently in advance is not given at all let alone published records of proceedings.

Let it be clearly understood that, in my opinion, this group Summer Council is not representative in the least of the AMS Council. Furthermore, if the group persists involving themselves with issues and matters of as great importance as the executive resignations and holding themselves out as representative of the entire council, I will lead public inquiry as to the source of their authority and the validity of the resolutions.

I ask that you rectify, in print, your misunderstanding. The students, which I represent, deserve to realize that this important matter, in particular, did not come up before the entire council, their AMS Council. The "Summer Group" is far from the entire council - in size, in overall representation, and in presence of mind.

Respectfully,

Robert Gibson,
Councillor,
University Schools.

Sir:

The people love peace and liberty, and enjoy those to the full. All of them are so diligent, honest and sympathetic to the poor. Nothing is cruel and miserable there. This is the country, Canada, in my dream from my childhood. Now, I as an adult, know well that your nation does the very best as a leader of the world, and I have been feeling very close to you, and yet I am going to write this appealing letter for your help. I keenly feel it is very shameless deed

LETTERS CON'T.

but I cannot help appealing to help save my children. I do hope you would be kind enough to read this and the enclosed brochure of my work, though you are in the busy time.

I am a woman who runs a tiny vocational school, and now I am in a woeful plight. At a crisis of closing the school, I can hardly get to sleep at night with my better anxiety if they would run away to be beggars or thieves on the streets again. I used up all my personal funds to build the present two rooms and run the school until today. I have no regular income, and my school isn't associated with any church & I get no financial assistance from religious organizations.

I believe we are the same sons & daughters of God transcending the colour & the board, and the same members trying to build the world of peace and goodwill. So I can appeal to help from you.

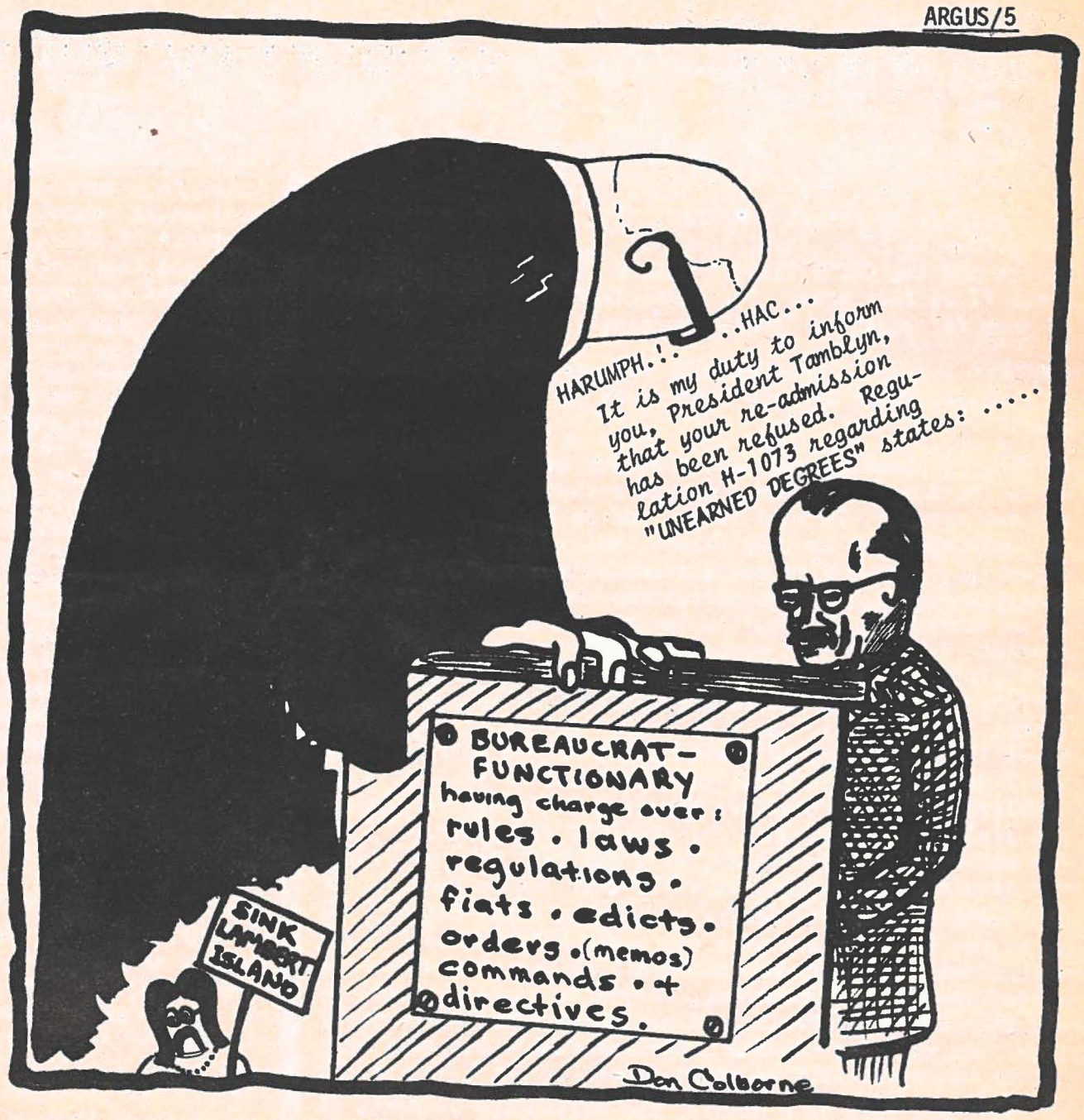
The pen is mightier than the sword. Won't you wield a facile pen so that your students may participate in helping these poor ones? I entreat you again that my school will be affiliated with your college and my children will get your help and friendship. Any help from you will be welcomed by the children and even a cent contributed will make them smile happily and fill them with hope in the successful future. If this appeal would be brought to your student council and they could raise subscriptions, it will be of great help to save my children from the extreme difficulties.

If you want any more information of our school please communicate with The Breen Technical High School, 852 Boogodkong Tongnaekoo, Pusan, Korea, which American Korean Foundation operates.

Please be so kind to let me hear from you. All the best wishes for your college's prosperity.

Sincerely yours,

Park Ok Sun



YOU ARE 3000 STRONG

there aren't enough cops

in the great northwest

to stop you

Sir,

(Enclosed)

What are the plans for September? Suggest that the Students' Council put in loosely brick paved walkway around Lakehead University.

Sincerely,

Joe Fraser

UP AGAINST THE WALL! FRESHMEN



This year, as in the past, some societies are planning the the usual "Frosh Week" activities with such items as scavenger hunts, weiner roasts, etc. on their agendas.

In this connection, the Alma Mater Society is planning a parallel set of activities that will help to inform the new student of what this university is all about, and what's more important, what's wrong with it and how these flaws can be relieved. Seminars, discussion groups, beer and fire parties will dominate the itinerary with senior "activist" students leading the activities.

It is hoped that the freshmen entering in a month or so will forego the initiation activities and attend the items on the programme that are more relevant to the student of 1968-69. The AMS has announced their tentative schedule of events planned for the fall (see page 11) and this schedule of speakers and seminars appears to be the best bet for the student who is concerned about the way he is being educated.

MARINA INN
Water St. at Park
announces
the completion of student rooms
NOW OPEN FOR YOUR INSPECTION
Entertainment every Friday & Saturday night
OUR SCENIC-VIEW Coffee Shop
OPEN 'TIL MIDNIGHT

For the Finest
Teakwood Furniture
And
Scandinavian Gifts
Visit
The Treasure House
7 S. Cumberland Street
Port Arthur
Phone 344-9441

NIGGER! FARBER

Ed. - In November, 1967, the ARGUS printed the controversial article by Farber entitled, "The Student as Nigger". *The following is a transcript of a discussion between Farber and the CBC's Patrick Watson that was televised on April 21 of this year. The transcript itself is reprinted from the magazine* "Monday Morning".

WATSON: Jerry, in your article you said that the student is a slave. What are the components of a student's slavery?

FARBER: I think to approach that you have to ask what it means for a person to be a nigger rather than a Negro or a black person. To be a slave, or to be a nigger, means not only that you are exploited, that you've been treated unjustly, that you're being discriminated against, but that you accept it; you accept the role, you're willing to go along with it, you'll play the part. That's why the student is not just oppressed or downtrodden, but has that slave mentality --- a sort of obliging, ingratiating surface & a kind of stubborn refusal to co-operate underneath. The student, as I see him, is put in a position where the main thing he learns is to follow orders, now, and I have my doubts about how much else he learns, particularly when you consider the time he spends in school. You don't learn that much for those 12 dreary years , but the one thing you do learn , as I can tell from my freshmen students at college, is to do what you're told.

If I were to ask my students to do some silly thing , to go to the library and pick ten books off the shelf and write down the first word in each book and then write the words backwards or something, they'd do it -- I swear to God they'd to it. But, if I ask them to think, to care, then they run into trouble , because that's not what education has dealt with in their lives.

WATSON: Now hold on a minute. The university students in the United States are perhaps 10% of the population and they have produced over the years a pretty enviable parcel of scholarships, scientific achievement, and exploration of all kinds. Are you telling me that these are people who have never learned how to think?

FARBER: The universities of the United States have produced a great deal more. They have produced people, scientists for example, who have technical capacity in their area and no capacity whatsoever to insist on determining on how their work is used. They have produced people who are willing to work in their narrow area, who are very good at it, and who let it go at that. So it's true that the colleges can turn out a certain kind of proficiency, but it's what they don't turn out that worries me.

WATSON: What's missing?

FARBER: What's missing is the ability and the desire to be a free man and that has serious effects on our national politics. There's a great tendency in this country to assume that it's all happening somewhere else politically and that you and I and other people do not have very much to do with it. The people up there have access to the computers and the inside information and they know so the relationship of the citizen to politics is that of a spectator to a sport. People do not really learn to make choices in school. I think it's hard to overstate the importance of this. You go to school for all these years - 12 - and then college and then graduate school and you're re denied the opportunity to make serious choices.

WATSON: What could the student be choosing?

FARBER: Take my department - English. Our curriculum spells out in small detail what the student takes. We require so many number units for the English major, and we tell them what to take, course by course. Even the electives have to be approved by a departmental advisor.

When the student enters my college he has to take what we call 'general educational requirements'. They are somebody's idea of what a well rounded person is. He does that. Nobody asks him: - *Do you want to be well rounded?* Nobody says: *Do you want to be a lopsided musical genius? Do you want to take 150 units of Physics? Do you really want to take Micro-Biology?* They just assume that because they run him through these courses, he is therefore going to be a modern western man. But I think he becomes a person who hates school, who doesn't see its relevance, who goes to classes because he's told to go to classes , who shuffles through with the slave demeanor playing the game, trying to get the degree.

Most students at my school are very cynical and very open about this. They are aware that if they want to get an education they really have to scratch for it in school & probably they're going to get it outside school and that may be incompatible with their getting the degree. But they want what most people want, the degree, the problem is to put on Mr. Charlie, to put on the slave-master, to do what he tells you, tell him what he wants to hear, do his silly requirements, smile at him and get through, and then be on your own.

But I think it is a delusion to assume that you can spend 16 years in school and then decide to be your own man. You've been wearing a mask all the time, you take it off and it won't come off.

WATSON: You've done it. You've been a student. Was J. Farber a nigger?

FARBER: Sure, I believed in grades so badly if I got a D instead of an A I lost sleep over it. I went to UCLA and I was there to please my teachers. By the time I got into UCLA, I stopped caring too much. I spent most of my time on the student paper. But my slavish attitude resumed in graduate school when I really did prefer, for professional reasons, to please the people.

WATSON: Are you still a nigger?

FARBER: I'm a transitional figure. I've come out of one thing and I'm trying to start another. It's a very exciting position to be in, but it is also very awkward: you have to pay very heavy dues when you make that transition.

Imagine an age - our age - where you're coming out of one sexual morality into another. The people who are making the change have special problems, because they have to contend with what was put in their head by the old one & they're trying to create the new one. The kids who grew

FREEDOMS AT L.U.:

chad hannah

Initially, *"The University reserves the right to refuse admission to any candidate, and to refuse re-admission if a student's academic performance of general conduct has been unsatisfactory."* (Lakehead University Calendar, 1968-69, p.49). This reference to "general conduct" has, for some time, been of great interest to me. However, no matter who I ask, or how many people I ask, no one really appears to know exactly what it means. Very interesting.

For some strange reason, I always assumed that a university was a "community of men and women who have come together to pursue and to disseminate knowledge". (Ibid. p. 257.) Whether or not the "traditional privileges of a university are freedom of inquiry & freedom of expression" (Ibid. p. 257) can only be placed in the realm of the ideological for the time being, when, as a good friend and graduate of this university, asks: *"What can you expect from a system which dictates rather than educates & worships success at the expense of personal development?"*

Exactly what is meant by that quotation regarding freedoms etc.? Are the people who wrote the calendar in the same category as some at Trent University in Peterborough, who, refused re-admission to a candidate because of his "leftist activities". Is this the great academic freedom they speak of? Is the real meaning *"Do what you want here in university, but, do it our way."*

This situation does not exist merely for students either. The faculty can testify to the lack of freedom in their teaching methods, and in their extra-faculty activities. What is the purpose of this university? Is it the production of programmed stereotypes that it appears to be, or is it a place where people can congregate, in the real spirit of inquiry, to learn freely and, unencumbered by out-dated archaic concepts, evolve into socially aware, thinking individuals? And I emphasize individuals.

"University life has its privileges and responsibilities" - to what? To whom? And most important, why? It appears as if the "University" itself is greater than the people in it. The institution is the God. Fear the great God and you shall be delivered.

I wondered if these responsibilities include my personal responsibility to say "No!" to the system when it is strangling me by means of an insane prerequisite which I do not have to a course that I feel I would really enjoy taking? If we are here to be "ed-

AND WATSON RAP.

up in the new one will be in a much better situation. That's the way I see myself: I am trying to work towards freedom in education, but I didn't have it.

WATSON: How much freedom does a student have to have? Are you suggesting that anyone should be able to walk into a college and look around and say: *"Well, it's pretty nice here, I'll maybe study a little modern dance and spend a little time in the chemistry lab., or maybe I won't?"*

FARBER: Why not? Just ask yourself that. Keep asking why over and over again. Why not?

WATSON: First of all, a whole lot of people are putting a whole bundle of money to operate these universities on the premise that something is going to happen to the student when he gets there.

FARBER: Now you are getting down to the crux of it. Who pays the money? Who benefits from colleges? For whom are they operated?

WATSON: Now you are going to tell me that the reason the student is a slave is that he's being bought—is that it?

FARBER: I think it is true that society expects that in return for its money something is going to be done to the student.

WATSON: Something is going to be done to the student?

FARBER: Done to the student. Right. I'm using that formulation intentionally. We want them to grow up like us & school is one of the ways we do it. School is the way we cut them out with a cookie-cutter in the same shape we're in. But this is not necessarily the best thing from the student's point of view. Granted if you want to reproduce your society, if you could, what you are talking about might be a good thing to do. But if what you want to do is provide an opportunity where someone can learn—I mean really learn, not be trained, not be programmed, but learn—then it is not a good idea. What would be a good idea would be precisely what you said: that the kid walks into school and takes what he wants to take.

WATSON: But supposing he doesn't want to take anything. I don't know how well disciplined you are, but I know how lazy I am. I think my inclination would be to walk into the school and just get to know as many girls as I could.

FARBER: I think they have messed up your head. And I'll tell you why. You remind me of the black person who really believes he needs slavery and is uncomfortable about trying to do without it. He's afraid of being free. We grow up thinking: *"If they don't hold those grades over my head and if they don't coerce me, I won't get anything done because I am lazy."*

We mistake our slavish truculence, our slavish sluggishness for our real selves. Naturally you're lazy when you are doing Mr. Charlie's work. I've never been lazy doing my own work. I find as a teacher I am tremendously energetic. I will stay up night and day doing something that matters, solely because I want to. Nobody will know the difference. I won't get into trouble for not having done it.

I remember once I wanted to go in and talk about French history. I did not know much about it. I read endless books on French history just for one class. It was not really a good class because I had too much information. I dumped it all on them. The point is, I really worked because it was my work - I had the very best kind of reason - my reason.

WATSON: Let's talk about solutions. You talk about pushing down the walls and letting a little air in, letting education into the street and the street into school. Do the solutions have to be violent solutions?

FARBER: I'm non-violent. I don't believe you should hurt anyone, any time, for any reason. Sudden, yes. Absolutely radical.

Let me go back to my metaphor of black people & the civil rights movement. We've been asking for sudden solutions & everybody always says: *"Well, yes we're going to do something, but these things aren't done overnight!"* If you let them go at their pace, they will never be done. It's only with this insistent pressure, with this impatience which is characteristic of kids in college now, that any change is happening.

I don't think it's immature or romantic to ask for change now. It may be immature to expect I am going to have it tomorrow morning. But would I change it if I could, would I wish it could be changed by tomorrow morning? Of course because I think it's a plague --- I think what passes for education now is really a plague. I think its very dangerous. As a matter of fact, I think it's killing people. It's killing people in other countries by what kind of citizens it is turning out in this country and the way in which they participate in the country's decisions & politics.

I think it can change. A great many people are unhappy with education as it stands now. It's a question of realizing the power you've got. If students could ever realize the power they've got, they could change things very quickly.

They came very close to it at Berkeley - they just didn't ask for enough. They got what they asked, but at the time they weren't wise enough to ask for what they should have asked for. They asked for a voice in what happens on campus. I don't see that there are curriculum planners so wise that the students couldn't do just as well. Whatever the students decided would be right because they decided it. Just as what you choose to read, that's the right thing to read because you want to read it, and what someone forces you to read - I'm not saying recommends - what someone forces you to read is not going to be the right thing.

ARE THERE ANY?

ucated", then the Faculty is here to teach us what they already know, and (of course, this is all hypothetical) then, the administration is here to make sure that we have a place to meet with our professors, to insure that we have rest-rooms to go to when we feel compelled, and to keep our records in safe--keeping for us. As is the case though, the administration is here to make things run smoothly, to make sure that there are enough people here so that the Govt Grants will come through, to decide on regulations to keep us in line and finally, to decide what we should take, what we should think & when we should think it.

It's like when I was a kid, and my parents told me that the policeman was my friend, he would take me home if I was lost, and then the bubble broke when I saw the policeman, my friend remember, beating the shit out of peaceful demonstrators; spraying mace over students, and, in general, being a proper bastard.

At the expense of the student, administrators keep their files neat and tidy. *"No, you can't take that course first because it will screw up my files, and I'll get a D on my fitness report for a messy filing cabinet."*

And what about the course in which the professor's personal political views appear, be they reactionary or revolutionary, and they happen to be opposite my own? What do I do then? Do I chuck my own views out the window for the sake of a lousy course credit, or do I write what I deem to be true? It all depends on what you want out of Lakehead University. If you seek the paper after three years, then you have to prostitute yourself in order to get what you're after. On the other hand you can tell the whole establishment to go straight to hell take off and get what you want elsewhere. This, as a matter of fact, is one of the prime arguments of a particular official here at Lakehead. But what end does that serve. Why not attempt to reform this University? This is a young place, and change can come easier here than many other universities across the country. Some of us believe that it is worth the concerted effort to try it.

"Poulin Award -- An award for outstanding citizenship presented to the student selected by his fellows, the Faculty & Administration as contributing most to the welfare of the University through his student activities." (Ibid. p. 286.).

As a show of support, let's award this to the person who burns down the old Lakehead University and builds the new one. That, I believe is truly " contributing most to the welfare of the University" and to the people who will come here in the future.

KEEPING YOUR INTEGRITY

- by Franny Shankman

My hubby Ray & I spend long times in supermarkets. We like to dream about the different ingredients we have never used and the novel ways to use the ingredients we have used. And in the summer we like to contemplate the fresh fruits and vegetables and so we spend an even longer time in reverie. A few weeks ago, our reverie was interrupted by a harsh, cursing voice, obviously directed at us. This female voice sounded familiar to us both and then we remembered that this was the voice that had called me at home and Ray at his office, and apprently it had also called several other people around the Lakehead. We knew it was the same voice because it was yelling the same things. It was mad because a character in a short story Ray had written used a word it considered evil. And to show how made it was it screeched (as it had on the phone) that Ray deserved a good kick in the ass and was a bastard, and it continued in this vein to call him other cliche names.

Quite frankly, we didn't know what to do about this loud harsh voice which persisted in following us around.

Since we were stuck with it, we looked at its owner & tried to understand this rather unusual phenomenon. So we looked carefully at her looking at us. And as we looked we were astonished at what we saw. She was beyond all doubt a human being just like us. She was also a frustrated woman living in a hellish world without any love. She was seething with a veom of frustra - tion and we saw in her a woman who had, no doubt, never been loved, not by parents, nor husband or children. Within her, we felt a lynching mob, the Ku Klux Klan, a zealous witch-burner, a John Bircher and a hot-line addict. But what we saw was just another misdirected life. For this poor woman, with all her frustrated energy, even if she succeeded in burning Ray and a thousand others, would never find one minute of peace and happiness. Moreover because she would not look within herself for her solutions, but thought she saw solutions in attacking a person who was entirely a stranger to her, she would never change and so she was doomed in her hell, and she would never know why. Though it may sound like we hated her this woman seemed so victimized and helpless that we felt compassion for her. And I smiled at her and told her that she was cute and that she was filled with too much hate, and though I thought these words would inflame her anger, she immediately abandoned us, leaving us once again to our dreams which were no longer on food. She brought another memory to my mind and I remembered the Be-In held a month ago in Waverley Park. And I remembered a policeman climbing up on the platform to tell the kids to turn the music down as it bothered the patients in the hospital. The policeman's request seemed to be understandable, as the music was very loud and the hospital was nearby and as people in hospitals are sick, sometimes dying, they need rest and quiet. The policeman, after he had spoken, gave the audience a dry smile which seemed to say that he knew he was in a den of lions who were anxiously leaning forward hoping he would make the move that would give them the excuse to pounce. And sure enough, before the concert was over, up jumped a young revolutionary who reminded the audience that they had been hassled. Hassled, Hassled, Hassled, Hassled.

All of this reminds me of the students who say that they want to overthrow the University as it now stands -- students who want to burn down buildings, write all over the walls, decapitate the administration, strip their teachers of their false dignity and false sense of superiority. Their feelings are certainly understandable especially when we consider the educational system they went through to get into University. They have been forced to attend all classes, to memorize instead of understand, to go along with the teachers' idea of himself as always right, not to chew gum, smoke or mention sex and religion, to read censored Shakespeare and other writers, to suppress all feelings and emotions and at many schools, they were not even allowed into the library, cafeteria or washrooms except during specified periods - all of this at an age when they are aware of the hypocracy of these restrictions, but have not the freedom, intellectual development or knowledge of the power they could have to do anything about it. This nightmare continues one year longer in our high schools than in the States and most other provinces in Canada. And there is no doubt about it, hold a person down for eight years in public school and five years in high school, and if he survives without turning into a wall-eyed robot, then, when he gets a bit of freedom, which the University gives him, this taste of freedom will at last make real to him the horror of his confinement and he will be able to create a vision of how things ought to be. Unfortunately, this vision is often accompanied by a desire for vegeance which leads the student to want power over that which has held him down.



Franny and her hubby'

This is where the student loses the real lesson he should have learned from his suffering. Venom breeds venom. Cut off someone's head even in the name of the greatest ideal whether it be Christianity, Democracy, Communism or Freedom and your ideal turns into another French Revolution with you the guillotiner mocked by the wretched heads which resemble your own heads which you have cut off. Murder, whether it is metaphysical or actual, can only be justifiable and non soul-corrupting when it is in self defence. The adult no longer threatens you when you are an adult. You are free at last, Students! We are all our own man if we dare to be. If you cling to the University and talk about destroying it, then you don't really want your freedom, and if anyone tries to force others to take up his ideas, he is once again "bringing Christianity to the people by the sword", and just look at the debastating results such methods have produced -- just a name, without the substance that gave the name meaning. Besides, in such an action the rebel implies that inherent in him is something superior to what is inherent in them, which is obviously a false assumption. Real freedom means freedom for all even for those who look at things with their eyes closed. If we are to be free we cannot destroy anyone else, not Capitalists, not Communist, not straights, not hippies, and if you really have an idea you won't have to.

It is much more difficult to make an old University or any other well established institution change than it is to start a vital, new University. Can you blame people in our educational system if they lack imagination? Who can have imagination if they have been regimented and stifled in school and fed meaningless visions by Hollywood? No, your worst teachers are unfortunate victims of a soul crushing system. Sometimes the dull, strict teacher is just a man unfamiliar with any other methods of relating to students than those that were applied to him, and then again, when we do something for many years, it is almost impossible to re-arrange the wrinkles of habit. No, leave them be.

Start your own Universities if it is University you want. Enough of saying my theory is better than your fact. There are not nearly enough free schools in existence. Start your own schools. Hire your own staff, be your own Administration, in time you will have all the imaginative people who feel out of place in the present day educational system. The present institution and the new University can exist side by side -- the first, preparing people for office jobs and the world of business, the other, for the vast world of originality and creativity. It could work out like the Ontario College of Art in Toronto which gives degrees and produces commercial artists and designers for industry and The Artists Work Shop, which, though it does not give degrees, has more prestige in the artist community and attracts people who feel that their creativity had been stifled at O.C.A., and if you really have good ideas it will force the old institutions to either learn from you or to recognize and accept itself as the utilitarian commercial institution it is becoming, or perhaps, has already become.

Our system has become too inflexible anyway. Let us once again be Doctors, Lawyers, gravediggers, plumbers, writers, mathematicians, truckdrivers, vets, chemists, carpenters, engineers, cooks, psychologists and sociologists because we know our field and not because we have degrees. Discover your field yourself and it will mean much more to you. If we can do this then once again we may have dedicated and involved people, and certainly it is only when we have dedicated and involved people that we can keep our learning and living alive.

while getting an education

UP to the HARDY NORTH

- by Deirdre Smythe

A joint effort on the part of the Anthropology and Biology Departments of Lakehead University, under the direction of Ken Dawson and Tom Northcott, sent a team of two students to Lake Makokabatan on the Albany River - 150 miles straight north of Geraldton into the black fly infested bush. They are studying the ecology of the landscape, taking notes on the weather, collecting plant specimens & evidence of Indian civilization. An all-encompassing survey, then.



Jim Dunstan and Garth Pentney, two second year Arts students, are living in a completely isolated situation for a period of nine weeks. The Lands and Forests float plane dropped them off at Fort Hope, flew in supplies once in the two month period and will also bring them back to benevolent mankind. They will have travelled 100 miles up the Albany, having had 10 or 11 different campsites and ending up at Washi Lake.

One of the main purposes of the expedition is to study the ecology of the area. They set up approximately 160 small snap traps in a campsite and leave them for three days. Small mammals - shrews, mice & squirrels are disected & preserved in various chemicals. Statistics are taken on the vital organs of the animals. Shrew ovaries & squirrel stomachs! This is done in a systematic manner so that a comparison can be made between time & place. A similar study was conducted last summer.

Exploring the archeology of the area is also a responsibility of the crew. They look for old trap lines, Hudson Bay stores & check out portage routes for artifacts of the trading era. Some primitive Indian pottery has been found which is an important discovery, as it is definite evidence of an advanced culture. Such a find is unusual for the area.

The long term objectives include a comparison of the results on the land before and after a study of ecology. Success of the project may mean the area will be inundated for the purpose of hydro electric power.

In such a scheme, the party of 2 suffers many dangers of isolation. The Lands and Forests pilot keeps close watch on a region covering 35,000 sq. miles. The many accomplishments of this survey could not have been carried through without the help that the Lands and Forests has given.

ANOTHER LETTER

The Students for a Democratic Society are now being incorporated as part of the Alma Mater Society of Lakehead U. Members of the Students' Council and executive are becoming members as they feel that it is time for changes to be made.

The coming year should prove very interesting and possibly winter might be hotter than usual. LONG LIVE THE PROLETARIAN REVOLUTION!

Signed,

The Masked Avenger,
Denny the Red.



CONTEST NOTE

Since the postal strike has negated all chances for you, our readers, to participate in the latest thrilling ARGUS contest , we will extend the closing date for entries to thirty days after the end of the strike. Besides, we've misplaced the pictures that were printed in the last issue with the profs names on the back, so, we can't judge the contest anyway.

1968 REGISTRATION
SCHEDULE OF BOOKSTORE HOURS

Tuesday, September 3	*9:00→5:00*	*FORESTRY DIPLOMA*
Wednesday, September 4	*9:00→5:00*	*FORESTRY DIPLOMA*
Thursday, September 5	*9:00→9:00*	*PART-TIME & EVENING*
Friday, September 6	*9:00→5:00*	*REGIONAL NURSING*
Monday, September 9	*9:00→9:00*	*SCI. (ALL YEARS)*
Tuesday, September 10	*9:00→9:00*	*UNIVERSITY SCHOOLS (DEGREE AND DIP.)*
Wednesday, September 11	*9:00→9:00*	*ARTS (UPPER YEARS)*
Thursday, September 12	*9:00→9:00*	*ARTS (ALL YEARS)*
Friday, September 13	*9:00→9:00*	*ARTS (ALL YEARS)*
Monday, September 16	*9:00→9:00*	*SCI. (ALL YEARS)*
Tuesday, September 17	*9:00→9:00*	*ARTS (ALL YEARS)*
Wednesday, September 18	*9:00→9:00*	*UNIVERSITY SCHOOLS (DEGREE AND DIP.)*
Thursday, September 19	*9:00→9:00*	*UNIVERSITY SCHOOLS (DEGREE AND DIP.)*
Friday, September 20	*9:00→5:00*	*Bookstore resumes normal working hrs: 9-5, Mon. thru Fri.*

HOW TO GET YOUR BOOKS WITHOUT A HASSLE:

1. Come on the right day (see schedule).
2. Have your booklist check-marked.
3. Pay in cash.
4. Come early.

LAKEHEAD UNIVERSITY



BOOKSTORE

"AT THE END OF THE DRIVEWAY"

COOCH'S CORNER

Hi Sportfans:

The Port Arthur Mustangs are holding football practice at the Fort William Stadium at 7:00 P.M. every evening under the direction of Bill Shannon of the L.U. Athletic Department. All interested please attend.

Peter Young, ARGUS Sports Editor 1966-67, marched down the centre aisle recently. Congratulations Peter and Marlene.

According to the grapevine, Coach George Birger has several players lined up for next year's basketball team from outside points. Looks like a good team and one that will be difficult to make.

Speaking of Scholarships, Bill Sutherland was lured away from going to L.U. by receiving an outstanding baseball scholarship from the University while Dave Bragnalo will be going to North Dakota to pursue a hockey career and Dave Siciliano might be going to Michigan.

Congratulations to Dr. George Merrill of the English Department who helped organize and participate in the recent invitational tennis matches at the Fort William Tennis Club.

The ARGUS left out an important line in the last paper. Gerry Bell plays for the Travellers.

Don Domansky lived up to his clipping by winning the 440 at the Norwegian-Canadian track meet last month in Norway. This month he placed second in the 440 metres in London.

The idea of Scholarship was given a boost by the performance of the L.U. Nor'Wester fastball team in recent tournaments. Over two week-ends the L.U. team won as many games as they had all year. This allowed L.U. to win the Commercial tournament and give the top teams in the Intermediate Tournament a tough test. The simple reason for this new-found zest was the fact that the boys were playing for money. L.U. is tough to beat when there's loot at stake.

I hope that the Athletic Fieldhouse will be put to good use by the students during the summer. It will be open from 8-4 daily and I would hope that it could be opened up in the evenings if the demand is great enough.

The latest sports craze at the University is tubing down the MacIntyre River from Cliff's Esso station to Simon's place on Central Avenue. Although Dennis Wallace of the AMS is claiming leadership of the tourney right now, it has been revealed that Wallace manages to hold his leads in the weekly affairs by picking up his tube and hoofing down the rapids on foot. Owen and Chad are the real champions of the half-completed Summer Trophy Races thus far.

The Green Hornet is alive and on the move. Keep an eye out for it.

Don't forget the girls from Nursing Degree want that Athletic Party.

Don Holmstrom doesn't play sports during the summer.

orientation week schedule

9 Monday - Registration
Familiarization with student gov't, university gov't, clubs through the medium of a booth rally.
10 Tuesday - Registration
Speakers from WUSC Assembly - may include Daniel Cohn-Bendit
11-Wednesday - Registration
Orientation kits
12 Thursday - Registration
Course evaluation, Jerry Farber etc.
13 Friday - Registration
Dance
14 Saturday - Gordon Lightfoot - Fieldhouse - Freshmen get in free
Noon luncheon for U. Schools
15 Sunday -
16 Monday - Formal orientation in the morning - Dr. Tamblyn, AMS.
Arts Luncheon at noon - tours afterwards - Introductory lectures by heads of departments - Student-Faculty scrambles - wine-and-cheese and orchestra - films
17 Tuesday - Films
Mount McKay and Chippewa - Un. Schools
Science - Dance
18 Wednesday - SDS resource persons probably Mike Klonshi and Cathy Wilkerson - in the form of a debate or seminar-discussion with a bar afterwards
19 Thursday - Films
Roller Skating - Science and U. Schools
Dance afterwards
20 Friday - Kangaroo Court Science and U. Schools (tentative) - Dance or Concert Band
21 Saturday - Circle K car wash
22 Sunday -
23 Monday - Biology scramble
24 Tuesday - Chemistry scramble
25 Wednesday - Physics scramble
26 Thursday - Math scramble
27 Friday - Arts Dance

NORWESTERS:
OUT BUT RICHER

- by Larry Hebert

In the Commercial Fastball Tournament, Lakehead University picked up the top prize money of $200.00 They accomplished this by defeating Red Rock 5-4 with Peter Young coming through with a key hit. Dave Young picked up the mound win. Lakehead University received a bye in the second round and met the highly toasted Great Lakes Papermakers. L.U. won the game on a throwing error in extra innings by a score of 1-0. Jim Gellert pitched a fine game to pick up the win. In the final game strong hitting by John Silvonen and Hank Akerval, who blasted two home runs, combined with fine fielding led to the prize money when they defeated Videon Vees 7-6.

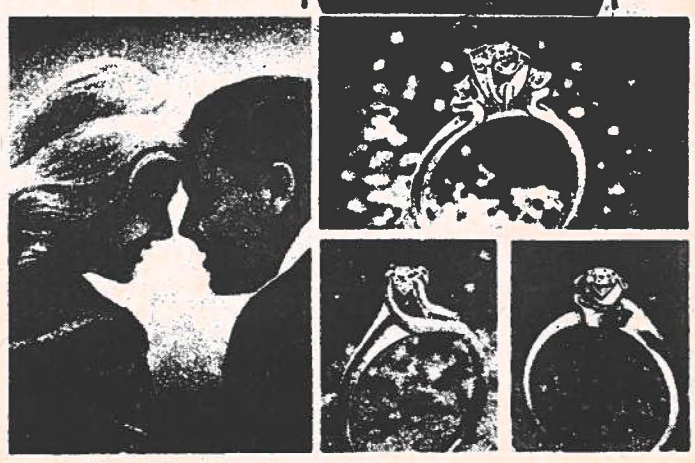
In the Intermediate Tournament L.U. once again started strong. They beat the Centennial League All Stars with a six run rally in the last inning. In the next game L.U. displayed a strong hitting attack to down MacLeod Panthers 11-4. Their final loss to the Ukes was the first loss in six tournament games. The Ukes had a great deal of difficulty with the hustling L.U. team and they eventually went on to win the tourney in the next game with an easy victory.

In their second season, the Lakehead U. Nor'Wester fastball team failed to make the Intermediate League playoffs. Compensating for this fact was their excellent play in tournament ball. They won the Commercial Tournament & $200 first prize money and the following weekend, they won their first two games in the Intermediate Tournament before bowing 4-3 to the eventual winners, the Ukes.

In league play this year the Nor'Westers won 5 games. The pitching of Jim "Workhorse" Gellert & Dave Young was strong, and the hitting was consistent , however, the fielding was erratic. Lou Pero & John Silvonen had the big bats for the team, while Peter Young came through with some clutch hitting, but all to no avail. All in all, it was a hot frustrating season for the boys.
When it came time to play tournament ball, things changed. Coach Hank Akerval was allowed to play in tourney ball & this definitely could have been one of the factors leading to the winning margin.

****
* *
* THE MANAGEMENT IS NOT RESPONSIBLE *
* FOR THE CLICHES IN THESE ARTICLES. *
* *
****

You'll find the newest, loveliest, most modern diamond ring styles at BIRKS STITT



You'll also find the most traditional and conservative.
Why not? There are over 500 different styles from which to choose... priced from $100 up.

Charge or budget — 10% down, up to 10 months to pay

BIRKS STITT
FORT WILLIAM PORT ARTHUR

