

Doug Brown



Lakehead '69



Magazine of the Alumni Association of Lakehead University

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THE ALUMNI ASSOCIATION OF LAKEHEAD UNIVERSITY

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The Alumni Association is interested in hearing from its members with regard to any personal developments, be they promotions, births, marriages, etc. If you have any personal information which you would care to share with your fellow grads please forward them to the above address. Submissions must be signed; nom de plume may be used upon request.

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Phys. Ed. program starts fall '69

A Bachelor of Physical Education program has been added to the University's curriculum.

Dr. Tamblyn said that the decision to start the program was made by the university Senate and approved by the Board of Governors after a careful study which indi-

cated a shortage of qualified teachers in physical and health education in Northwestern Ontario.

The program, which will be administered by a new School of Physical and Health Education within the University Schools division, will require four academic

years after Ontario grade 13. Graduates would qualify for admission to the Type A Certificate program at Colleges of Education in Ontario.

The first year of the program will be offered in the 1969-70 session. Upper years will be added in the subsequent academic years and the full program will be underway in the 1972-73 session. At that time the total enrolment in the School of Physical and Health Education is expected to be nearly 150 students in all four years.

The program curriculum will provide basic concepts in the humanities, the social, biological and physical sciences amounting to 54% of the program. In each year the student would be required to maintain an overall average of 60% in the physical and health education courses.

The courses in physical and health education will be taught by the four members of the Athletic Department, plus an additional faculty member to be appointed as Chairman of the Department. Expansion of present facilities is planned, but as yet nothing is definite.

'This is an example of the University responding to the needs of a field of study for which the demand is rapidly growing,' said Dr. Tamblyn. 'By stressing the importance of a proper balance between professional training and a general education in the arts and science we hope to educate leaders who will be better equipped to handle the challenges of their changing field and who will have a wider option for future work in such expanding fields as industry, community development and recreational departments.'

L.U. moves to Mexico

Lakehead University students taking Spanish will move into new classrooms this summer...in Saltillo, Mexico!

The University's Department of Languages has undertaken a new Spanish Summer School program, the only one of its kind in Ontario. Approximately 45 students of Spanish will leave the Lakehead on July 1 to spend six weeks in Saltillo, a colonial style town of 150,000 people situated in a mountainous region of Northern Mexico. Saltillo is the capital city of the state of Coahuila which is celebrating its 100th anniversary this year.

'The main aim of the Mexican program,' said Associate Professor David W. Lewis, Chairman of the Department of Languages, 'is to give our students the opportunity to hear and speak the language they are studying in its natural setting--i.e., outside the classroom. At the same time they will have direct contact with the culture and way of life of the country.'

Marco Colina, a lecturer in Spanish at the university, recently visited Saltillo to make arrangements for the program. He will direct the summer school which

will be held at the Technological Institute of Coahuila in Saltillo. Miss Vera Popov, also a lecturer, will conduct one of the courses.

'As far as possible, lectures will be held in the morning in order to leave afternoons free for cultural and social activities,' said Mr. Colina. 'These will include Mexican music and ballet concerts which have been arranged especially for our students.'

The students will travel to Mexico by bus and will stay in Saltillo with private families.

'We are most grateful for the co-operation we have received from the Mexican authorities in organizing the summer school course and for the facilities they are making available to us' said Professor Lewis. 'We hope that such visits will strengthen international understanding. One thing is certain: they will help to put the Lakehead and its university more firmly on the map.'

The courses to be offered in Saltillo will probably be a first-year Language Course (Sp. 1a6) and a second-year course on Latin American Civilization (Sp. 2b6) or advanced grammar (Sp. 2c6).

New residence partially open, complex to be completed by fall 1969

Lakehead's New Residence is partially occupied this term, and from all reports, seems to be running smoothly on a no-rule basis.

The New Residence, a sprawling complex just built this year on the southern side of the campus, eventually to house 480 people, is home to 138 students this year. Most of them think it's a pretty good place to live, especially since the administration hasn't imposed any rules of conduct on them. Any rules governing conduct are voted in by the students themselves.

'Dean Kerr said he wanted the New Residences to look after themselves,' said Hugh Cameron, chairman of the New Residences Council.



Lounge facilities provide hours of relaxation for students.

Up to a point, that's exactly what they do.

Three 'houses' of the ten under construction are now completed. Each of the houses is a three-storey building, connected to all the others by a central tunnel-passage way. Each house will accomodate 48 students, 16 per floor. Each floor has six double rooms and four singles, and a combined kitchenette-sitting room. A Don's suite is located on the ground floor of each building.

At 'C' house, the residents decided that the enforcement of rules would create more problems than the rules would be of benefit. So they decided on no rules at all.

One resident described it this way:

'At the Old Residence, if anyone got out of line, he got his teeth knocked in. They made a rule as soon as there was any chance of anything going wrong. In some cases, one rule would lead to another, and the process just got out of hand. Like if someone disobeyed this rule then we'll do this and if he doesn't do that then we'll go further, and so on.

'Here we took a different tack. We decided if we were reasonably tolerant, democratic and responsible individuals, we could work out any hassles that came up. If we found it necessary to make some rules, then we would. So far it hasn't been necessary.'

'There are those who want rules. There always seem to be some people who can't operate without some sort of rules. But we have a general house meeting anytime something important comes up.'

'So far the most serious thing that has come up is a couple of complaints about noise.

Residence life has its ups and downs. The total emencion in the University culture is noted by most as a great benefit to their studies, just as the pressures for socializing and boozing tend to cut sharply

into the amount of time which is actually spent studying.

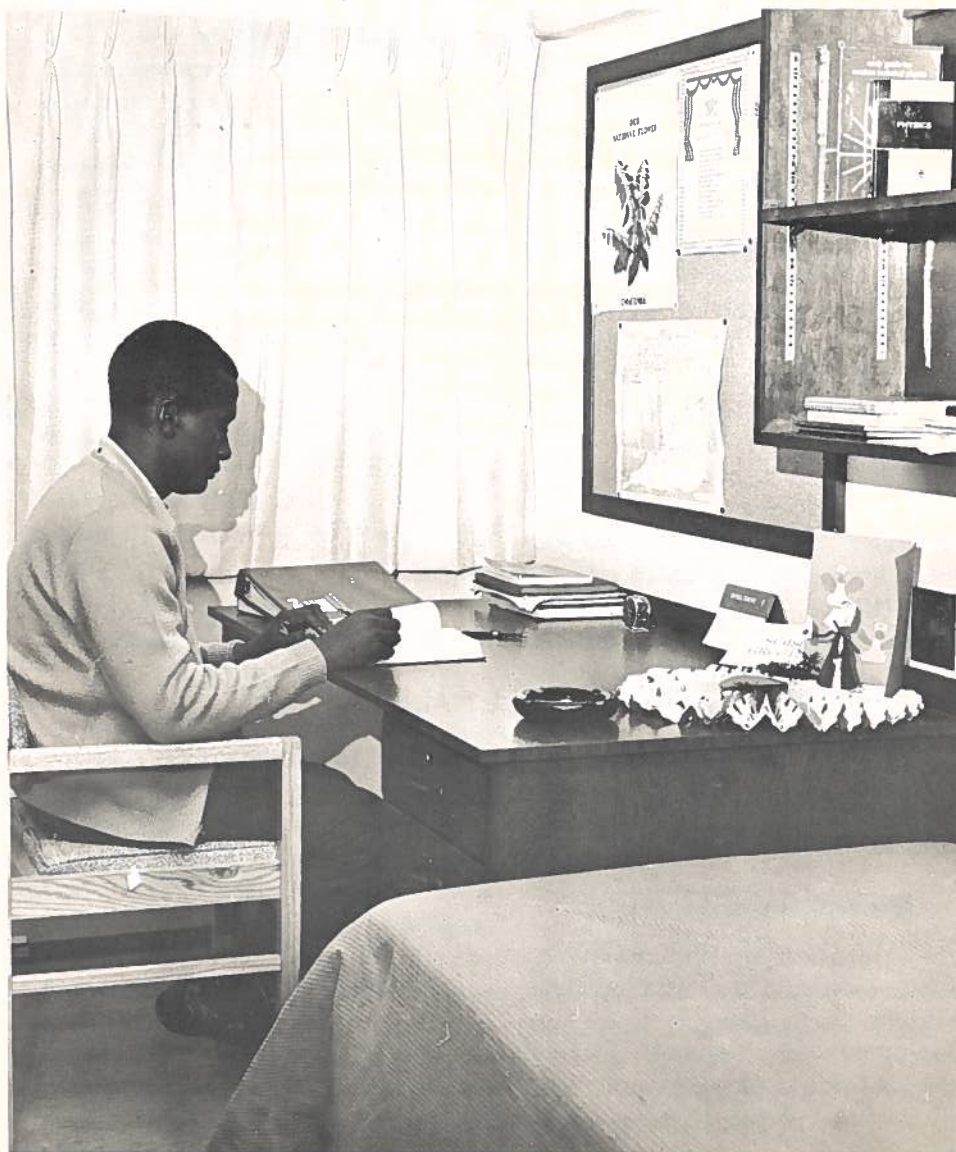
And there are complaints.

'The old residence has stereos, televisions and other amenities laid on by the administration,' says Cameron. 'We've had to buy our own and we've accepted that without complaint but there are some things we really need. Like first-aid kits, and a few more cleaning staff -- and we're still waiting for the first telephone to be installed. The guys are pretty tired of being told the administration is 'working' on the problem.'

'The wash basins are all about a foot too low,' adds another resi-

dent. 'And when you bend down to wash your face you smash your head against a sharp metal shelf cunningly put there by the architect. You can always tell New Residence people -- they have a thin red crease in their foreheads.'

But the architectural design has its benefits too, according to some. Each house has three floors, and each floor is separated from the rest by three doors. Each floor has a common lounge for 16 people on that floor. This, they say, is just about right as a primary group. The residents claim it to be the only worthwhile point of human engineering in the whole place.



Each room, double or single, has ample study facilities.

Racism at Sir George Williams

ANALYSIS BY ELLY ALBOIM

Canadian University Press

Reprinted from the Argus

Montreal (CUP). . .

Reporter: 'Why didn't you take the students demands seriously?'

Faculty Association Executive member: 'You know these West Indian students -- they exaggerate, they're expansive. And they use obscenity, but we've come to overlook that. They think differently.'

If it wasn't exaggeration, it was unpredictability, a term the administration at Sir George Williams University substituted for communication as its key crisis phrase.

And it was precisely that state of mind that precipitated the conflict and its tragic consequences.

Of course, there were immediate triggers. After two weeks of occupation, the students were betrayed in the last moments. They expected victory, were told their demands would be met and then, in the midst of the victory euphoria, were let down dramatically by a moribund faculty suddenly up with a snarl.

The pent-up frustration could not be contained -- though it might have been had the police not been called. And the computers, so carefully guarded from harm by the students for 14 days, were smashed beyond repair by their meticulous guardians.

They would have done their case better to withdraw quietly, losers in a wearying struggle. They had the support of the student body and might have seen their demands met after a while. But they responded to power with the only power they could muster, destruction.

The anatomy of response is an

intriguing problem but not very relevant.

ADMINISTRATIVE WAFFLING

Not much more relevant are the eight months of administrative waffling on the charges against Perry Anderson. The weakness and hesitancy led naturally to escalation, demands and finally occupation. That is a straight-forward process.

The substantive charges against Anderson--which now may never be explicitly defined--may or may not be valid. Racism is a difficult attitude to expose on the subtle individual level. Nuances of speech, treatment of individuals, deliberate color-blindness may all be indicators. It is not so much individual attitudes per se as the societal institutions that create them that are important. Pragmatically, in order to satisfactorily illustrate institutional racism, an educator would take an individual and show how he had been molded by, and was implicitly involved in, a greater societal process.

That is the dramatic technique.

Whether it is ethically justifiable is questionable. A judgement would involve balancing the relative weights of the consequences to the individual model against the possible value of an increase in sensitivity to and awareness of societal racism.

It is at best doubtful whether people, in the final analysis, were sensitized to racism. There is no doubt that a significant number of white students were -- they joined the occupation and talked out racism for days. They, however, would have arrived at that sensitivity on their own. An enormous number of people never looked beyond militancy and destruction.

Black leaders may have been satisfied with the outcome, at least to a certain extent. They did manage to create a solid, militant

core of blacks. Though they had little feeling for property rights, they did not want the destruction that resulted. They knew the strategical implications of damage and knew their case would be washed away in the swirl of shrill outcry.

They simply lost control.

There is no doubt the blacks were extremely sensitive to racism. They may have reacted too quickly, sized up situations too readily. They were of course influenced by the black movement in America and the emerging one in Halifax.

But all of this would not have been sufficient cause for the eruption. It was more white reaction that convinced them of racism than anything else.

When people are told they're different, they become different.

White radicals were one of the culpable groups. Their obsequience, hesitancy to question and debate with blacks convinced the blacks of their control. Decisions in the computing centre were almost invariably made by blacks, debate on strategy involved blacks. Whites did not participate until they proved their worth by an independent occupation of the faculty club.

BLACKS HANDLED DIFFERENTLY

Administrators were also involved. Their continual hesitancy to act because of the 'unpredictability' of blacks was disastrous. They could have handled white protest -- dialogue, compromise, all legitimate tactics with whites.

But they made it clear from the beginning that they didn't know what to expect from the blacks and acted accordingly. The stilted politeness, retreat to downtown hotels, lack of communication all hinged on their evaluation of blacks as something Different, to be han-

dled Differently.

And they made no claim to expertise.

An administration that has handled students coolly in the past suddenly lost its firm hand when dealing with black students.

And the implications of that were not lost on the blacks.

The faculty played its hand badly too. Teachers, perhaps the best people to sense the mood of the school, failed utterly. They were more concerned with Anderson's suspension and its implications to teaching security than with evaluating the political situation and making the best of it. And spokesmen kept making unfortunate evaluations of black students to the media. And, of course, there were hundreds of: 'I don't care whether he's black, white, green or pink, I want the facts.'

The media played the affair as a black-white confrontation though in reality it had been turned to a complex student power, revolutionary action. The blacks sensed the news value was in blackness. Reporters called white students by their first names and collared them informally--they spoke to Mr. Black and asked politely for interviews.

The blacks then became blacks -- Different from anyone else.

And in doing so, they were fully aware that they had been forced to. They acknowledged the individuals were not conscious racists but saw clearly that the societal ethic had forced the individuals to treat them differently from all others.

INSTITUTIONAL RACISM

Given that institutional racism had become an objective reality and was transmitted to them by various groups and individuals, they were unwilling to differentiate in any relative sense.

(continued page 10)

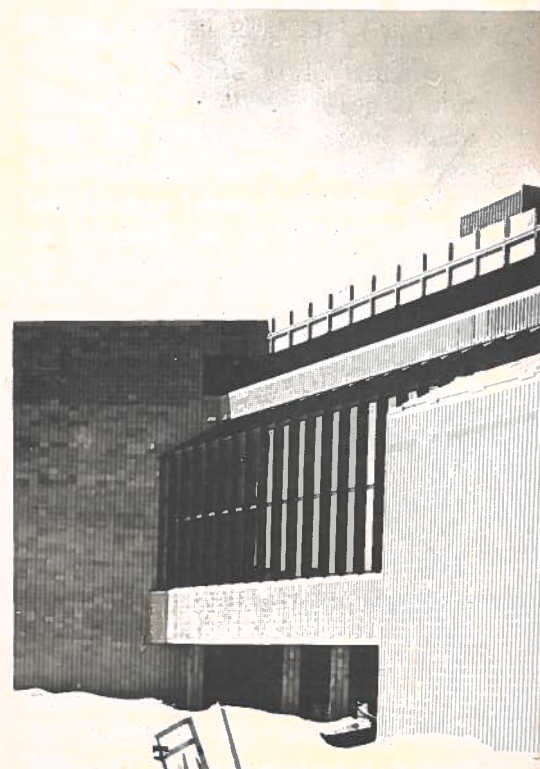


Balcony on the third floor, facing on the proposed lake, overlooks second floor promenade.

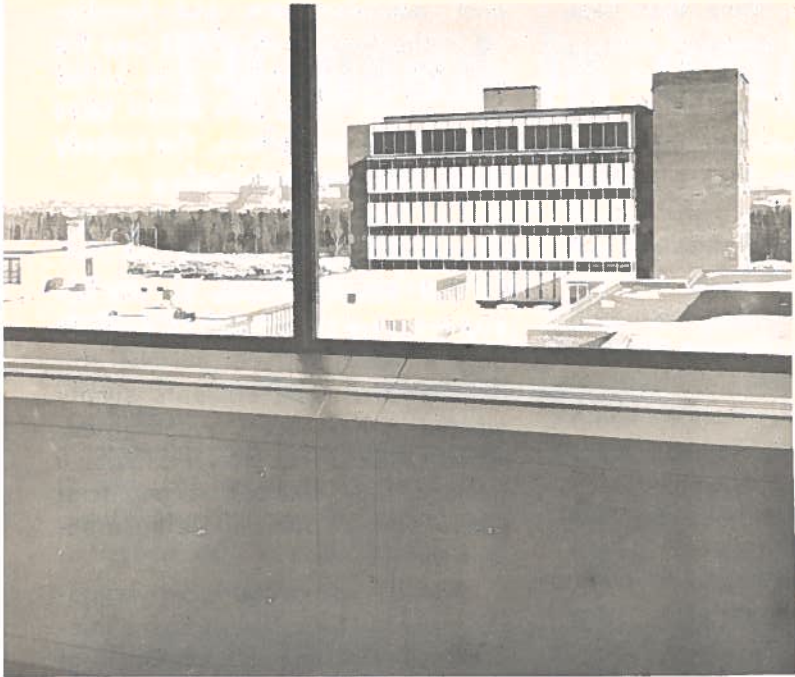


The fifth floor view includes

Inside the it

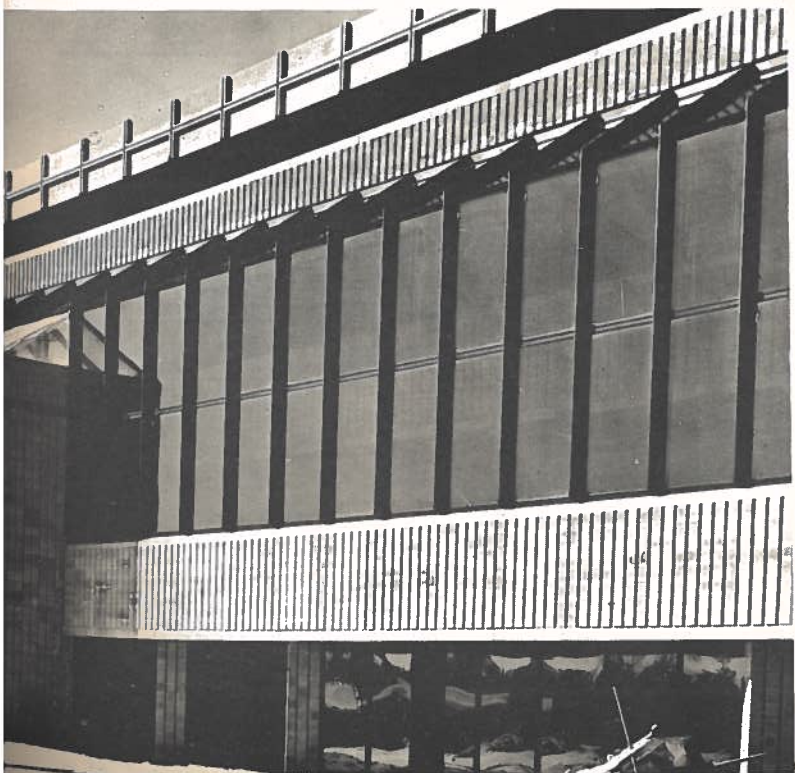


The new building houses millions of dollars of equipment in mid-1970.



Arthur and almost the whole of Thunder Bay.

**rtress
oesn't look so bad...**



worth of new equipment. Strikes permitting, it will be fully op-



Main corridor features modernistic design and pleasing panorama.

Racism (cont'd)

Had they acknowledged that various individuals were blind to the manifestations of their unconscious racism but nevertheless were objectively less repugnant and easier to deal with than the deliberately constructed racist institutions or conscious racists themselves, they might have been able to work the dispute out.

At that point, they could have forced many people to re-evaluate themselves and understand the conflict with the blacks. They were able to work with white radicals, they may have been able to work -- though of course less effectively -- with white liberals.

As the Differences piled up and the division was sharpened, the blacks, though never talking about it, began to despair. Perhaps they thought at heart the racist aspect of the situation could be explained away, that it was only surface dirt.

As the occupation stretched on and they read signs calling them niggers, warning them to get back

into their place, they lost hope. The overt racism coupled with the not-so-subtle covert racism convinced them they would not win.

When the confrontation came, they had little to lose -- AS HUMAN BEINGS.

The destruction was a last stutter of impotent rage.

The whites involved were split. Some were radical people who tried all the while to put the affair into political perspective. The blacks insisted they weren't interested in the 'isms'--capitalism, socialism, Marxism. They ejected one Maoist who was too vociferous.

Gradually they began to create that revolutionary analysis. Some of them left before the police came, knowing they could do no good in jail.

Others stayed to fight imperialism on the barricades.

But many were white liberals genuinely interested in attaining justice, in creating a new Hearing Committee. They were driven to destruction because they were betrayed by people they believed would finally be reasonable -- lib-

eral administrators and faculty.

In the final analysis, it was the attitude of Difference that killed Sir George. Had this revolt been treated like any others, the tragedy would not have happened.

DEMANDS MILD

The demands made by the occupiers were the MILDEST made to date in the history of serious student revolt. The students simply wanted a new hearing committee, AGREEABLE TO BOTH SIDES, a demand they likened to any trial where prosecution and defense select the jury.

Administrative and faculty rigidity came not from the unreasonableness of the demands (though of course a fair number opposed in principle to giving in to students in any way) but rather from evaluation of the people they were dealing with.

And they were incapable of dealing with blacks.

Perhaps the blacks in the long run did prove their case. But everybody has paid an enormous price for that lesson.

Corridor conference slated for L.U.

Lakehead University will host the first major conference on the Mid-Canada Development Corridor, August 20 - 22, 1969.

The concept of the corridor, billed by MACLEAN'S (March 1969) as 'A New Vision For The Near North', would make a horseshoe-shaped area stretching from Labrador to Inuvik an area of development and population growth that could become one of the world's more productive regions, and the full-time home of several million Canadians.

The development corridor would eventually include several large

population centres, but the largest established one is the Lakehead. And Lakehead University, being the only University within the bounds of the projected corridor, has already taken the initiative with the forthcoming conference.

Late last November, a documentary film on the concept appeared at the University. 'Leave This Not to Cain', the film promoting the approach to mid-Canada's development, illustrates examples of modern technology which can make northern living comfortable and give it a distinctive appeal.

The film depicts the possibilities of cities enclosed in giant,

self-supporting bubbles of clear plastic to protect them from the elements; a system of regional and satellite cities linked by computerized, nuclear-powered trains; locally based industries manufacturing new construction materials ideally suited for use in mid-Canada using materials indigenous to the Corridor, and several concepts of new kinds of communities.

Providing the psychological barriers are overcome, the film says, there is ample social and economic justification for the early launching of a large-scale, long-term program for development of a 'second Canada' to the north.

TV used in extension program

An experimental television program, the first of its kind in Canada has brought a new 'look of the future' to Lakehead University's extension program.

And the happiest people of all are the university's 'travelling professors.'

For the past three years a hardy breed of professors has battled winter storms, icy roads and even a moose with a mean streak travelling to extension classes in

various district communities. Using bush planes, trains, buses and cars they covered more than 100,000 miles last term alone—a distance equal to four times around the earth!

Now the technological age has come to their rescue. Using the resources of the university's recently completed television studio, the professors this year are videotaping lectures which are shown in Fort Frances, Dryden and Kenora.

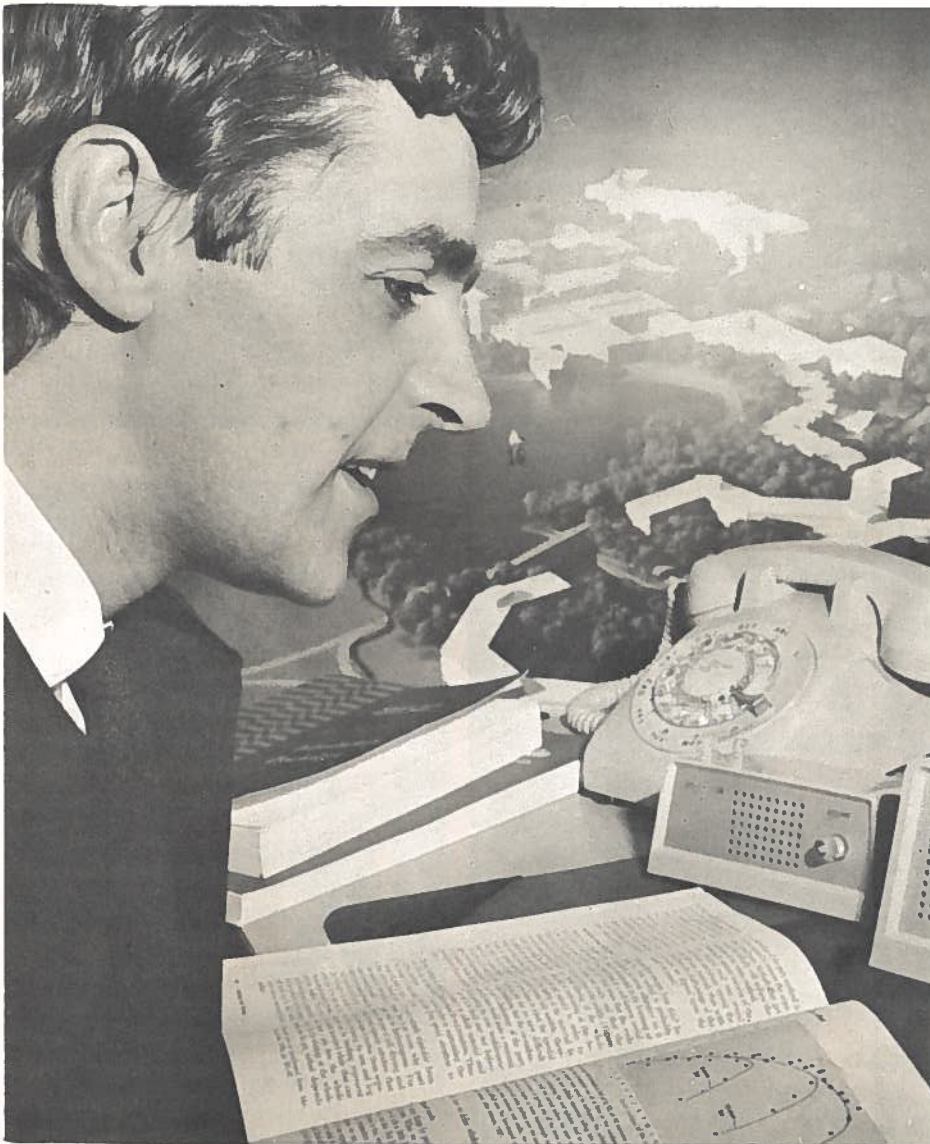
From the warmth and comfort of their office at the University the professors then discuss the lecture with the off-campus students by way of a two-way telephone 'hot line.'

The modern experiment does not eliminate all travelling however. So far only three of the 11 communities served by the university have the television hookups. The remainder of the professors are still flying or driving back and forth every second weekend. Even the videotaping professors make at least three trips to their centres during the academic year.

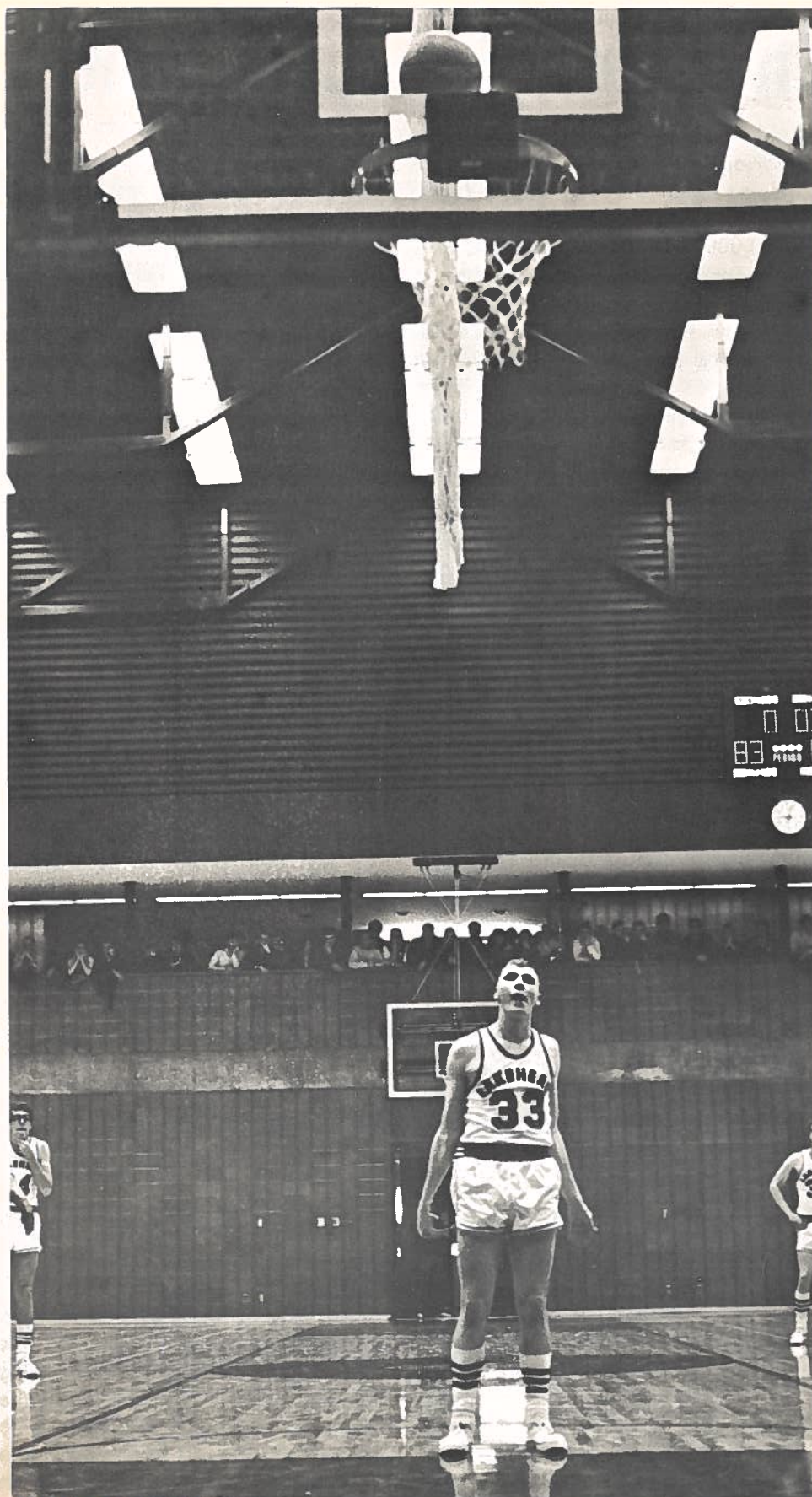
Some of the many advantages involved in the videotaped lectures include: better lectures in the form of a college of pertinent material practically impossible to present in a live classroom situation; use of tapes for both on and off-campus courses; more stability in the scheduling of off-campus courses due to the decreased hazards of travel and weather conditions.

A major advantage of the overall program stems from the fact that the majority of off-campus students are teachers! By giving the teachers the opportunity to improve their qualifications, the program results in a higher standard of teaching for district students.

A fully electronic system is still a few years in the distance but the travel-weary Lakehead professors can at least now begin to laugh at a colleague's tribulations while on his way to Atikoken one year during the moose rutting season. Armed with a shovel, the classics professor was forced to defend himself and his Volkswagen from the determined advances of an amorous moose.



Psych. lecturer Pat Wesley uses a two-way 'hot line' to confer with students in district communities who have previously viewed his video taped lecture.



With three seconds to go, score tied 83 - 83, Wayne Humphreys scored a foul shot Jan. 24 to give Lakehead the win over Concordia State.

Lakehead tops in four OIAA meets

Lakehead University's athletic teams have captured four Ontario championships in the past year.

Competing in the Ontario Intercollegiate Athletic Association championships, the table tennis, curling, fencing, and golf teams have all walked off with the honours.

At press time, the Lakehead ski team had not seen competition.

The Nor'Westers Basketball team, although not competing in any specific league, ended the season with a record of 18 wins to 9 losses. High scorers for the team were Wayne Humphreys with a total of 433 points, or an average of 16 points per game. Don Carroll scored 412 points, averaging 15.8 points per game. Willie Jerks hit for 343 points, or 14.3 points per game.

The hockey Nor'Westers finished third in ICHA competition. Their record was 8 wins against 6 losses. Murray Smith led the team with 39 points, followed closely by Dave Siciliano with 35. Dwight Stirrett picked up 26 points.

Carnival !

Foresters greeted Artsmen opening night of Carnival with this pleasant sign, an indication of the sort of wide open fun which highlighted Carnival '69. Dennis Wallace, Bus. Ad. III, and Donna Pace, Arts II, were crowned king and queen. Two new activities added this year were the 'biffy burn,' and 'car smash'.



Faculty Ph.D's

Three members of the teaching staff in the Faculty of Arts at Lakehead University recently completed their Ph.D. degree requirements.

Dr. W. Melnyk, Chairman of the Psychology department, and Dr. E. Bauman, also of the Psychology department have both had their dissertations accepted by Queen's University. Dr. Melnyk's topic of study was 'Changes Over Time In Experimentally Induced Anxiety -- a study of the central and autonomic components of the anxiety response.' Dr. Bauman wrote on the memory deficit in schizophrenics 'Immediate Memory in Schizophrenia.'

Dr. R. C. S. Ripley's thesis, entitled 'The Grammar of Common Sense: a Study in the Epistemology of Everett W. Hall', was accepted by the University of Western Ontario. Dr. Ripley is an assistant professor with the Department of Philosophy.



LAKEHEAD UNIVERSITY RINGS

TYPE OF RING - GRADUATE. . . . UNDERGRADUATE. . . .

SIZE - RING NUMBER -

LADIES - MEN'S -

GRADUATING YEAR -

* PLEASE ENCLOSE A \$10.00 DEPOSIT ON ALL
GRADUATE RING ORDERS

Out of town orders on undergraduate rings
please enclose full amount.

NAME -

STREET -

CITY -

PROVINCE -

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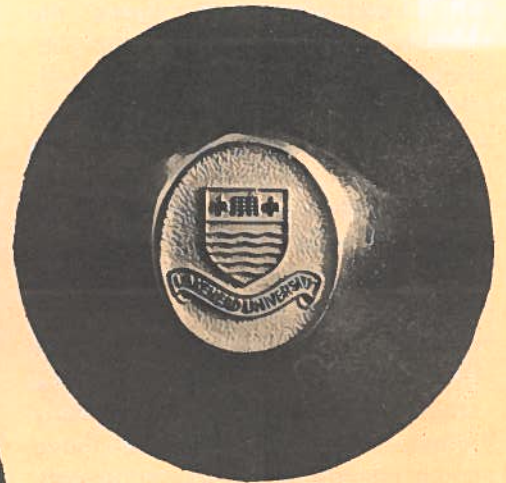
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PROVINCE -

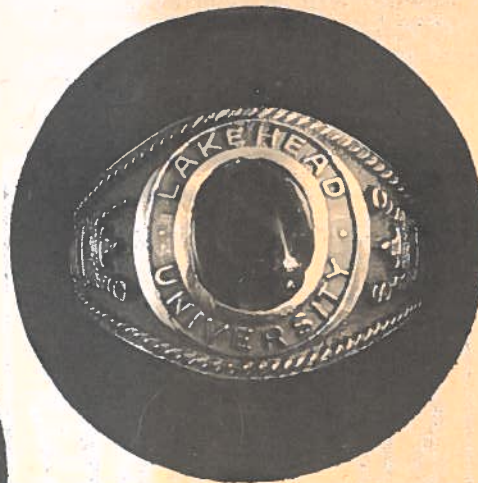
THEY'RE HERE

Rings. Lakehead University crested rings. Not little enamel rings, but beautiful hand-crafted rings, superbly styled. Graduate or undergraduate.



#UG100 (Above)

UNDERGRADUATE - MENS'
GOLD OR STERLING
PRICE: GOLD - \$21.60
STERLING - \$6.70

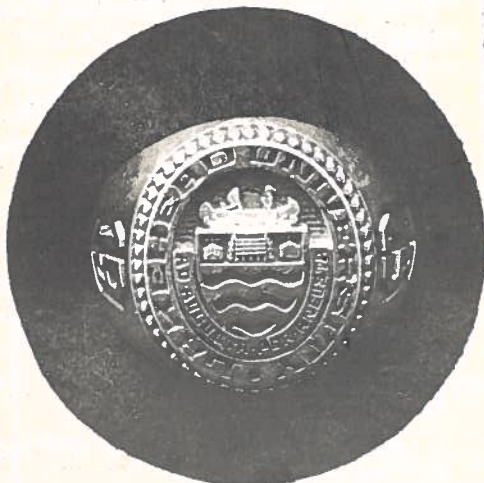


#GR200 (Above)

GRADUATE - GOLD ONLY
MENS' AND WOMENS' - SAME DESIGN
STONE - AMETHYST
PRICE: MENS' - \$33.50
WOMENS' - \$31.00 (Approx.)

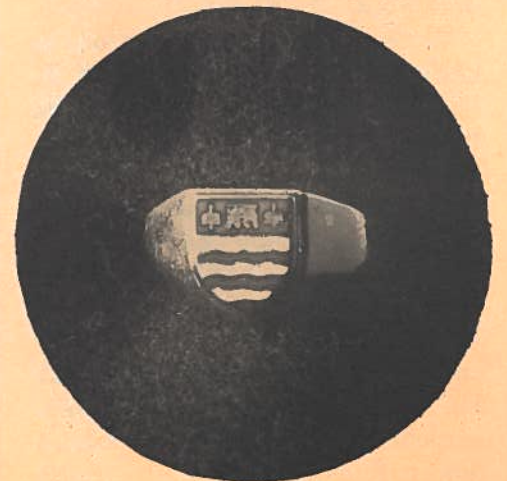
#UG200 (Below)

UNDERGRADUATE - WOMENS'
GOLD OR STERLING
PRICE: GOLD - \$10.45
STERLING - \$4.95



#GR100 (Above)

GRADUATE - GOLD ONLY
MENS' AND WOMENS' - SAME DESIGN
PRICE: MENS' - \$52.00
WOMENS' - \$43.00 (Approx.)



PROCEEDS GO TO THE ALUMNI ASSOCIATION BURSARY FUND